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**Quality Progress Report (QPR)**  
**For**  
**Kansas**  
**FFY 2023**

***QPR Status: Acceptance Review as of 2024-03-11 13:12:05 GMT***

The Quality Progress Report (QPR) collects information from states and territories (hereafter referred to as lead agencies) to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services.

For purposes of simplicity and clarity, the specific provisions of applicable laws printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The lead agency acknowledges its responsibility to adhere to the applicable laws regardless of these modifications.

The contents of this document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

## QUALITY PROGRESS REPORT

The Quality Progress Report (QPR) collects information from lead agencies to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services. Lead agencies are also required to report on their Child Care and Development Fund (CCDF) quality improvement investments through the CCDF Plan, which collects information on the proposed quality activities for a three-year period; and through the ACF-696, which collects quarterly expenditure data on quality activities.

The annual data provided by the QPR will be used to describe how lead agencies are spending a significant investment per year to key stakeholders, including Congress, federal, state and territory administrators, providers, parents, and the public.

### **Specifically, this report will be used to:**

- Ensure accountability and transparency for the use of CCDF quality funds, including a set-aside for quality infant and toddler care and activities funded by American Rescue Plan (ARP) Act
- Track progress toward meeting state- and territory-set indicators and benchmarks for improvement of child care quality based on goals and activities described in CCDF Plans; and
- Understand efforts in progress towards all child care settings meeting the developmental needs of children
- Inform federal technical assistance efforts and decisions regarding strategic use of quality funds.

**What Period Must Be Included:** All sections of this report cover the federal fiscal year activities (October 1, 2022, through September 30, 2023), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

**What Data Should Lead Agencies Use:** Lead agencies may use data collected by other government and nongovernment agencies (e.g., CCR&R agencies or other TA providers) in addition to their own data as appropriate. We recognize that lead agencies may not have all of the data requested initially but expect progress towards increased data capacity. The scope of this report covers quality improvement activities funded at least in part by CCDF in support of CCDF activities. Lead agencies must describe their progress in meeting their stated goals for improving the quality of child care as reported in their FFY 2022-2024 CCDF Plan.

### **How is the QPR Organized?**

The first section of the QPR gathers basic data on the population of providers in the state or territory and goals for quality improvement and glossary of relevant terms. The rest of the report is organized according to the ten authorized uses of quality funds specified in the CCDBG Act of 2014:

- 1) Support the training and professional development of the child care workforce
- 2) Improve the development or implementation of early learning and development guidelines
- 3) Develop, implement, or enhance a quality rating improvement system for child care providers
- 4) Improve the supply and quality of child care for infants and toddlers
- 5) Establish or expand a lead agency wide system of child care resource and referral services
- 6) Support compliance with lead agency requirements for licensing, inspection, monitoring, training, and health and safety
- 7) Evaluate the quality of child care programs in the state or territory, including how programs positively impact children
- 8) Support providers in the voluntary pursuit of accreditation
- 9) Support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
- 10) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

The Office of Child Care (OCC) recognizes that quality funds may have been used to address the coronavirus 2019 (COVID-19) pandemic. These activities should be reflected in the relevant sections of the QPR.

### **Reporting Activities Related to ARP Act Child Care Stabilization Grants**

The ARP Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Please refer to the information memorandum [ARP Act Child Care Stabilization Grants](#) (CCDF-ACF-IM-2021-02) for further guidance on the child care stabilization grants made available through the ARP Act.

While the OCC has established a new data collection form, the ACF-901 – American Rescue Plan (ARP) Stabilization Grants Provider-Level Data, as the primary data collection mechanism for reporting related to ARP stabilization grants, Section 13 of the QPR asks about activities related to stabilization grants made possible through ARP funding. The OCC will inform lead agencies if the data reported through the ACF-901 is complete enough to warrant skipping Section 13 of the QPR. The following information is requested in Section 13:

- If the lead agency ran more than one grant program;
- How stabilization grants were used to support workforce compensation; and
- Methods to eliminate fraud, waste, and abuse when providing stabilization grants

Section 13 should be used to report on ARP Stabilization Grants ONLY. Other child care sustainability or stabilization grant programs established or ongoing using other funding mechanisms (i.e., CCDF or other supplemental funding e.g., CARES, CRRSA, ARP Supplemental Discretionary Funds) should be reported in Section 11.

### **When is the QPR Due to ACF?**

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2023.

### **Glossary of Terms**

The following terms are used throughout the QPR. These definitions can also be found in section 98.2 in the CCDBG Act of 2014. For any term not defined, please use the lead agency definition of terms to complete the QPR.

***Center-based child care provider*** means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

***Director*** means a person who has primary responsibility for the daily operations and management for a child care provider, which may include a family child care provider, and which may serve children from birth to kindergarten entry and children in school-age child care.

***Family child care provider*** means one or more individuals who provide child care services for fewer than 24 hours per day per child in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "family child care homes."

***In-home child care provider*** means an individual who provides child care services in the child's own home.

***License-exempt*** means facilities that are not required to meet the definition of a facility required to meet the CCDF section 98.2 definition of “licensing or regulatory requirements.” Associated terms include “legally exempt” and “legally operating without regulation.”

***Licensed*** means a facility required by the state to meet the CCDF section 98.2 definition of “licensing or regulatory requirements,” which explains that the facility meets “requirements necessary for a provider to legally provide child care services in a state of locality, including registration requirements established under state, local or tribal law.”

***Programs*** refer generically to all activities under the CCDF, including child care services and other activities pursuant to §98.50 as well as quality activities pursuant to §98.43.

***Provider*** means the entity providing child care services.

***Staffed family child care (FCC) networks*** are programs with paid staff that offer a menu of ongoing services and resources to affiliated FCC educators. Network services may include individual supports (for example, visits to child care homes, coaching, consultation, warmlines, substitute pools, shared services, licensing TA, mental health services) and group supports (for example, training workshops, facilitated peer support groups).

***Teacher*** means a lead teacher, teacher, teacher assistant or teacher aide who is employed by a child care provider for compensation on a regular basis, or a family child care provider, and whose responsibilities and activities are to organize, guide and implement activities in a group or individual basis, or to assist a teacher or lead teacher in such activities, to further the cognitive, social, emotional, and physical development of children from birth to kindergarten entry and children in school-age child care.

## 1) Overview

*To gain an understanding of the availability of child care in the state or territory, please provide the following information on the total number of child care providers.*

### 1.1 State or Territory Child Care Provider Population

#### 1.1.1 Total Number of Licensed Providers:

Enter the total number of licensed child care providers that operated in the state or territory as of September 30, 2023. These counts should include all licensed child care providers, not just those serving children receiving CCDF subsidies.

Licensed center-based programs **1269**

Unable to provide number. Indicate reason:

**Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 705 licensed center-based programs receiving CCDF funding. Please report the number of ALL licensed center-based programs operating in the state here, regardless of receipt of CCDF funding.**

Licensed family child care homes **3218**

Unable to provide number. Indicate reason:

**Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 1168 licensed family child care homes receiving CCDF funding. Please report the number of ALL licensed family child care homes operating in the state here, regardless of receipt of CCDF funding.**

## 2) Supporting the training and professional development of the child care workforce

Goal: *Ensure the lead agency's professional development systems or framework provides initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development.*

### 2.1 Lead Agency Progression of Professional Development

#### 2.1.1 Professional Development Registry:

Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2022, to September 30, 2023?

Yes. If yes, describe:

No. If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe: **The Department for Children and Families (DCF) supports workforce training, professional development, and technical assistance through our agreements with Kansas Child Care Training Opportunities, Inc. (KCCTO).**

Through the Workforce Professional Development (WFD) agreement, Kansas Child Care Training Opportunities supports the progression of professional development by providing training for all knowledge and skill levels. Professional development is provided to child care programs through multiple delivery modes, including in-person, through the video conferencing platform Zoom, and through a Canvas learning management system that interfaces with a database system to provide quantitative data for contractual reporting.

- o (WFD CCDF and recovery funded work (RF)) Make available a minimum of six-hundred seventy-five (675) online training offerings to the early childhood workforce. ☑

Within this reporting period: 1095 offerings; Met in SFY23 and on track for SFY24

- o (WFD recovery funded work) Offer a minimum of four hundred (400) in-person training to the early childhood workforce ☑ Within this reporting period: 302 offerings; Not Met in SFY23 (Child Care Aware of Kansas CCR&R Network experienced difficulty with hiring qualified staff to carry out the project deliverables in SFY23), on track for SFY24 (all Child Care Aware regions are staffed and on track in Q1 SFY24 with 100 in-person offerings)

- o (WFD CCDF and recovery funded work) Offer a minimum forty (40) virtual

- training to the early childhood workforce ☑ Within this reporting period: 48 offerings; Not Met in SFY23 (1 shy due to scheduling conflicts), on track for SFY24
- o (WFD CCDF and recovery funded work) Make available a minimum twenty-four (24) extended online training offering to the early childhood workforce ☑ Within this reporting period: 29 offerings; Met in SFY23 and on track for SFY24
  - o (WFD recovery funded work) Make available a minimum ten (10) program specific blended virtual training offerings to the early childhood workforce ☑ Within this reporting period: 4 offerings; Not Met in SFY23 (This type of training is conducted by request from programs. The anticipated demand for this type of training was overestimated.) Making progress in SFY24 (targeted marketing strategies are being explored to increase awareness of the trainings and increase utilization.)
  - o (WFD CCDF) Make available a minimum eight (8) online book study training offering to the early childhood workforce ☑ Within this reporting period: 7 offerings; Not Met in SFY23 (Online book studies are offered on an alternating schedule every other quarter. One Leadership Series book study was determined to be outdated and removed from the schedule. A new Leadership Series book study course was developed and added to the rotation causing one quarter to have no Leadership series book study offering.) On track for SFY24.
  - o (WFD recovery funded work) Make available a minimum nine (9) online training module offerings to the early childhood workforce ☑ Within this reporting period: 14 offerings; Met in SFY23 and on track for SFY24
  - o (WFD recovery funded work) Make available a minimum twelve (12) course bundle offerings to the early childhood workforce ☑ Within this reporting period: 36 offerings; Met in SFY23 and on track for SFY24
  - o (WFD recovery funded work) Make available a minimum four (4) self-paced training offerings to the early childhood workforce ☑ Within this reporting period: 8 offerings; Met in SFY23 and on track for SFY24
  - o (WFD CCDF and recovery funded work) Offer training online, virtual, and in-person training in the priority topics as determined by CCDBG ☑ Within this reporting period: 304 offerings; Met in SFY23 and on track for SFY24

☑ The initially required Kansas Department of Health and Environment health and safety training is available to providers in one 18-hour, 2-week module, as well as in separate courses for each required training topic.

- o (WFD recovery funded work) Make available a minimum one-hundred seventy-five (175) Foundations for Safe and Healthy Early Care Facilities Module offerings ☑ Within this reporting period: 189 offerings; Met in SFY23 and on track for SFY24



- o (WFD recovery funded work) Make available a minimum of ten (10) Foundations for Safe and Healthy Early Care Facilities Module (en Espanol) offerings ☑ Within this reporting period: 9 offerings; Met in SFY23 and on track for SFY24

- o (WFD CCDF and recovery funded work) Make available training in the initial health and safety topics that meet KDHE child care licensing requirements to future and existing child care professionals ☑ Within this reporting period: 236 offerings; Met in SFY23 and on track for SFY24

☑ Department for Children and Families subsidy providers are also required to have four hours of their annual training requirement meet ongoing health and safety requirements. Kansas Child Care Training Opportunities also offers 27 ongoing health and safety courses (online, in-person, and live virtual) which are a more in-depth look into the topic and not repeat trainings. Certificates of completion provide verification to Kansas Department of Health and Environment child care licensing surveyors that the requirements have been met.

- o (WFD CCDF and recovery funded work) Make available a minimum of one-hundred fifty (150) offerings in the annual health and safety topics that meet CCDBG additional four health and safety requirements ☑ Within this reporting period: 247 offerings; Met in SFY23 and on track for SFY24

- Kansas Child Care Training Opportunities a High School Pathway Foundations Module to high school students across the state in the Career and Technical Education Early Childhood program. This training is the Foundations Modules provided on an extended session during the fall semester and on a limited basis during the spring semester.

- o (WFD recovery funded work) Make available a minimum four (4) high school pathway Foundations Module training offerings to the early childhood workforce ☑ Within this reporting period: 29 offerings; Met in SFY23 and SFY24

- Kansas Child Care Training Opportunities offers the Strengthening Business Practices Extended Modules on a rotating consistent basis with two modules offered each month. These extended courses are designed on a two-week learn-apply format and include an optional small group Zoom discussion. The first half of the training includes content, discussion activities and interactions; during the second half participants complete an apply project where they begin to apply the information presented in the course into their practice or skills. Additionally, participants complete reflection with peer interaction and self-reflection activities. Kansas Child Care Training

Opportunities offered a Train-the-Trainer opportunity for Child Care Aware and the Network of Regional Offices regions for Child Care Aware and L2Q staff. Following this train-the-trainer opportunity, all 4 of the SBP modules will be provided in-person in each of the 4 Child Care Aware and the Network of Regional Offices regions. The SBP modules will be adapted into a live virtual format and additional resources for dissemination will be created.

- o (WFD recovery funded work) Make available a minimum twenty (20) Strengthening Business Practices Extended module offerings to the early childhood workforce ☑ Within this reporting period: 21 offerings; Met in SFY23 and on track for SFY24

- o (WFD recovery funded work) By November 30, 2022, host training for up to a maximum of eighteen (18) trainers in business practices. ☑ Met in SFY23 (16 individuals trained in Jan/Feb 2023)

- Kansas Child Care Training Opportunities offers instructional design services to partnering agencies and organizations. The curriculum and instruction team will provide outreach and support to statewide partners in developing online training that aligns with best practices for adult online learners and support in understanding ADA and accessibility in the online learning world, upload content to the LMS. Additionally, the team will train content specialist trainers in using the LMS and support for live course offerings.

- o (WFD CCDF and recovery funded work) Provide instructional design services (i.e., development, uploading, and live hosting support) to statewide partners utilizing the LMS ☑ Met in SFY23 and on track for SFY24

- o (WFD CCDF and recovery funded work) Ten (10) additional courses offered by statewide partners will be hosted, with support, on the LMS.- Within this reporting period: 4 hosted; Not Met in SFY23 (The Instructional Design Specialist position was not filled until Dec. 2022. The staff hired for the position was in-house and did not assume all IDS roles fully until additional staff were hired and trained. The IDS contacted 11 agencies regarding contracting with KCCTO to use the Canvas LMS to host and facilitate online training or offer live virtual training. Four (4) contracts were signed, with three (3) agencies still in conversation, with hopes to have contracts signed and training developing to be offered by the end of 2023. The goal then would be to find and work with an additional three (3) agencies to also get training approved and offered before the contract in June of 2024. The agencies that did not sign contracts expressed their interest but shared the same barrier of not having the time or staff to commit to this partnership for development and training.) On track for SFY24.

☑ Kansas Child Care Training Opportunities partners with Kansas Inservice Training Services to provide services to child care providers serving infants and toddlers through our Department for Children and Families agreement for the Infant-Toddler Specialist Network (ITSN). The Kansas Child Care Training Opportunities learning management system allows both the Workforce Development and Infant-Toddler Specialist Network staff to offer a variety of professional development options for child care programs. Online and virtual training offerings include health and safety training and a variety of content topics including social emotional, cognitive and physical development; behavior management, challenging behaviors, and reducing expulsion and prevention; cultural and linguistic responsiveness through family engagement and learning environments aligned with the Kansas Early Learning Standards; strengthening business practices and caring for and supporting the development of children with disabilities and developmental delays.

· Kansas Child Care Training Opportunities contracted with the Child Care Aware of Kansas CCR&R Network offices through a sub-award to deliver in-person training and support to the child care professionals in their service delivery area. Each region participated in collaboration meetings to coordinate the delivery of in-person and live virtual delivery of professional development. Through this process a PD inventory was taken. Through this process curriculum for training was shared as well as areas for training of trainers were identified. Additionally, each region sent representation each month to the WFDAG to share information both with the advisory group and with their respective teams.

- o (WFD recovery funded work) By July 2022, initiate individual sub-awards with each regional office. ☑ Met in SFY23
- o (WFD recovery funded work) Establish a sub-award between KCCTO and Child Care Aware of Kansas Regional Network (CCA) to strengthen the comprehensive professional development system ☑ four (4) regional offices. ☑ Met in SFY23 and SFY24
- o (WFD recovery funded work) Establish a teaming agreement to report a training plan. ☑ Met in SFY23 and SFY24
- o (WFD recovery funded work) Establish teaming meetings to collaborate and coordinate training opportunities for child care professionals ☑ Met in SFY23 and SFY24
- o (WFD recovery funded work) Participate in collaboration meetings to coordinate planning and delivery of professional development opportunities.- Met in SFY23 and on track for SFY24
- o (WFD recovery funded work) Contribute to ten (10) collaboration meetings

focusing on the coordination and planning of professional development opportunities. ☐  
Within this reporting period: 8 meetings; Not Met in SFY23 due to the delayed start of the grant award, challenges of hiring and onboarding of the subaward PDS positions, time allowed for two less collaboration meetings. On track in FY24 with 2 meetings completed in Q1 and 3 scheduled in Q2.

In addition to online and virtual training, Kansas Child Care Training Opportunities Workforce Development staff have launched additional quality building supports for child care programs to guide them in their professional advancement, including these Training and Technical Assistance instructional activities:

☐ Online training includes information about available technical assistance, including evidence-based information about the benefit, supports to help providers work with children and families, and all the ways to access technical assistance. Each trainer's homepage includes contact information to each professional development specialist and how to access their appointment-scheduling calendar. Technical assistance is also built-in to some trainings.

o (WFD CCDF) Offer TA to childcare professionals providing care and education to children birth to thirteen years (e.g., consultation, coaching, professional development advising, TA) as needed. ☐ Within this reporting period: 939 TA engagements; Met in SFY23 and on track for SFY24

· A CDA resource center is provided through the Kansas Child Care Training Opportunities Workforce Development agreement. The webpage provides information about the CDA program, types of credentials, and information regarding financial supports offered. This webpage has been accessed by 3,036 unique individuals, with 9,168 total page views. Additionally, scholarships for the Child Development Associate Credential KCCTO training track or other CDA approved courses and the CDA Council assessment fees, both initial and renewal, are available. Technical assistance is provided to participants throughout the CDA credentialing process.

o (WFD recovery funded work) Make available a minimum twenty (20) Orientation to the Child Development Associate Credential course offerings to the early childhood workforce ☐ Within this reporting period: 22 offerings; Met in SFY23 and on track for SFY24

o (WFD recovery funded work) Make available a minimum four (4) Renewal Process for the Child Development Associate Credential course offerings to the early childhood workforce ☐ Within this reporting period: 4 offerings; Met in SFY23 and on track for SFY24

- o (WFD recovery funded work) Make available a minimum four (4) Training Module: Creating Your Child Development Associate Credential course offerings to the early childhood workforce ☑ Within this reporting period: 5 offerings; Met in SFY23 and on track for SFY24
  - o (WFD recovery funded work) Ensure professional development is available on an ongoing basis and provides for a progression of professional development for individuals on the CDA training track ☑ Met in SFY23 and on track for SFY24
  - o (WFD recovery funded work) Provide a minimum of three (3) TA contacts per CDA training track participant. ☑ Within this reporting period: 203 duplicated participants receiving CDA TA, 214 CDA TA engagements; Met in SFY23, on track for SFY24 (Note: each individual CDA training track participant receives 3 TA contacts during their time on the track, however, not all of these 3 TA contacts may occur during the same FY)
  - o (WFD recovery funded work) 80% CDA Training Track participants will complete their training plan. ☑ Not Met in SFY23 and SFY24 (50.5% of those that start the CDA Training Track complete.): Completions are influenced by several variables: the number of participants reporting to leave the child care field, participants withdrawing due to other stressors that interfere with ability to complete course work, and the inability to consistently complete course work due to reasons unreported. Of note: meaningful percentages are not possible to calculate because participation crosses contract years. Within this reporting period, 63 participants completed the track.
  - o (WFD recovery funded work) 80% of Child Care Aware of Kansas and its network of CCR&R partners Professional Development Specialists will conduct a minimum of 1 Verification Visit. ☑ Not Met in SFY23: delays in hiring Child Care Aware of Kansas Regional Network staff coupled with the slow process of achieving CDA Professional Development Specialist status did not allow for completion of this performance measure. Making progress in SFY24.
- The Individual Professional Growth offering provides childcare professionals the opportunity to enroll in once and work with a Professional Development Specialist to select training that is relevant to their needs. There are two options childcare professionals can select from, a 10-hour bundle or a 20-hour bundle.
- o (WFD CCDF and recovery funded work) Provide a minimum of two (2) TA contacts per Individual Professional Growth participant. ☑ Within this reporting period: 8 IPG participants, 16 IPG TA engagements; Met in SFY23, making progress in SFY24
  - o (WFD CCDF and recovery funded work) Offer TA to Individual Professional Growth participants. ☑ Met in SFY23, on track for SFY24

- Virtual Toolkits are a simple resource that professional development specialists email to child care professionals as a follow-up to other TA or through the Canvas system with participation with online training. Currently there are 78 virtual toolkits available, with 54 on general education topics, 20 for program directors and administrators, and 4 in Spanish.
  - o (WFD CCDF) Develop and disseminate a minimum of ten (10) virtual toolkits. ☑ Within this reporting period: 7 toolkits; Met in SFY23, on track for SFY24
  - o (WFD CCDF) Develop/disseminate virtual toolkits. ☑ Met in SFY23, on track for SFY24
  
- Kansas Child Care Training Opportunities Workforce Development provides focused technical assistance on identified topic areas. Professional Development Specialists with expertise in the identified areas were selected to focus on providing focused technical assistance to early care and education professionals. Focused technical assistance is provided in the following areas: Cultural Responsiveness, Family Child Care Supports, Business Practices Supports, Director Supports, Child Care Aware subaward.
  - o (WFD CCDF and recovery funded work) By September 2022, a plan for services will be identified. ☑ Met in SFY23 and continuing in SFY24: identified staff to fill these roles and provide focused TA
  - o (WFD CCDF and recovery funded work) Offer focused TA based on childcare professional or program's role, responsibility, or practice. ☑ Met in FY23, on track for FY24
  
- Kansas Child Care Training Opportunities Workforce Development also supports several cohorts of Directors seeking their National Director's Credential available through McCormick. These individuals have their registration fees paid for and work with a professional development specialist and each other to move through the Aim for Excellence modules.
  - o (WFD recovery funded work) Facilitate twelve (12) cohort meetings with National Director credential participants. ☑ Within this reporting period: 12 cohort meetings; Not Met in FY23 (Meetings from Cohort A could not be counted in this grant year (particularly in Q1) because the funding for this cohort was through PDG), on track for FY24 (The Year 2 goal should be met with Cohort B and Cohort C and D.)
  - o (WFD recovery funded work) Offer TA in the form of a cohort to directors participating in the National Director credential. ☑ Met in FY23, on track for FY24

- Kansas Child care Training Opportunities provided four training for trainer events for professional development specialists and trainers in Kansas. 1) A First Aid and CPR Instructors Course was provided to eleven (11) instructors received Instructor certification through the American Heart Association. Each instructor was given 40 student books and eCards to assist in keeping the course cost to a minimum for early care and education professionals. Additionally, each instructor has access to mannequins for infant, child and adult CPR, AED practice machines as well as the supplies needed to conduct a successful certification course in pediatric first aid and CPR. Instructors are located throughout Kansas both in rural and urban counties giving direct access for ECCE professionals. 2) FLIP It Training of Trainers: Twenty-six (26) Professional Development Specialists from the Kansas ECCE support system committed to a six week online live virtual Training of Trainers for FLIP It; a challenging behavior course provided by the Devereux Center for Resilient Children. Upon completion of the training of trainers, the course was adopted for statewide use and approval for live virtual and in-person delivery formats. 3) Essentials of Brain Based Training: Twenty-five (25) trainers from the Kansas ECCE system attended the Essentials of Brain Based Training of Trainers facilitated by Niki Rowe Patton in Manhattan, Kansas. The two-day event provided information on adult learning theory and learning styles. Trainers participated in a variety of learning activities and received templates to support professional learning delivery. 4) Online Learning Consortium Ad Hoc Trainings for Trainers supported trainers in a variety of skills for live virtual and online delivery. Twenty-nine (29) individuals enrolled in 1 or more of the eight (8) available courses. Courses are ongoing through SFY24 Q1 and Q2.
  - o (WFD CCDF and recovery funded work) Provide a minimum of four (4) training for trainers' events. ☑ Met in SFY23 (4 events), making progress in SFY24
  - o (WFD CCDF and recovery funded work) Offer training for trainers' events to support trainer and TA specialists' development of competencies or approval to train specific curriculum. ☑ Met in SFY23 (4 events), making progress in SFY24

- Kansas Child Care Training Opportunities Workforce Development, through the Workforce Development Advisory Group and the Collaborative Technical Assistance workgroup began work on developing a TA directory and collaborative TA referral system. During multi-agency TA meetings, the Network began discussions on a TA directory that will equip individuals/agencies to make informed referrals to other entities that can provide TA for programs serving children up to age 12.
  - o (WFD CCDF) Host multi-agency meeting for TA providers from CCDF-funded

organizations to develop a plan for collaborative TA referrals across organizations. ☑ Met SFY23, making progress in SFY24

- o (WFD CCDF) Develop a plan for collaborative TA referrals. ☑ Not Met in SFY23: After two multi-agency meetings, the work was paused in order to evaluate how the work could be embedded into other projects (e.g. The Trainer Directory). Making progress in SFY24: Individuals and organizations providing TA are still being identified to have a more robust approach to the work in the near future.

- Kansas Child Care Training Opportunities Workforce Development has developed a rigorous trainer approval system to both employ highly qualified trainers on funded projects, but to also expand the availability of trainers in the community. Through the Workforce Development Advisory Group, the Collaborative Professional Development Workgroup has begun the process of gathering statewide partners to develop a recommendation for a statewide trainer approval system, which may include information about a statewide trainer directory. Building a strong system of trainers across the state contributes to the goal of encouraging and tracking the progression of professional development for those who service children directly.

- o (WFD CCDF) Increase the number of KCCTO approved trainers by 40%. ☑ Within this reporting period: 24%; Not Met in SFY23 (The Trainer and Technical Assistance Program Coordinator was not hired until the end of quarter two in SFY23, causing delays in recruiting additional trainers to the in-person system), making progress in SFY24.

- o (WFD CCDF) Implement a KCCTO trainer approval system. ☑ Met in SFY23 and SFY24.

- o (WFD CCDF) Develop a recommendation for the establishment a statewide trainer approval system. ☑ Not met in SFY23 but in progress in SFY24 (a joint trainer and training approval process recommendation workgroup was created in SFY24 Q1 and multiple meetings have been scheduled in Q2 to make progress on this work).

- o (WFD CCDF) Recruit forty-five (45) trainers to include their information on the Trainer Directory. ☑ Not Met in SFY23, making progress in SFY24 (the transition to Salesforce has delayed further development of the trainer directory. The initial launch of Salesforce occurred in Q2 of SFY24 and will continue to be built out over the rest of the fiscal year)

- o (WFD CCDF) Recruit forty-five (45) support professionals to include their information on the Trainer Directory. ☑ Not Met in SFY23, making progress in SFY24 (the transition to Salesforce has delayed further development of the trainer directory. The initial launch of Salesforce occurred in Q2 of SFY24 and will continue to be built out over the rest of the fiscal year)



☐ Professional Development Partner program is an additional optional Technical Assistance support available to all child care professionals. There are currently 1,752 early childhood professionals who have opted into the program since the program began, with 753 professionals new in this time period. Professionals who opt-in to this program have access to support individualized to their preferences, needs and interests as well as their preference for level of support. Examples of support include but are not limited to the following: finding professional development opportunities, specific challenges of early childhood work, resources, toolkits, and strategies, and identifying or connecting with local, state, and national organizations such as DCF, KCCTO-KITS ITSN, or Tiny-K.

☐ Kansas Child Care Training Opportunities Facebook Peer Networking Community of Practice continues as a form of optional TA available to all professionals with access to Facebook. The group is moderated by a team of PD Specialists who provide TA through the platform, such as Facebook live conversations on relevant topics, sharing resources, and engaging with the community members in each guide topic group. Guide topics will continue to be driven by the community members. There are currently 238 members in the peer group.

☐ Kids These Days podcasts are weekly podcasts that cover topics relevant to early education professionals.

☐ The Individualized Professional Development Plans (IPDP) is a tool staff and providers can use to for track their professional education and training and setting goals for future professional growth. Individualized Professional Development Plans are available to providers who utilize Kansas Child Care Training Opportunities training and can be used to provide guidance on self-assessments, setting goals and tracking professional education. Access to templates and explanatory information about what IPDPs are and how to use them is provided on the Kansas Child Care Training Opportunities website.

o (Career Pathway recovery funded work) Recruit and train a cohort of up to 10 early childhood professionals to mentoring/coaching early childhood professionals on the Career Pathway and develop their Individual Professional Development Plan (IPDP).

☐ On track for SFY24: planning phase of training for the mentors/coaches has started. Training of mentors and coaches will take place on December 13-14, 2023.

o (Career Pathway recovery funded work) Distribute support stipends for up to

3,000 individuals who engage with mentors and coaches in developing an individual professional development plan (IPDP). ☑ On track for SFY24: IPDP training and planning for IPDP and coaching is underway along with stipend distribution process. Anticipated distribution of funds is January through April 2024.

☑ Kansas Child Care Training Opportunities Workforce Development offers scholarships to child care providers. Currently, eligibility requirements include completion of an Individualized Professional Development Plan. This gives staff and providers a tool for tracking their professional education and training and setting goals for future professional growth. Scholarships are available for in-service training, state and national conferences, higher education (2 and 4 year), and endorsements or certifications (including initial and renewal CDA training and application fees and pediatric first aid and CPR and director credentials.) Between October 1, 2022, and September 30, 2023, 1408 child care professional scholarships were awarded for a total of \$308,507.

o (WFD CCDF and recovery funded work) SFY23 Performance Measure Activity = Utilize procedures and criteria to award a maximum of six-hundred twelve (612) scholarships for Child Care Professionals [\$252,100 TOTAL] / SFY24 Performance Measure Activity = Utilize procedures and criteria to award scholarships for Child Care Professionals. [\$539,800 TOTAL] - MET in SFY23 and on track for SFY24

☑ Facility accreditation scholarships are available for licensed child care facilities. Accreditation demonstrates a commitment to high standards of care and supports high-quality learning. committed to higher standards. Between October 1, 2022, and September 30, 2023, 2 accreditation scholarships were awarded for a total of \$1,565.

o (WFD CCDF and recovery funded work) SFY23 Performance Measure Activity = Utilize procedures and criteria to award a maximum of fifteen (15) scholarships for Child Care Programs. [\$26,550 TOTAL] / SFY24 Performance Measure Activity = Utilize procedures and criteria to award scholarships for Child Care Programs. [\$26,545 TOTAL]

☑ NOT MET (2 awarded scholarships for a total of \$1,565): Other funding source was used for NAFCC accreditations. No additional scholarship applications were received.

☑ Scholarships are available to professionals working in roles that directly support child care professionals and programs. The support service scholarship can be utilized for in-service training, state or national conferences, and train-the-trainer professional growth opportunities. Between October 1, 2022, and September 30, 2023, 54 support service scholarships were awarded for a total of \$30,935.09.

o (WFD CCDF and recovery funded work) SFY23 Performance Measure Activity = Utilize procedures and criteria to award a maximum of twenty (20) scholarships for Support Service Early Childhood Professionals. [\$12,000 TOTAL] / SFY24 Performance Measure Activity = Utilize procedures and criteria to award scholarships for Support Service Early Childhood Professionals. [\$62,800 TOTAL] ☑ MET in SFY23 and on track for SFY24 (54 awarded scholarships for a total of \$30,935.09)

☑ Training/Conference Organization Scholarships are awarded to support statewide and local professional development events. The training or conference events must include an overall early childhood focus or early childhood track. Between October 1, 2022, and September 30, 2023, 13 training/conference organization scholarships were awarded for a total of \$59,010.

o (WFD CCDF and recovery funded work) SFY23 Performance Measure Activity = Utilize procedures and criteria to award a maximum of five (5) scholarships for Training/Conference Organizations. [\$25,000 TOTAL] / SFY24 Performance Measure Activity = Utilize procedures and criteria to award a maximum of twenty (20) scholarships for Training/Conference Organizations. [\$100,000 TOTAL] ☑ MET in SFY23 and on track for SFY24 (13 scholarships awarded for a total of \$59,010)

☑ Mini Grants-KCCTO approved trainers are eligible to receive mini grants to assist with the costs incurred while providing professional development that is approved by KDHE or CEU to child care professionals. These grants can be used to cover expenses like venue fees, mileage rates, and/or an honorarium. If the trainers choose to receive an honorarium, they must charge only a nominal fee to the participants.

o (WFD CCDF and recovery funded work) SFY23 Performance Measure Activity = Utilize procedures and criteria to award a maximum of one-hundred twenty (120) trainer mini grants. [\$36,000 TOTAL] / SFY24 Performance Measure Activity = Utilize procedures and criteria to award a maximum of one-hundred twenty (120) trainer mini grants. [\$36,000 TOTAL] ☑ Within this reporting period: 483.5 clock hours of training was supported with mini grant awards for a total of \$35,385; NOT MET in SFY23 and on track for SFY24 (119 scholarships awarded for a total of \$8,630)

Department for Children and Families' agreement with Kansas Child Care Training Opportunities for Infant-Toddler Specialist Network also tracks professional development progression through written technical assistance plans. The Quality Improvement Plans (QIP) include descriptions of the program or provider's current and proposed status, anticipated outcomes, activities to be implemented, resources needed,

persons responsible, timelines, and measurable/observable results. Progress toward outcomes is documented through goal attainment scale scores. The Infant-Toddler Specialists' role is to help the provider identify and prioritize areas for growth, and what professional development or resources are needed to achieve his or her identified goals.

- o CCDF Performance Measure: Develop 36 TA plans with newly licensed providers ☑ Met for SFY23, On track for SFY24

- o CCDF Performance Measure: Develop 84 TA plans with established providers ☑ Met for SFY23, On track for SFY24

- o recovery funded work Performance Measure: Develop 10 technical assistance plans with childcare providers with identified outcomes addressing supporting children with disabilities in their setting (SFY23)- Not Met: 2 technical assistance plans with child care providers were developed during this timeframe. As stated earlier, the hiring process for this project was not completed until January 2023 which made it difficult to meet this performance measure. However, project staff did engage in 114 technical assistance visits which included coaching and/or consultation. As the RF specialists' technical assistance visits have increased, they have noted that the nature of those visits varies. While some providers are interested in being part of a formalized action plan, most of the day-to-day technical assistance work of our recovery funded work specialists include ☑just-in-time☑ support and ☑topic☑ focused coaching. Just-in-time support can be characterized as a type of support that helps guide the provider through an immediate need that may or may not be related to the purpose of the initial request for help or require on-going support. Often what the recovery funded work specialists report is that providers may request TA in a particular area but when they arrive another, more pressing situation needs support in that moment. This discovery has led us to identify a better way to capture these types of visits through recording action-plan cycles (or TA plans).

- o Performance measure adjusted per contract: Participate in 280 technical assistance engagements with childcare providers addressing supporting children with disabilities in their setting. This could result in an Action Plan Agreement. (SFY24) ☑ On track (79)

- o Develop 50 technical assistance plans with childcare providers with identified outcomes social-emotional/mental health. Not Met for SFY23 - 0 technical assistance plans were developed during this timeframe Over this time, however, 37 coaching and consultation visits were conducted. Over time, we have begun to recognize that the aspect of coaching that occurs within programs encompasses a myriad of coaching mechanisms. For example, often specialists report that technical assistance visits are centered around unexpected, in-the-moment coaching opportunities. These can be

different than the original request. Specialists report coming into programs and needing to be responsive to the situation in the moment. These “just-in-time” coaching conversations result in the specialist brainstorming with the provider. Capturing these mechanisms of coaching is important because it illustrates the breadth of the work happening in the field. As the recovery funded projects move forward, we have systems in place to track and capture these types of action-cycle events in a more formalized manner.

- o Performance measure adjusted per contract: Participate in 280 technical assistance engagements with childcare providers focusing on social-emotional/mental health. This could result in an Action Plan Agreement. (SFY24) ☑ On track

Kansas Child Care Training Opportunities Workforce Development supports the progression of professional development by providing training for all knowledge and skill levels.

Kansas Child Care Training Opportunities Workforce Development also supports several cohorts of Directors seeking their National Director’s Credential available through McCormick. These individuals have their registration fees paid for and work with a professional development specialist and each other to move through the Aim for Excellence modules.

CRRSA Funds were used to support the initial phases of the Kansas Professional Development Workforce Registry build. The Kansas Children’s Cabinet and Trust Fund (KCCTF) is the lead entity for the registry, in collaboration with state agencies and contracting organizations. The registry will help the state with needed coordination, communication, and planning for more effective professional development, a richer data set related to the child care workforce, and modernization and subsequent expansion of the state’s QRIS. It will aid in supporting the workforce and improve professionals access to training records and employment verification. It can also help ease delivery of payments to workforce members. The project is ongoing so no final deliverables to report.

Kansas Child Care Training Opportunities Workforce Development tracks progression of professional development. Scholarship and CDA participants are required to fill out an application that includes Individual Professional Development Plan questions. Previously completed professional development is carefully reviewed for individuals who contact Kansas Child Care Training Opportunities seeking training to meet CDA requirements. This ensures that there is no duplication of training for a CDA initial training tract participant or there is a clear path of progression for a renewal training track

participant. As mentioned above, Department for Children and Families' agreement with Kansas Child Care Training Opportunities for Infant-Toddler Specialist Network also tracks professional development progression through written technical assistance plans.

**2.1.2 Participation in Professional Development Registry:**

Are any teachers/providers required to participate?

Yes. If yes, describe:

No. If no, describe: **There are no requirements for teachers/providers to participate in alternatives to a workforce registry.**

**2.1.3 Number of Participants in Professional Development Registry:**

Total number of participants in the registry as of September 30, 2023 **0**

**2.1.4 Spending - Professional Development Registry:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

**2.2 Workforce Development**

**2.2.1 Professional Development and Career Pathways Support:**

How did the lead agency help teachers/providers progress in their education, professional development, and/or career pathway between October 1, 2022 and September 30, 2023 (check all that apply)? If selected, how many staff received each type of support?

Scholarships (for formal education institutions) **60**

Financial bonus/wage supplements tied to education levels **62**

Career advisors, mentors, coaches, or consultants 541

Reimbursement for training 1,373

Loans

Substitutes, leave (paid or unpaid) for professional development

Other. Describe: CDA Training Scholarships:130; CDA Application Fee

Scholarships:43; ITSN TA Plan Training Waivers: 47; The KCCTF used PDG funding to explore and develop a formal career pathway for child care professionals and CCDF recovery funds have also been used. Career Pathway Feedback Sessions / Participants: 17 / 212 (46 direct service providers); The Career Pathway website launched in August 2023 with information about the career pathway and offers feedback options. The Career Pathway implementation team has presented information on the Kansas Career Pathway to direct and support service professionals in five (5) events during August and September 2023.

Career Pathway recovery funded work--MET

- o By April 1, 2023, organize a steering committee ("core team") and consultants to develop and to guide the work of implementation of the Career Pathway as it currently exists--MET

- o By April 30, 2023, engage a national consulting group (e.g., BUILD) to convene Kansas partners, build upon the extensive foundation of existing work, and implementation science, to formulate an evidence-informed implementation plan of the Career Pathway as it currently exists--MET

- o By April 1, 2023, identify activities that relate to the Career Pathway implementation that may be supported with recovery dollar fund--MET

- o By June 30, 2023, develop a plan informed by system partners, to guide implementation of the Career Pathway as it currently exists--MET

- o By June 30, 2023, engage the Office of Educational Innovation and Evaluation (OEIE) on the development of the research design for a comprehensive study of the current EC workforce regarding entry to and remaining in (or departure form) early care and education and design to examine the implementation and effectiveness of the Career Pathway--MET

- o By August 1, 2023, we will have developed a strategic plan with the national external consulting group (BUILD) to organize and convene regular meetings (up to 8 meetings by June 1, 2024) of Kansas partners to coordinate articulation and promotion of the career pathway within existing early childhood and partner systems and crosswalk with national professional standards for the early childhood workforce (e.g., National Association for the Education of Young Children, Council for Exceptional Children, Kansas State Department of Education)--MET First meeting will occur in

December 2023.

By September 1, 2023, convene Kansas State Department of Education, Family and Consumer Sciences, and related partners to introduce the Career Pathway and Kansas core competencies and integration in Career and Technical Education (CTE), coursework and Early Childhood Pathway User Guide.-- MET. First introduction was on October 12, 2023; Career Pathway staff are actively involved with CTE workgroups to guide facilitation of integration.

N/A. Describe:

### 2.2.2 Spending - Professional Development and Career Pathways Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

## 2.3 Child Care Provider Qualifications

### 2.3.1 Number of Licensed Child Care Programs Qualifications:

Total number of staff in licensed child care programs with the following qualification levels as of September 30, 2023:

Child Development Associate (CDA)

Associate's degree in an early childhood education field (e.g. psychology, human development, education)

Bachelor's degree in an early childhood education field (e.g. psychology, human development, education)

State child care credential



State infant/toddler credential

Unable to report this data. Indicate reason: **Kansas does not have a registry collecting this information. Over the last 14 months, Kansas has been working to design, develop, and implement of a Workforce Registry for Early Childhood Care and Education professionals to connect on all aspects of their endeavors and achievements. While voluntary, the Workforce Registry will function as the primary entry point for professionals to access, enroll in, and pay for required trainings as well as access critical technical assistance supports to incentivize utilization. Professionals will have required fields to complete their profile, including their credentials and educational attainment (with document storage for access and verification) and the lead agency will be able to pull data and report for all staff with information included in the registry.**

### 2.3.2 Number of Licensed CCDF Child Care Programs Qualifications:

Total number of staff in licensed CCDF child care programs with the following qualification levels as of September 30, 2023:

Child Development Associate (CDA)

Associate's degree in an early childhood education field (e.g. psychology, human development, education)

Bachelor's degree in an early childhood education field (e.g. psychology, human development, education)

State child care credential

State infant/toddler credential

Unable to report this data. Indicate reason: **Kansas does not have a registry collecting this information.**

## 2.4 Technical Assistance for Professional Development

### 2.4.1 Technical Assistance Topics:

Technical assistance on the following topics is available to providers as part of the lead agency's professional development system (can be part of QRIS or other system that provides professional development to child care providers):

Business Practices

Mental health for children

Diversity, equity, and inclusion

**[x]** Emergency Preparedness Planning

**[x]** Other. Describe other technical assistance available to providers as part of the professional development system: **Child Care Aware of Kansas Regional Network have provided Go Nutrition and Physical Activities Self-Assessment for Child Care resources, Child Care Bonus, information on Learning Community meetings, Program Administration Support, Breastfeeding Designation, KDHE/Licensing, Sustainability Round, Budget Workshop, DCF Enrollment, KDHE Proposed Regulations, Link Drafts, Advocacy, ASQ Training, General Links to Quality Info, Leadership Training, Child Care Recruitment, CACFP, CDA, Build Back Better Act, Continuing Education, COVID issues, Kansas Early Learning Standards, KS Career Pathway 2, Family Partnerships, Learning & Development, Accreditation, Handbook Webinar, CPR, and Community Engagement related technical assistance.**

**Kansas Child Care Training Opportunities have provided technical assistance on Child Development, Community Relationships, Family Partnerships & Family Strengthening, Health, Nutrition & Safety of Child Care Settings, Learning Environment & Curriculum, Mental Health for Staff/Employees, Physical Activity & Development, Special Needs & Inclusion, Staff/Provider Qualifications/Professional Development, Teach/Provider-Child Relationships, Teacher/Provider Instructional Practices, and Other topics as needed.**

- o (ITSN CCDF) Provide 216 intensive TA visits to newly licensed child care providers Met for SFY23, Making progress for SFY24 (we only count coaching visits for this performance measure; the number above includes coaching, consultation, and PD advising)**

- o (ITSN CCDF) Provide 504 intensive TA visits to established child care providers - Met for SFY23, Making progress for SFY24 (we only count coaching visits for this performance measure; the number above includes coaching, consultation, and PD advising)**

- o (ITSN recovery funded work) Participate in 280 technical assistance engagements with childcare providers addressing supporting children with disabilities in their setting. This could result in an Action Plan Agreement. (SFY24) On track (79)**

- o (Workforce Development CCDF) Offer TA to childcare professionals providing care and education to children birth to thirteen years (e.g., consultation, coaching, professional development advising, TA) as needed. Within this reporting period: 939 TA engagements; Met in SFY23 and on track for SFY24**

- o (Workforce Development recovery funded work) Provide a minimum of three (3) TA contacts per CDA training track participant. Within this reporting period: 203 duplicated participants receiving CDA TA, 214 CDA TA engagements; Met in SFY23, on**

track for SFY24 (Note: each individual CDA training track participant receives 3 TA contacts during their time on the track, however, not all of these 3 TA contacts may occur during the same FY)

#### 2.4.2 Spending - Technical Assistance for Professional Development:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

### 2.5 Spending – Training and Professional Development

#### 2.5.1 Spending – Training and Professional Development:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2022 to September 30, 2023? **\$4769855**

Unable to report total amount spent. Indicate reason:

*Optional:* Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **PDG Funds were used to support a system-level Workforce Coordinator located at the Kansas Children’s Cabinet and Trust Fund (KCCTF) to spearhead registry RFP/build and career pathway implementation efforts. Funds were also used to support initial career pathway implementation efforts, which included development of a scope and phased implementation plan and budget and collaborative hand-off to the lead workforce development contractor.**

## 2.6 Progress Update

### 2.6.1 Progress Update – Training and Professional Development:

Supporting the training and professional development of the child care workforce

Measurable indicators of progress the state/territory reported in section 6.3.2 of the FFY 2022-2024 CCDF Plan.

**Lead Agency supports workforce professional development and infant and toddler training and technical assistance through contractual agreements that require participant data and demographics, as well as pre and post evaluations of trainings. Data collected through these agreements include but is not limited to: number of enrollments in training and increase in knowledge as demonstrated in pre and post evaluations of trainings; number of written TA plans and number of completions and number of on-site TA visits. During FFY 2020, KCCTO workforce development contractor offered 1,012 online training events and 72,986 enrollments to 10,053 unique participants. Overall change in scores measured by pre-post evaluations was 18%. KCCTO's online training includes Health and Safety Modules for newly licensed providers, teachers and staff. Enrollment in these modules in FFY 2020 was 54,990 to 4,610 unique participants. Participants in the module training received 2 virtual toolkit resources and were provided an opportunity to sign up for TA. Ongoing health and safety courses, a requirement for CCDF subsidy providers, were offered 169 times with 4,224 participants enrolling. KCCTO, Infant Toddler Services Network provided training and technical assistance to providers who serve families of infant and toddlers. During FFY 2020, ITSN moved to virtual TA due to the pandemic. The ITSN specialists offered 107 online/virtual training events to 982 participants. The overall average change in online pre-post evaluations was 15%. Prior to the pandemic, specialist offered 50 in person training events that reached 842 participants. In-person and virtual trainings assess outcomes through activities and post-training evaluations. During pre-pandemic FFY2020, ITSN specialists wrote 68 intensive TA plans and conducted 156 site visits. The KCCTO Workforce Development CDA training track supported 134 providers during FFY 2020 and assisted 206 providers in writing an Individual Professional Development Plan. Links to Quality (L2Q) includes four (4) foundation links as a basis for programs to start the journey for continuous quality improvement. Those four Links include: Program Administration, Family Partnerships, Learning and Development, and Health and Safety. To be recognized as a member of Links to Quality a child care program must complete all four (4) of the foundation Links. The measures that Links to Quality will track include but are not limited to: number of program participating in L2Q, number of member**

programs (programs that have complete the 4 foundation links), Number of children served by L2Q program, the number of L2Q programs who are enrolled providers with DCF, and the number of children receiving CCDF funding. As Links to Quality completed the pilot and moved in to the transition phase of our process over 75% of the program who participated in the pilot signed on to continue with the program. This included to revise the indicators and process within L2Q to with the guidance of state and national best practices and the voice of Kansas provider. Providers have continued to contribute to L2Q through work groups, focus group, monthly peer group meetings and quarterly program webinars.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.3.2 of the FFY 2022-2024 CCDF Plan: **The Kansas CCDF lead agency uses funding in a number of different professional development systems, approaches, and services to provide needed professional development opportunities and growth to our various workforce with diverse needs. Some of the agreements that are supported with these funds and used to increase the early education workforce knowledge and skills are listed below with measures used and progress.**

The Kansas Department of Health and Environment for Health, Safety, and Increased Quality in Child Care agreement has these measures of progress in the area of providing supports and services to increase quality within the child care provider workforce:

☒ Number of participants in state and local workgroups to promote professional development quality activities: 296

☒ Number of Orientation trainings: 664

Links to Quality (L2Q) includes four (4) foundation links as a basis for programs to start the journey for continuous quality improvement. Those four Links include: Program Administration, Family Partnerships, Learning and Development, and Health and Safety. To be recognized as a member of Links to Quality a child care program must complete all four (4) of the foundation Links. The L2Q related work and agreements have these measures of progress in providing supports and services to increase quality within the child care provider workforce. However, due to Covid-19, the implementation of Links to Quality was delayed, so we currently have no providers participating in L2Q. In lieu of

a full statewide QIS implementation, we did leverage the first link, Program Administration, to develop a program, Program Administration Support, to provide one-on-one technical assistance and resources related to business practices. Number of programs working through PAS: 197 -Center-based: 35, Home-based: 145, School-age Programs: 12, Preschool: 5 -Number of children served by these programs: 8,656 - Number of these programs enrolled with DCF: 101 -Number of children receiving Child Care Assistance enrolled in these programs: 1,757 -Number of counties these programs are in: Program Administration Support: 58 -Total number of completed self-assessments: 134 (some completed more than one self-assessment) -Number of programs receiving technical assistance through coaching visits: 410 programs, 2,403 TA visits -Number of monetary awards issued: 289 Program Administration Support Awards issued. (Award #1: 156, Award #2: 133) -Number of Quality Improvement Plans (QIP) completed for an award request: 239; 130 submitted first award request, 109 submitted a second award request -Number of total stipends issued: \$ 101,250 (Award #1: \$ 46,000, Award #2: \$ 55,250) # Number of trainings offered: 64 Total (1 Create Inclusive Leadership Groups that Work, 56 GO NAPSACC, 7 Physical Activity Learning Sessions Training. Specific targets were not called out in the agreement because they were to serve all that applied for the services. These specific services were not provided in the past, so there is no comparison data. The services delivered have met performance measures.

KCCTO Subgrant Training Offered:11 Basic Health & Safety courses, 12 Priority Training Topic Courses with 622 providers total completing courses. Basic Health and Safety Courses offered: Basic CD (including supervision), Recognition & Reporting Child Abuse, Prevention & Control of Infectious Diseases SIDS & Use of Safe Sleep Practices, Administration of Medication Prevention and Response to Food Allergies Prevention of Shaken Baby Syndrome Emergency Preparedness and Response Planning, Building & Physical Premises Safety Emergency Preparedness and Response Planning, Handling & Storage of Hazardous Materials and Bio Contaminants, Precautions in Transporting Children. Priority Training Topics: DCF Childcare Subsidy, Homelessness, Nutrition, Physical Activity & Obesity, Cultural Responsiveness English Language Learners, Children with Disabilities, ACES, Early Neurological Development, KELS, Social Emotional, Preventing and Reducing Expulsion and Suspension, Business Practices.

The Kansas Child Care Training Opportunities Workforce Professional Development (WFD) agreement has these measures of progress in the area of providing supports and services to increase quality within the child care provider workforce:

- Number of in-person and virtual trainings and number of enrollments: 350 offerings and 2155 enrollments (does not include Child Care Aware of Kansas Regional Network enrollments)

- ☑ Number of these trainings that were offered at a low cost to participants due to CCDF funding: 100%

- o (WFD recovery funded work) Offer a minimum of four hundred (400) in-person training to the early childhood workforce ☑ Within this reporting period: 302 offerings; Not Met in SFY23 (Child Care Aware of Kansas CCR&R Network experienced difficulty with hiring qualified staff to carry out the project deliverables in SFY23), on track for SFY24 (all Child Care Aware regions are staffed and on track in Q1 SFY24 with 100 in-person offerings.

- o (WFD CCDF and recovery funded work) Offer a minimum forty (40) virtual training to the early childhood workforce ☑ Within this reporting period: 48 offerings; Not Met in SFY23 (1 shy due to scheduling conflicts), on track for SFY24

- % Increase in Kansas knowledge as demonstrated in pre and post evaluations of trainings: 18%

- Number of CDA Training Track participants: 241

- ☑ % Of CDA Training Track participants that completed their training track: Meaningful percentages are not possible to calculate because participation crosses contract years. Within this reporting period, 63 participants completed the training track.

- o (WFD recovery funded work) 80% CDA Training Track participants will complete their training plan. ☑ Not Met in SFY23 and SFY24 (50.5% of those that start the CDA Training Track complete.): Completions are influenced by several variables: the number of participants reporting to leave the child care field, participants withdrawing due to other stressors that interfere with ability to complete course work, and the inability to consistently complete course work due to reasons unreported.

- ☑ Number of scholarship recipients: 1509

- o (WFD CCDF and recovery funded work) SFY23 Performance Measure Activity = Utilize procedures and criteria to award a maximum of six-hundred twelve (612) scholarships for Child Care Professionals [\$252,100 TOTAL] / SFY24 Performance Measure Activity = Utilize procedures and criteria to award scholarships for Child Care

Professionals. [\$539,800 TOTAL] - MET in SFY23 and on track for SFY24

- o (WFD CCDF and recovery funded work) SFY23 Performance Measure Activity = Utilize procedures and criteria to award a maximum of fifteen (15) scholarships for Child Care Programs. [\$26,550 TOTAL] / SFY24 Performance Measure Activity = Utilize procedures and criteria to award scholarships for Child Care Programs. [\$26,545 TOTAL] ☒ NOT MET (2 awarded scholarships for a total of \$1,565): Other funding source was used for NAFCC accreditations. No additional scholarship applications were received.
- o (WFD CCDF and recovery funded work) SFY23 Performance Measure Activity = Utilize procedures and criteria to award a maximum of twenty (20) scholarships for Support Service Early Childhood Professionals. [\$12,000 TOTAL] / SFY24 Performance Measure Activity = Utilize procedures and criteria to award scholarships for Support Service Early Childhood Professionals. [\$62,800 TOTAL] ☒ MET in SFY23 and on track for SFY24 (54 awarded scholarships for a total of \$30,935.09)
- o (WFD CCDF and recovery funded work) SFY23 Performance Measure Activity = Utilize procedures and criteria to award a maximum of five (5) scholarships for Training/Conference Organizations. [\$25,000 TOTAL] / SFY24 Performance Measure Activity = Utilize procedures and criteria to award a maximum of twenty (20) scholarships for Training/Conference Organizations. [\$100,000 TOTAL] ☒ MET in SFY23 and on track for SFY24 (13 scholarships awarded for a total of \$59,010)
- o (WFD CCDF and recovery funded work) SFY23 Performance Measure Activity = Utilize procedures and criteria to award a maximum of one-hundred twenty (120) trainer mini grants. [\$36,000 TOTAL] / SFY24 Performance Measure Activity = Utilize procedures and criteria to award a maximum of one-hundred twenty (120) trainer mini grants. [\$36,000 TOTAL] ☒ Within this reporting period: 483.5 clock hours of training was supported with mini grant awards for a total of \$35,385; NOT MET in SFY23 and making progress for SFY24 (119 scholarships awarded for a total of \$8,630)

☒ % Of scholarship recipients reporting an increase in knowledge and skills after attending a professional development event: 77.33%

- o (WFD CCDF and recovery funded work) 90% of scholarship recipients will report an increase in knowledge and skills after attending a professional development ☒ Not Met in SFY23: KCCTO determines the increase in numbers based on a small percentage of surveys that are returned after completing the professional development event, and after participants have already completed the initial final survey. However, this method is not sufficient to reflect the knowledge increase of all participants. To collect accurate data for SFY24, KCCTO is collaborating with a data specialist to determine the next steps.



- Number of providers supported on CDA training track: 241
  - Number of providers completing CDA training track: 65
  - Number of providers assisted with IPDPs: 127
    - o (WFD recovery funded work) Provide a minimum of three (3) TA contacts per CDA training track participant. ☑ Within this reporting period: 203 duplicated participants receiving CDA TA, 214 CDA TA engagements; Met in SFY23, on track for SFY24 (Note: each individual CDA training track participant receives 3 TA contacts (including an IPDP session) during their time on the track, however, not all of these 3 TA contacts may occur during the same FY)
- KCCTO is meeting the desired outcomes for the WFD agreement.

The Kansas Child Care Training Opportunities Infant-Toddler Specialist Network agreement has these measures of progress in the area of providing supports and services to increase quality within the child care provider workforce:

CCDF Measures of Progress:

- Number of written TA plans and number of completions: 119 and 139
  - o 82 of the completions were plans written prior to the start of this reporting period.
  - o Develop 36 TA plans with newly licensed providers ☑ Met for SFY23, On track for SFY24
  - o Develop 84 TA plans with established providers ☑ Met for SFY23, On track for SFY24
- Number of on-site TA visits and number of virtual visits: 1016 and 72
  - o Additional 316 visits conducted via phone or email not included in these counts
  - o Provide 216 intensive TA visits to newly licensed child care providers ☑ Met for SFY23, Making progress for SFY24 (we only count coaching visits for this performance measure; the number above includes coaching, consultation, and PD advising)
  - o Provide 504 intensive TA visits to established child care providers - Met for SFY23, Making progress for SFY24 (we only count coaching visits for this performance measure; the number above includes coaching, consultation, and PD advising)
- % Of increased knowledge as the result of TA: 88%
  - o Measured as the percentage of TA plan goals met or exceeded at the time of

plan completion.

- Number of In-person and virtual trainings and number of enrollments: 145 and 3703
  - o We also had 92 online trainings with 1986 enrollments.
  
- ☑ Number of trainings on incorporating appropriate health policies, procedures, and guidelines: 4
  - o We also had 28 online health & safety trainings.
  - o Offer 180 community-based or online trainings ☑ Met for SFY23, On track for SFY24
  - o Offer 12 center-based trainings ☑ Met for SFY23, On track for SFY24
  - o Offer 16 health and safety trainings ☑ Met for SFY23, On track for SFY24
  - o Offer 12 regional training opportunities in collaboration with local partners ☑ Met for SFY23, On track for SFY24
  - o Offer 12 family engagement trainings ☑ Met for SFY23, On track for SFY24
  
- % Increase in knowledge as demonstrated in pre and post evaluations of trainings: 11%
  - o Pre and post assessments are not collected for in-person or virtual trainings.
  
- Number of Quality Improvement financial incentives to providers with intensive TA plan: 97
  - o Distribute incentives to 36 newly licensed providers (SFY23) - Met
  - o Distribute incentives to 84 established providers (SFY23) ☑ Not Met: Our policy on financial incentives is to only provide incentives to providers on a TA plan. We had 87 plans with established providers but not all of them needed incentives to meet their goals. Adjusted the performance measure for SFY24 to reflect not all plans require incentives.
  - o Distribute incentives to 75 providers (SFY24) ☑ Making progress
  
- Number of Kansas Early Learning Standards professional development events and % increase in knowledge: 13 and 22%
  - o Increase in knowledge reflects online KELS courses only. Pre and post assessments are not collected for in-person or virtual trainings.
  - o Offer 12 KELS Training Events ☑ Met for SFY23, Making progress for SFY24

- Number of Kansas Early Learning Standards kits (10 training modules) distributed: 313
  - o This number reflects the number of KELS distributed. We are no longer distributing the training modules specifically.
  - o Distribute 300 sets of KELS ☑ Met for SFY23, Making progress for SFY24
  
- Number of trainings offered related to infant and toddler mental health, number of participants, and % increase in knowledge: 58, 1628, and 18%
  - o Increase in knowledge reflects online infant and toddler mental health courses only. Pre and post assessments are not collected for in-person or virtual trainings.
  - o Offer 12 Infant-Toddler Mental Health Training Events ☑ Met for SFY23, Met for SFY24
  
- Number of QIP plans written with ITSN support: 116
  - o Our TA plans are quality improvement plans ☑ same as number reported above
  - o Develop 36 TA plans with newly licensed providers ☑ Met for SFY23, On track for SFY24
  - o Develop 84 TA plans with established providers ☑ Met for SFY23, On track for SFY24
  
- Number of resources disseminated through various methods: 2,709
  - o Disseminate resources through various methods ☑ Met for SFY23, On track for SFY23
  
- Number of family engagement resources developed/identified: 4
  - o Identify, develop, and disseminate 12 consumer friendly materials for child care providers on family partnership/engagement ☑ Met for SFY23, No progress in SFY24
  
- Number of health and safety resources developed/identified: 9
  - o Identify/develop 12 one-paged fact sheets or infographics on health and safety practices ☑ Met for SFY23, Making progress for SFY24
  
- Number of trainings offered related to adult self care: 8
  - o Promote/sponsor 4 trainings related to self-care for adults to support well-being of child care providers ☑ Met for SFY23, On track for SFY24
  
- Number of infant-toddler specific trainings developed: 9

- o Develop 8 infant-toddler specific trainings designed to increase the knowledge and skills of providers ☑ Met for SFY23, Making Progress for SFY24
  - Number of communities of practices maintained: 6
  - o Create or maintain 5 CoPs designed to support knowledge and skills of child care providers as well as peer-to-peer support ☑ Met for SFY23, Met for SFY24
  - Number of family engagement courses: 11
  - o Develop 4 trainings focused on effective family engagement strategies (SFY23) ☑ Met
  - o Maintain a library of at least 4 trainings focused on effective family engagement strategies (SFY24) ☑ Met
  - Number of infant-toddler mental health courses: 11
  - o Develop 3 trainings focused on infant-toddler mental health (SFY23) ☑ Met
  - o Maintain a library of at least 3 trainings focused on infant-toddler mental health (SFY24) - Met
  - Number of trainings offered related to local & state professional connections: 6
  - o Offer a minimum of 6 trainings promoting local and statewide professional connections ☑ Met for SFY23, Making progress for SFY24
  - ☑ Number of newsletters distributed: 6
  - o Develop and disseminate 6 electronic newsletters covering various topics designed to increase child care providers awareness of the ITSN project and provide information on varied child development topics ☑ Met for SFY23, Making progress for SFY24
- Recovery funded work Measures of Progress:
- Number of inclusion-focused training hours developed: 32.5 hours (16 trainings)
  - o Develop 30-35 course clock hours related to inclusion, disability and teaming ☑ Met for SFY23, On track for SFY24
  - ☑ Number of inclusion-focused training hours offered: 71 hours (35 offerings)
  - o Offer 30-35 clock hours of training related to inclusion, disability, and teaming ☑ Met for SFY23, On track for SFY24

☐ Number of participants enrolled in inclusion-focused trainings: 985  
o Enroll 300 - 350 participants in training related to inclusion, disability and teaming ☐ Met for SFY23, On track for SFY24

☐ Number of inclusion-focused technical assistance plan: 2  
o Develop 10 technical assistance plans with childcare providers with identified outcomes addressing supporting children with disabilities in their setting (SFY23)- Not Met: 2 technical assistance plans with child care providers were developed during this timeframe. As stated earlier, the hiring process for this project was not completed until January 2023 which made it difficult to meet this performance measure. However, project staff did engage in 114 technical assistance visits which included coaching and/or consultation. As the recovery funded work specialists' technical assistance visits have increased, they have noted that the nature of those visits varies. While some providers are interested in being part of a formalized action plan, most of the day-to-day technical assistance work of our recovery funded work specialists include ☐just-in-time☐ support and ☐topic☐ focused coaching. Just-in-time support can be characterized as a type of support that helps guide the provider through an immediate need that may or may not be related to the purpose of the initial request for help or require on-going support. Often what the recovery funded work specialists report is that providers may request TA in a particular area but when they arrive another, more pressing situation needs support in that moment. This discovery has led us to identify a better way to capture these types of visits through recording action-plan cycles (or TA plans).  
o Performance measure adjusted per contract: Participate in 280 technical assistance engagements with childcare providers addressing supporting children with disabilities in their setting. This could result in an Action Plan Agreement. (SFY24) ☐ On track (79)

☐ Number of inclusion and collaboration focused targeted training opportunities: 3  
o Provide 7 targeted, small group training opportunities for 75 early intervention practitioners and 125 childcare providers that focus on teaming and collaboration and supporting children with disabilities in childcare environments (SFY23). Not Met - 3 targeted, small group training opportunities were conducted during this timeframe. 24 early intervention practitioners and 65 child care providers were engaged. Challenges in personnel time and other duties made it difficult to meet this requirement. The hiring process for project staff started in May 2022 and wasn't fully completed until January 2023 which contributed to our inability to meet this requirement. In addition, project staff were also heavily involved in course development and training delivery during this

time (as evidenced by the numbers in the performance measures above).

- o Performance measure adjusted per contract: Provide 5 targeted training opportunities for 30 early intervention practitioners and 125 childcare providers that focus on teaming and collaboration and supporting children with disabilities in childcare environments (SFY24) ☑ On track

- o Performance measure adjusted per contract: Conduct 2 community conversations that engage early intervention practitioners, special educators, and childcare providers that focus on supporting children with disabilities in childcare centers and family childcare homes. Engage 30 participants. (SFY24) ☑ On track (3 scheduled)

☑ Number of mental health focused clock hours developed: 16 (7 trainings)

- o Develop 30-35 course clock hours related to social-emotional/mental health. Not Met for SFY23 - The hiring process for project staff started in May 2022 and wasn't fully completed until January 2023 which contributed to our inability to meet this requirement, On track for SFY24

☑ Number of mental health focused clock hours offered: 37.5 (17 trainings)

- o Offer 30-35 clock hours of training related to social-emotional/mental health - MET

☑ Number of participants enrolled in mental health focused training: 628

- o Enroll 300-400 participants in training related to social-emotional/mental health - MET

☑ Number of technical assistance plans developed: 0

- o Develop 50 technical assistance plans with childcare providers with identified outcomes social-emotional/mental health. Not Met for SFY23 - 0 technical assistance plans were developed during this timeframe Over this time, however, 37 coaching and consultation visits were conducted. Over time, we have begun to recognize that the aspect of coaching that occurs within programs encompasses a myriad of coaching mechanisms. For example, often specialists report that technical assistance visits are centered around unexpected, in-the-moment coaching opportunities. These can be different than the original request. Specialists report coming into programs and needing to be responsive to the situation in the moment. These ☑just-in-time☑ coaching conversations result in the specialist brainstorming with the provider. Capturing these mechanisms of coaching

is important because it illustrates the breadth of the work happening in the field. As the recovery funded projects move forward, we have systems in place to track and capture these types of action-cycle events in a more formalized manner.

- o Performance measure adjusted per contract: Participate in 280 technical assistance engagements with childcare providers focusing on social-emotional/mental health. This could result in an Action Plan Agreement. (SFY24) ☑ On track

☑ Number of communities of practice: 0

- o Develop one community of practice focused on social-emotional/mental health. Engage 10 participants. (SFY23) ☑ Not Met - Feedback from providers and practitioners in the field uncovered a need for a different type of community of engagement. More specifically, community conversations that targeted bringing various groups of people together to talk about the issues facing the field. In addition, limited staff time and resources made it challenging to implement these.

- o Performance measure adjusted: Conduct 2 community conversations that engage early intervention practitioners, special educators, and childcare providers that focus on supporting children with disabilities in childcare centers and family childcare homes. Engage 30 participants. (SFY24) ☑ On track (2 scheduled)  
KCCTO is meeting the desired outcomes for the ITSN agreement.

The Kansas Early Head Start Child Care Partnership agreements have these measures of progress in the area of providing supports and services to increase quality within the child care provider workforce: Number of people who received the following through KEHS program

-Scholarships (for formal education institution) : 21

-Financial bonus/wage supplements tied to education levels: 62

-Career advisors/Mentors/Coaches/Consultants: 142

-Reimbursement for training: 14

The ten different Kansas Early Head Start Child Care Partnership grantees were able to provide these supports and services as needed, thus meeting the desired outcomes.

### 3) Improving early learning and development guidelines

*Goal: To ensure the lead agency has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice and professional development.*

#### 3.1 Early Learning and Development Guidelines

##### 3.1.1 Spending - Early Learning and Development Guidelines:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to improve early learning and development guidelines during October 1, 2022 to September 30, 2023?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on improving upon the development or implementation of early learning and development guidelines? **\$35000**

Unable to report total amount spent. Indicate reason

*Optional:* Use this space to tell us any additional information about how funds were spent that is not capture in the item already reported: **A working group of state agency and partner organization staff met monthly for 16 months to update the Kansas Early Learning Standards. These are currently out for public comment.**

No

#### 3.2 Progress Update

##### 3.2.1 Progress Update - Early Learning and Development Guidelines:



Improving upon the development or implementation of early learning and development guidelines.

Measurable indicators of progress the state/territory reported in section 6.4.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

**Lead Agency will continue to evaluate progress in improving the quality of child care programs and services through the use of these standards by collecting the number of enrollments and changes in pre post test scores. During FFY 2020, KCCTO enrolled 261 participants in 12 KELS trainings with an average change in scores measured by pre post-tests of 22%. DCF will continue to track and monitor the requests for the KELS distribution and TA referrals through KCCTO workforce development and infant toddler specialists. The total number of distributions of KELS materials for FFY2020 were 206 and 214 referrals to KELS online.**

**<http://kskits.org/virtual-kit-early-learning-standards> During FFY2020 The Family Engagement and Partnership Standards for Early Childhood, KCCTO workforce development and infant toddler specialist network enrolled a total of 175 participants with a changes in score of 13% for 120 online participants and 3% change in score for 55 participants in through the Infant Toddler Specialist Network. There were 110 distributions of the Kansas Family Engagement and Partnership Standards. Links to Quality (L2Q) did not award any of the foundation Links during the pilot, as it was a test of processes and procedures. As part of the pilot over 75% of the programs working on the Learning and Development link as part of the pilot participated in professional development around the Kansas Early Learning Standards (KELS), and received relationship based coaching on how they could be implemented in their programs.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan: **During this time, the Kansas Early Learning Standards Core Team has been working on updating these standards. The team has reviewed each of the content areas of the standards to determine if the standard was developmentally appropriate, clear and easy to follow, and recognized the importance of equity, diversity, and inclusion. Content area specialists were brought in to assist with this work. Content Area Specialists include experts from the field on the topic areas including childcare providers, teachers, Head Start teachers and directors, trainers, two- and four-year college representatives and KSDE Staff that specialize in each subject area for K-12 to name a few. As the team progressed through the standards, a consistent issue found there were a number of standards that were the same or repeated across multiple age groups. In these instances, the team determined where the standard seemed most appropriate and deleted any duplications. Key terms were added under each of the content areas to allow for understanding and usability for a wide variety of audiences. In addition, an equity statement was also added within each of the content areas to help reinforce**

the importance of honoring and respecting each child’s language, cultural background and abilities. A draft of the revision work has been shared widely across the early childhood field with groups such as the Early Childhood Recommendations Panel, the Kansas Head Start Association quarterly Affiliate Program Member Meeting, and the All in for Kansas Kids Wednesday webinar. Feedback was gathered from each of these events and factored into the edits made. The Kansas Department for Education (KSDE) also had a public comment period on the document. The next steps for the core team will be to present the KELS revision to the Kansas State Board of Education and the KS Children’s Cabinet and Trust Fund Board for final approval. Once final approval has been received KSDE’s Graphic & Communications Team will craft the final document and training will be developed as well as a website to link to resources to the standards.

Although the guidance and information contained in the Kansas Early Learning Standards is embedded in much of the quality related work and professional development courses and supports in Kansas, there are specific professional development opportunities and technical assistance opportunities available specifically on the Kansas Early Learning Standards themselves.

Links to Quality related contracts have these measures of progress related to Kansas Early Learning Standards (KELS) courses and supports:

- Number of KELS related TA administered: % Increase in knowledge as demonstrated in pre and post evaluations of TA: This data was not tracked as the Links were not available yet. While working towards statewide implementation of Links to Quality, the alignment of KELS with our Learning and Development is essential to supporting classrooms with creating inclusive, quality learning environments. Learning and Development will also lean into KELS to ensure social and emotional supports are present in classrooms.

The Kansas Child Care Training Opportunities Workforce Professional Development (WFD) agreement has these measures of progress related to Kansas Early Learning Standards (KELS) courses and supports:

- Number of KELS specific training: 4 offerings
- ☐ Number of unduplicated providers attending these trainings: 94
- % Increase in Kansas knowledge as demonstrated in pre and post evaluations of KELS trainings: 24.5%
- Number of KELS materials distributed through all methods: All KELS materials distributed are documented in the ITSN numbers below.
- Number of KELS related TA administered: N/A

- ☑ % Increase in knowledge as demonstrated in pre and post evaluations of TA: N/A
  - Number of Family Engagement and Partnership Standards Training (includes connection to KELS): 3
  - % Increase in Kansas knowledge as demonstrated in pre and post evaluations of Family Engagement and Partnership Standards trainings: 6%
- KCCTO is meeting the desired outcomes for the WFD agreement.

The Kansas Child Care Training Opportunities Infant-Toddler Specialist Network agreement has these measures of progress related to Kansas Early Learning Standards (KELS) courses and supports:

- Number of KELS specific training: 13  
Offer 12 KELS Training Events ☑ Met for SFY23, Making progress for SFY24
  - ☑ Number of unduplicated providers attending these trainings: 207
  - % Increase in Kansas knowledge as demonstrated in pre and post evaluations of KELS trainings: 22%  
Increase in knowledge reflects online KELS courses only. Pre and post assessments are not collected for in-person or virtual trainings.
  - Number of KELS materials distributed through all methods: 313  
Distribute 300 sets of KELS ☑ Met for SFY23, Making progress for SFY24
- KCCTO is meeting the desired outcomes for the ITSN agreement.

#### 4) Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator

*Goal: To ensure the lead agency implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.*

##### 4.1 Quality rating and improvement system status

###### 4.1.1 QRIS or other system of quality improvement status:

Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2022 to September 30, 2023?

The lead agency QRIS is operating state- or territory-wide.

- General description of QRIS:
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality]
  - Tier/Level 1:  
 High Quality
  - Tier/Level 2:  
 High Quality
  - Tier/Level 3:  
 High Quality
  - Tier/Level 4:  
 High Quality
  - Tier/Level 5:  
 High Quality
  - Tier/Level 6:  
 High Quality
  - Tier/Level 7:  
 High Quality
  - Tier/Level 8:  
 High Quality
  - Tier/Level 9:  
 High Quality
  - Tier/Level 10:  
 High Quality

- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:
- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

The lead agency QRIS is operating a pilot (e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.

- General description of pilot QRIS (e.g., in a few localities, or only a few levels):
- Which localities if not state/territory-wide?
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality

- Tier/Level 1:  
 High Quality
- Tier/Level 2:  
 High Quality
- Tier/Level 3:  
 High Quality
- Tier/Level 4:  
 High Quality
- Tier/Level 5:  
 High Quality
- Tier/Level 6:  
 High Quality
- Tier/Level 7:  
 High Quality
- Tier/Level 8:  
 High Quality
- Tier/Level 9:  
 High Quality
- Tier/Level 10:  
 High Quality

- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:
- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

The lead agency is operating another system of quality improvement.

- General description of other system: **Kansas has only had a pilot of the Quality Rating and Improvement System (QRIS), Links to Quality. Links to Quality is in a transition period, where providers continue to receive peer-to-peer meetings, coaching, mentoring, and technical assistance as part of their learning communities. The providers have assisted in the transition of Links to Quality with feedback received from workgroups, focus groups, and quarterly webinars. Program voices have assisted in the changes and updates to the four areas of focus. These four competency areas include program administration, family partnership, learning and development, and health and safety. No programs have completed all four foundational links, which will be considered the first tier of quality in L2Q.**
- Describe assessment scores, accreditation, or other metrics associated with this system: **Child Care Aware of Kansas as part of the recovery funded Child Care Quality Improvement and Support agreement supported the use of self-assessment tools that are based on indicators in the Program Administration Scale and Business Administration Scale for Family Child Care, which was called Program Administration Support (PAS) in Kansas. PAS Number of programs working through PAS: 197 -Center-based: 35, Home-based: 145, School-age Programs: 12, Preschool: 5 -Number of children served by these programs: 8,656 -Number of these programs enrolled with DCF: 101 -Number of children receiving Child Care Assistance enrolled in these programs: 1,757 -Number of counties these programs are in: Program Administration Support: 58 -Total number of completed self-assessments: 134 (some completed more than one self-assessment) -Number of programs receiving technical assistance through coaching visits: 410 programs, 2,403 TA visits. Number of monetary awards: 289 Program Administration Support Awards. (Award #1: 156, Award #2: 133) - Number of Quality Improvement Plans (QIP) completed for an award request: 239; 130 submitted first award request, 109 submitted a second award request - Number of total stipends issued: \$ 101,250 (Award #1: \$ 46,000, Award #2: \$ 55,250)**
- Describe how “high quality” is defined in this system? **Until the Links to Quality/QRIS system is available statewide, the current definition of higher-quality care used by the Lead Agency is licensed care in Kansas. High quality in Links to Quality will be defined with the first tier of quality being the completion of all four foundational links. Total number of completed self-assessments: 134 (some completed more than one self-assessment) -Number of programs receiving technical assistance through coaching visits: 410 programs, 2,403 TA**

visits -Number of Peer Learning Community groups operating during this time period: 6 Peer learning community groups, representing 34 counties, held meetings during this time period resulting in a total of 87 (84 virtual and 3 in person) meetings from 10/01/2022- 9/30/2023. Number of monetary awards: 289 Program Administration Support Awards. (Award #1: 156, Award #2: 133) - Number of Quality Improvement Plans (QIP) completed for an award request: 239; 130 submitted first award request, 109 submitted a second award request - Number of total awards issued: \$ 101,250 (Award #1: \$ 46,000, Award #2: \$ 55,250) # Number of trainings offered: 64 Total (1 Create Inclusive Leadership Groups that Work, 56 GO Nutrition and Physical Activity Self-Assessment for Child Care, 7 Physical Activity Learning Sessions Trainings.

- Total number of licensed child care centers meeting high quality definition: **1269**
- Total number of licensed family child care homes meeting high quality definition: **3218**
- Total number of CCDF providers meeting high quality definition: **2072**
- Total number of children served by providers meeting high quality definition: **12315**

The lead agency does not have a QRIS or other system of quality improvement.

- Do you have a definition of high quality care?

Yes, define:

- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:
- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

No

#### 4.1.2 Spending - Quality rating and improvement system status:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

## 4.2 Quality Rating and Improvement Systems participation

### 4.2.1 QRIS or other system of quality improvement participation:

What types of providers participated in the QRIS or other system of quality improvement during October 1, 2022 to September 30, 2023 (check all that apply)?

- Licensed child care centers
- Licensed family child care homes
- License-exempt providers
- Programs serving children who receive CCDF subsidy
- Early Head Start programs
- Head Start programs
- State Prekindergarten or preschool programs
- Local district-supported Prekindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Tribally operated programs
- Other. Describe:

## 4.3 Quality Rating and Improvement Systems Benefits

### 4.3.1 Quality Rating and Improvement Systems Benefits:

What types of financial incentives or technical assistance are available for providers related to QRIS or other system of quality improvement? Check as many as apply.

- One-time grants, awards or bonuses
  - Licensed child care centers **65**
  - Licensed family child care homes **192**
- On-going or periodic quality stipends
  - Licensed child care centers



- Licensed family child care homes
- Higher CCDF subsidy rates (including tiered rating)
  - Licensed child care centers
  - Licensed family child care homes
- Ongoing technical assistance to facilitate participation in QRIS or improve quality of programs already participating in QRIS (or some other technical assistance tied to QRIS)
- Other. Describe

**4.3.2 Spending - Quality Rating and Improvement Systems Benefits:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

**4.4 Spending – Quality Rating and Improvement Systems**

**4.4.1 Spending – Quality Rating and Improvement Systems:**

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) related to QRIS or other quality rating systems during October 1, 2022 to September 30, 2023? **\$2800444**

Unable to report total amount spent. Indicate reason

*Optional:* Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **Grants were made available through the QRIS agreement with Child Care Aware of KS to support programs with efforts related to the**

**Program Administration Link. Programs completed Quality Improvement Plans, identified goals, and were able to submit requests for items that would support them in the daily operations of their programs. The most frequently purchased items with the grants were software to track enrollment and payments, office equipment to provide working spaces for business needs, computers, laptops, iPads, printing supplies, and staffing (pay and bonuses). Programs worked with L2Q Consultants to implement new tools after completion of grant applications. 197 programs worked through the Program Administration Support in lieu of the QRIS being fully implemented. 35 of the programs are centers, 12 are school age programs, 5 are preschools, and 145 are family childcare. There were 289 Program Administration Awards issued (156 1st awards and 133 2nd awards) for a total of \$101,250. L2Q Consultants completed 2,403 technical assistance visits. This information is also shared in 1.2 and 2.7 on this report.**

## **4.5 Progress Update**

### **4.5.1 Progress Update – Quality Rating and Improvement Systems:**

Developing, implementing, or enhancing a quality rating and improvement system (QRIS) or other transparent system of quality indicators.

Measurable indicators of progress the state/territory reported in section 7.3.6 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **Links to Quality (L2Q) was developed to increase quality within identified topic links or areas. These quality links have benchmarks with criteria or evidence that must be completed prior to the program receiving the quality recognition with the award of the link. These quality links Improved knowledge and skills of child program staff participating in long-term technical assistance with self-determined goals, attainment and follow-up. There are 4 foundation topic areas (Links). Program Administration focuses on implementing sound business practices for child care programs. Family Partnerships looks at engaging parents and families to encourage program participation along with expanding their knowledge and skills. Learning and Development focuses on developmentally appropriate instruction, curricula and learning environments to support all children. Lastly Health and Safety to encourage nutrition and physical activities along with increased safety practices. Each link has a self-assessment the child care program must complete along with a quality improvement plan (QIP). The QIP is created to either create or build upon existing evidence necessary for their portfolio. The measures that Links to Quality will track include but are not limited to: number of program participating in L2Q, number of member programs (programs that have complete the 4 foundation links), Number of children served by L2Q program, the number of L2Q programs who are enrolled providers with DCF, and the number of children receiving CCDF funding.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.3.6 of the FFY 2022-2024 CCDF Plan: **The overarching goal for quality improvement is implementing a statewide QRIS system, Links to Quality (L2Q). Links to Quality strives to 1) Focus quality indicators by scaffolding towards national standards for high-quality child care, 2) Build a sustainable QRIS system, 3) Build upon the existing system of early care and education resources and supports, rather than building a new system, and 4) Incorporate program and parent feedback into the system. Due to Covid-19 and our providers feeling overwhelmed, we paused implementation and moved into a response phase using Links to Quality resources. Program Administration Support (PAS) provided one-on-one business supports and Peer Learning Communities gave providers a place to support each other through challenges they face. Program Administration Support and the Peer Learning Communities have produced the following results, which are also reflected in the supporting the training and professional development of the child care workforce QPR section: Number of programs working through PAS: 197 -Center-based: 35, Home-based: 145, School-age Programs: 12, Preschool: 5 -Number of children served by these programs: 8,656 -Number of these programs enrolled with DCF: 101 -Number of children receiving Child Care Assistance enrolled in these programs: 1,757 -Number of counties these programs are in: Program Administration Support: 58 -Total number of completed self-assessments: 134 (some completed more than one self-assessment) -Number of programs receiving technical assistance through coaching visits: 410 programs, 2,403 TA visits -Number of Peer Learning Community groups operating during this time period: 6 Peer learning community groups, representing 34 counties, held meetings during this time period resulting in a total of 87 (84 virtual and 3 in person) meetings from 10/01/2022- 9/30/2023. Number of monetary awards: 289 Program Administration Support Awards. (Award #1: 156, Award #2: 133) -Number of Quality Improvement Plans (QIP) completed for an award request: 239; 130 submitted first award request, 109 submitted a second award request -Number of total awards issued: \$ 101,250 (Award #1: \$ 46,000, Award #2: \$ 55,250) # Number of trainings offered: 64 Total (1 Create Inclusive Leadership Groups that Work, 56 GO NAPSACC, 7 Physical Activity Learning Sessions Training.**

**Links to Quality staff have worked closely with a registry developer to incorporate the Program Administration Link Application, Program Administration Link Self-Assessment, Quality Improvement Plan, Program Administration Link, and the Program Administration Link Rubric for scoring purposes within a statewide registry. Participating programs will be able to utilize the registry to complete all aspects of each link once the registry is available. The Program Administration Link and Program Administration Rubric has been finalized and ready for implementation.**

The major performance measures in the Child Care Quality Improvement Support System agreement includes the following and the following results: develop recruitment, application, orientation, and onboarding processes to ensure equitable access to culturally responsive Program Administration Support, Status: Complete. Utilize Program Administration Support to provide assistance and support to early care and education programs around business best practices in multiple formats, Status: In progress. Provide fair and equitable access to culturally responsive support services, Status: In progress. Collaborate and support referrals to and from technical assistance needs identified by consultant and program, Status: In progress. Market a cadre of established coaches and technical assistance providers to support child care professionals, Status: In progress.

The following performance measures are categorized as "not yet started" as these performance measures are dependent on the workforce registry launch. Once the workforce registry has launched these items will be executed. Develop recruitment, application, orientation, and onboarding processes to ensure equitable access and culturally responsive practices within Links to Quality. Provide fair and equitable access to culturally responsive support services. Utilize Links to Quality to aid and support early care and education programs around implementing quality practices for their child care programs in multiple formats. Provide fair and equitable access to culturally responsive support services. Collaborate and support referrals to and from technical assistance needs identified by consultant and program. Market a cadre of established coaches and technical assistance providers to support child care professionals. Evaluation of community consultants' capacity will take place based on need and impact of the needs of programs on the caseload of the consultant. The performance measures for the Child Care Quality Improvement Support System agreement are being met as allowable with outside dependency on the registry development.

## 5) Improving the supply and quality of child care programs and services for infants and toddlers

*Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.*

### 5.1 Infant/Toddler Specialists

#### 5.1.1 Infant/Toddler Specialists:

Did providers have access to infant/toddler specialists during October 1, 2022 to September 30, 2023?

Yes

- Number of specialists available to all providers **18**
- Number of specialists available to providers serving children who receive CCDF **18**
- Number of specialists available specifically trained to support family child care providers **0**
- Number of providers served **415**
- Total number of children reached **4117**

No, there are no infant/toddler specialists in the state/territory.

N/A. Describe:

#### 5.1.2 Infant/Toddler Specialists Supports Provided:

If yes, what supports do the infant/toddler specialists provide?

Relationship-caregiving practices (or quality caregiving/developmentally appropriate practices)

On-site and virtual coaching

Health and safety practices

Individualized professional development consultation (e.g., opportunities for or awareness on career growth opportunities, degreed/credential programs)

Group professional development

Family engagement and partnerships

Part C early intervention services

Mental health of babies, toddlers, and families

Mental health of providers

Behavioral Health

Other. Describe

**5.1.3 Spending – Infant/Toddler Specialists:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

**5.2 Staffed Family Child Care Networks**

**5.2.1 Number and Description of Staffed Family Child Care Networks:**

How many staffed family child care networks operated during October 1, 2022 to September 30, 2023?

Number of staffed family child care networks:

- Describe what the network/hub provides to participating family child care providers:

No staffed family child care networks operate in state/territory

**5.2.2 Spending - Staffed Family Child Care Networks:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

### 5.3 Spending - Programs and services for infants and toddlers

#### 5.3.1 Spending - Programs and services for infants and toddlers:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside), above and beyond to the 3% infant and toddler set-aside, to improve the supply and quality of child care programs and services for infants and toddlers during October 1, 2022 to September 30, 2023? **\$7244539**

Unable to report total amount spent. Indicate reason:

*Optional:* Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **The ARPA CCDF Discretionary Supplemental funds will complement the award from either the US Treasury (CPF) or Kansas Office of Recovery (Coronavirus State Fiscal Recovery Funds) and serve as gap-filling funds critical to support communities with start-up and operation costs for child care spaces and services. Several communities are using these funds to specifically expand infant and toddler child care slots. Only a portion of the projects started between July 1-Sept 30, 2023. Since these funds are start-up funding, the additional slots have not yet been added since no projects have been completed. Start-up and operation costs could not be included in the spending amount because we don't have a breakdown of what was for infant and toddler slots only. ARPA CCDF Discretionary funds spent was \$1,391.332, CSFRF funds \$864,823, PDG \$47,700.**

### 5.4 Progress Update

#### 5.4.1 Progress Update - Programs and services for infants and toddlers:

Improving the supply and quality of child care programs and services for infants and toddlers.

Measurable indicators of progress the state/territory reported in section 7.4.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

Measurable indicators are established in the agreement for the Infant Toddler Specialist Network (ITSN). Number of enrollments and pre- post-knowledge assessments are used for online infant and toddler trainings. ITSN evaluates progress and quality improvement through their technical assistance plans. Tracking requirements include, but are not limited to, number of written and completed technical assistance plans, and number of providers who received on-site technical assistance. ITSN specialists also use GAS scores to evaluate progress and quality. Goal Assessment Scale (GAS): There are two purposes for the GAS: First it serves as a measurement of the TA plan's long-term outcome(s). As such, goals that are written into the GAS should reflect outcomes or effects on the outcome(s) of the plan rather than process variables (e.g. methods or procedures). Secondly, the GAS provides a standard measurement of the impact of technical assistance and the sustainability of those changes, which can be used for reporting and/or program evaluation. There were 19 GAS scores/ measures at 6 months for performance that was maintained or improved. During FY 2020, there were 305 on-site TA visits to 124 individuals (84 had written TA plans and 40 individuals with no written plan.) There were 35 established providers who completed TA plans. All on-sight activity was suspended in March due to COVID 19. ITSN also provides TA for new providers. Services include new provider packets. Intensive TA with support is offered to newly licensed programs. Providers participating in intensive on-site TA can receive Quality Improvement Plan incentives. Data collected includes the number of initial contacts, number of new providers with written TA plans, and TA plan completions. During FY 2020 there were 648 who received welcome information, 22 written TA plans, 11 completed TA plans, 13 course reimbursements and 8 incentives totaling \$4,564.99. ITSN staff provided 50 in person training events that had 1,406 enrollments to 842 participants during FY2020. Online training included 107 training events, enrollment of 2,772 to 982 participants. Online training average change in scores measured by pre-post assessments was 15%.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.4.2 of the FFY 2022-2024 CCDF Plan: The major performance measures in the Kansas Child Care Training Opportunities Infant-Toddler Specialist Network agreement, which are also included in the overview section and supporting the training and professional development of the child care workforce section of the QPR, includes the following and the following results:

- Number of written TA plans and number of completions: 116 and 138
  - o 82 of the completions were plans written prior to the start of this reporting period.
  - o Develop 36 TA plans with newly licensed providers ☑ Met for SFY23, On track for SFY24
  - o Develop 84 TA plans with established providers ☑ Met for SFY23, On track for SFY24
  
- Number of on-site TA visits and number of virtual visits: 1016 and 72



- o Additional 316 visits conducted via phone or email not included in these counts
- o Provide 216 intensive TA visits to newly licensed child care providers ☑ Met for SFY23, Making progress for SFY24 (we only count coaching visits for this performance measure; the number above includes coaching, consultation, and PD advising)
- o Provide 504 intensive TA visits to established child care providers - Met for SFY23, Making progress for SFY24 (we only count coaching visits for this performance measure; the number above includes coaching, consultation, and PD advising)
  
- % Of increased knowledge as the result of TA: 88%
- o Measured as the percentage of TA plan goals met or exceeded at the time of plan completion.
  
- Number of In-person and virtual trainings and number of enrollments: 145 and 3703
- o We also had 92 online trainings with 1986 enrollments.
  
- ☑ Number of trainings on incorporating appropriate health policies, procedures, and guidelines: 4
- o We also had 28 online health & safety trainings.
- o Offer 180 community-based or online trainings ☑ Met for SFY23, On track for SFY24
- o Offer 12 center-based trainings ☑ Met for SFY23, On track for SFY24
- o Offer 16 health and safety trainings ☑ Met for SFY23, On track for SFY24
- o Offer 12 regional training opportunities in collaboration with local partners ☑ Met for SFY23, On track for SFY24
- o Offer 12 family engagement trainings ☑ Met for SFY23, On track for SFY24
  
- % Increase in knowledge as demonstrated in pre and post evaluations of trainings: 11%
- o Pre and post assessments are not collected for in-person or virtual trainings.
  
- Number of Quality Improvement financial incentives to providers with intensive TA plan: 97
- o Distribute incentives to 36 newly licensed providers (SFY23) - Met
- o Distribute incentives to 84 established providers (SFY23) ☑ Not Met: Our policy on financial incentives is to only provide incentives to providers on a TA plan. We had 87 plans with established providers but not all of them needed incentives to meet their goals. Adjusted the performance measure for SFY24 to reflect not all plans require incentives.
- o Distribute incentives to 75 providers (SFY24) ☑ Making progress

- Number of Kansas Early Learning Standards professional development events and % increase in knowledge: 13 and 22%
  - o Increase in knowledge reflects online KELS courses only. Pre and post assessments are not collected for in-person or virtual trainings.
  - o Offer 12 KELS Training Events ☑ Met for SFY23, Making progress for SFY24
  
- Number of Kansas Early Learning Standards kits (10 training modules) distributed: 313
  - o This number reflects the number of KELS distributed. We are no longer distributing the training modules specifically.
  - o Distribute 300 sets of KELS ☑ Met for SFY23, Making progress for SFY24
  
- Number of trainings offered related to infant and toddler mental health, number of participants, and % increase in knowledge: 58, 1628, and 18%
  - o Increase in knowledge reflects online infant and toddler mental health courses only. Pre and post assessments are not collected for in-person or virtual trainings.
  - o Offer 12 Infant-Toddler Mental Health Training Events ☑ Met for SFY23, Met for SFY24
  
- Number of QIP plans written with ITSN support: 116
  - o Our TA plans are quality improvement plans ☑ same as number reported above
  - o Develop 36 TA plans with newly licensed providers ☑ Met for SFY23, On track for SFY24
  - o Develop 84 TA plans with established providers ☑ Met for SFY23, On track for SFY24
  
- Number of resources disseminated through various methods: 2,709
  - o Disseminate resources through various methods ☑ Met for SFY23, On track for SFY23
  
- Number of family engagement resources developed/identified: 4
  - o Identify, develop, and disseminate 12 consumer friendly materials for child care providers on family partnership/engagement ☑ Met for SFY23, No progress in SFY24
  
- Number of health and safety resources developed/identified: 9
  - o Identify/develop 12 one-paged fact sheets or infographics on health and safety practices ☑ Met for SFY23, Making progress for SFY24
  
- Number of trainings offered related to adult self care: 8
  - o Promote/sponsor 4 trainings related to self-care for adults to support well-being of child care providers ☑ Met for SFY23, On track for SFY24

- **Number of infant-toddler specific trainings developed: 9**
  - o **Develop 8 infant-toddler specific trainings designed to increase the knowledge and skills of providers ☑ Met for SFY23, Making Progress for SFY24**
  
- **Number of communities of practices maintained: 6**
  - o **Create or maintain 5 CoPs designed to support knowledge and skills of child care providers as well as peer-to-peer support ☑ Met for SFY23, Met for SFY24**
  
- **Number of family engagement courses: 11**
  - o **Develop 4 trainings focused on effective family engagement strategies (SFY23) ☑ Met**
  - o **Maintain a library of at least 4 trainings focused on effective family engagement strategies (SFY24) ☑ Met**
  
- **Number of infant-toddler mental health courses: 11**
  - o **Develop 3 trainings focused on infant-toddler mental health (SFY23) ☑ Met**
  - o **Maintain a library of at least 3 trainings focused on infant-toddler mental health (SFY24) - Met**
  
- **Number of trainings offered related to local & state professional connections: 6**
  - o **Offer a minimum of 6 trainings promoting local and statewide professional connections ☑ Met for SFY23, Making progress for SFY24**
  
- **Number of newsletters distributed: 6**
  - o **Develop and disseminate 6 electronic newsletters covering various topics designed to increase child care providers awareness of the ITSN project and provide information on varied child development topics ☑ Met for SFY23, Making progress for SFY24**

**Recovery funded work Measures of Progress:**

- **Number of inclusion-focused training hours developed: 32.5 hours (16 trainings)**
  - o **Develop 30-35 course clock hours related to inclusion, disability and teaming ☑ Met for SFY23, On track for SFY24**
  
- ☑ **Number of inclusion-focused training hours offered: 71 hours (35 offerings)**
  - o **Offer 30-35 clock hours of training related to inclusion, disability, and teaming ☑ Met for SFY23, On track for SFY24**
  
- ☑ **Number of participants enrolled in inclusion-focused trainings: 985**

- o Enroll 300 - 350 participants in training related to inclusion, disability and teaming ☑ Met for SFY23, On track for SFY24

- ☑ Number of inclusion-focused technical assistance plan: 2

- o Develop 10 technical assistance plans with childcare providers with identified outcomes addressing supporting children with disabilities in their setting (SFY23)- Not Met: 2 technical assistance plans with child care providers were developed during this timeframe. As stated earlier, the hiring process for this project was not completed until January 2023 which made it difficult to meet this performance measure. However, project staff did engage in 114 technical assistance visits which included coaching and/or consultation. As the recovery funded work specialists' technical assistance visits have increased, they have noted that the nature of those visits varies. While some providers are interested in being part of a formalized action plan, most of the day-to-day technical assistance work of our recovery funded work specialists include ☑just-in-time☑ support and ☑topic☑ focused coaching. Just-in-time support can be characterized as a type of support that helps guide the provider through an immediate need that may or may not be related to the purpose of the initial request for help or require on-going support. Often what the recovery funded work specialists report is that providers may request TA in a particular area but when they arrive another, more pressing situation needs support in that moment. This discovery has led us to identify a better way to capture these types of visits through recording action-plan cycles (or TA plans).

- o Performance measure adjusted per contract: Participate in 280 technical assistance engagements with childcare providers addressing supporting children with disabilities in their setting. This could result in an Action Plan Agreement. (SFY24) ☑ On track (79)

- ☑ Number of inclusion and collaboration focused targeted training opportunities: 3

- o Provide 7 targeted, small group training opportunities for 75 early intervention practitioners and 125 childcare providers that focus on teaming and collaboration and supporting children with disabilities in childcare environments (SFY23). Not Met ☑ 3 targeted, small group training opportunities were conducted during this timeframe. 24 early intervention practitioners and 65 child care providers were engaged. Challenges in personnel time and other duties made it difficult to meet this requirement. The hiring process for project staff started in May 2022 and wasn't fully completed until January 2023 which contributed to our inability to meet this requirement. In addition, project staff were also heavily involved in course development and training delivery during this time (as evidenced by the numbers in the performance measures above).

- o Performance measure adjusted per contract: Provide 5 targeted training opportunities for 30 early intervention practitioners and 125 childcare providers that focus on teaming and

collaboration and supporting children with disabilities in childcare environments (SFY24) ☑ On track

☑ Number of communities of practice developed: 0

o Develop one community of practice for early intervention practitioners and childcare providers that focuses on supporting children with disabilities in childcare centers and family childcare homes. Engage 15 participants. (SFY23) ☑ Not Met: Feedback from providers and practitioners in the field uncovered a need for a different type of community of engagement. More specifically, community conversations that targeted bringing various groups of people together to talk about the issues facing the field. In addition, limited staff time and resources made it challenging to implement these.

o Performance measure adjusted per contract: Conduct 2 community conversations that engage early intervention practitioners, special educators, and childcare providers that focus on supporting children with disabilities in childcare centers and family childcare homes. Engage 30 participants. (SFY24) ☑ On track (3 scheduled)

☑ Number of mental health focused clock hours developed: 16 (7 trainings)

o Develop 30-35 course clock hours related to social-emotional/mental health. Not Met for SFY23 - The hiring process for project staff started in May 2022 and wasn't fully completed until January 2023 which contributed to our inability to meet this requirement, On track for SFY24

☑ Number of mental health focused clock hours offered: 37.5 (17 trainings)

o Offer 30-35 clock hours of training related to social-emotional/mental health - MET

☑ Number of participants enrolled in mental health focused training: 628

o Enroll 300-400 participants in training related to social-emotional/mental health - MET

☑ Number of technical assistance plans developed: 0

o Develop 50 technical assistance plans with childcare providers with identified outcomes social-emotional/mental health. Not Met for SFY23 - 0 technical assistance plans were developed during this timeframe Over this time, however, 37 coaching and consultation visits were conducted. Over time, we have begun to recognize that the aspect of coaching that occurs within programs encompasses a myriad of coaching mechanisms. For example, often specialists report that technical assistance visits are centered around unexpected, in-the-moment coaching opportunities. These can be different than the original request. Specialists report coming into programs and needing to be responsive to the situation in the moment. These

☒just-in-time☒ coaching conversations result in the specialist brainstorming with the provider. Capturing these mechanisms of coaching is important because it illustrates the breadth of the work happening in the field. As the recovery funded projects move forward, we have systems in place to track and capture these types of action-cycle events in a more formalized manner.

- o Performance measure adjusted per contract: Participate in 280 technical assistance engagements with childcare providers focusing on social-emotional/mental health. This could result in an Action Plan Agreement. (SFY24) ☒ On track

☒ Number of communities of practice: 0

- o Develop one community of practice focused on social-emotional/mental health. Engage 10 participants. (SFY23) ☒ Not Met - Feedback from providers and practitioners in the field uncovered a need for a different type of community of engagement. More specifically, community conversations that targeted bringing various groups of people together to talk about the issues facing the field. In addition, limited staff time and resources made it challenging to implement these.

- o Performance measure adjusted: Conduct 2 community conversations that engage early intervention practitioners, special educators, and childcare providers that focus on supporting children with disabilities in childcare centers and family childcare homes. Engage 30 participants. (SFY24) ☒ On track (2 scheduled)

KCCTO is meeting the desired outcomes for the ITSN agreement.

**6) Establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services**

*Goal: Lead agency provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the lead agency.*

**6.1 Spending – Child Care Resource and Referral Services**

**6.1.1 Spending – Child Care Resource and Referral Services:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2022, to September 30, 2023?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2022 to September 30, 2023? **\$1577903**

Unable to report total amount spent. Indicate reason:

*Optional:* Use this space to tell us any additional information about how funds were spent **Funds were used for the Communities in Action effort to assess and support community-level capacity and readiness along a five-point continuum (emerging knowledge of child care needs, evaluating community needs, establishing early childhood as a priority, enhancing early learning, and expanding access to early learning opportunities). To-date, 73 coalitions, representing 67 counties have developed their own community driven plans to address child care using this service. Many of these communities were well-positioned to apply for and effectively use Child Care Capacity**

**Building Grants.** Kansas has used ARPA CCDF Discretionary funding to strengthen local child care planning efforts and shared resources. child care coalitions have received Child Care Capacity-Building Grants totaling \$2,361,615.

**Shared Services Networks:** 5 community-based organizations were partnered with to develop Shared Services Network Hubs and our funded partner contracted with two child care management software options to collectively reduce overhead costs and administrative burdens for child care providers and increase quality and sustainability. 492 participants enrolled in child care management software. Information about shared services has been provided 1500 times to child care providers statewide.

[ ] No

## **6.2 Progress Update**

### **6.2.1 Progress Update – Child Care Resource and Referral Services:**

Establishing, expanding, modifying or maintaining a statewide system of child care resource and referral services.

Measurable indicators of progress the state/territory reported in section 7.5.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The consumer education resource and referral contract includes written statements outlining good/services to be produced by the project and identifies intended recipients of the goods/services. Performance standards and data tracking includes, but is not limited to, number of families requesting child care referrals and types of child care requested, number of subsidy families requesting referral services, number of consumer education materials distributed to families and providers, number and type of child care community support activities, and provider vacancy updates.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.5.2 of the FFY 2022-2024 CCDF Plan: **Child care consumer education and child care referral services are offered statewide. Services to families include providing individualized referrals and consumer education resources to parents and guardians about quality child care, how to choose quality child care, and to assist parents in locating child care based on their children and family needs. Four Child Care Resource and Referral Agencies provided services to all 105 Kansas counties. Providers are part of an established referral system to link families with child care providers. Child Care Resource**



and Referral's provide a wide variety of consumer education materials to child care providers. Through their referral database, Child Care Aware of Kansas collects data regarding childcare program vacancies and other information that will assist parents in meeting the needs of their families. The Child Care Resource and Referral contractor provides services to communities that includes collaboration with organizations that provide direct services to families and child care providers to assure services are provided seamlessly across service area boundaries. Community engagement activities include attending and participating in meetings and events where early childhood is a focus, including public/private partnership events, business/community stakeholder events or meetings where family and providers are represented. The contractor also collects data and provides information for the completion of the annual report on the supply and demand of quality child care services within the state.

Recovery funded resources are also provided through ECE Resources Kansas, which is a collection of resources and services geared towards child care providers through an agreement with CCA for Social Good. With this agreement, they can access telehealth services for a minimal cost of less than \$20/mo.

The major performance measures in the Consumer Education/Resource and Referral agreement includes the following and the following results.

Number of families receiving list of licensed child care facilities for assistance in finding child care unduplicated: 8,601

-Number of these families that were receiving Child Care Assistance, Kansas CCDF subsidy program: 2,329

-Number of these families that are applying for Child Care Assistance, Kansas CCDF subsidy program:1,286

Percent of parents/families satisfied with referral services provided: 96%

Percent of parents/families report the referral list they were given was accurate: 96%

Number of parents/families able to secure child care from the referrals provided: 552

Percent of parents/families able to secure child care from the referrals provided: 40%

Number of families who received consumer education materials:8,601

Number of consumer education materials distributed: 82,556

Percent of providers in the state that have provider profile data in the child care search system:100%

-Percent of total providers that had their profile data updated in the FFY23 -In the contract year, that dates July 1, 2022 through June 30, 2023, 65% of providers had their profile updated.

-In the first quarter of the contract year, which dates July 1, 2023 through September 30, 2023, 38% of providers have updated their profiles.

Percent of counties in Kansas that received assistance through this agreement with their community work: -90% of counties received community engagements during the federal fiscal year 2023.

Number of community meetings, presentations, conferences and events with community leaders, families, and providers: 239.

For the State Fiscal Year 2022-2023, specific numbers to be served were not called out in the agreement for the following performance measures because they were to serve all that applied for the services. Data reported represents the actual totals and support the performance measures were met: Number of families receiving list of licensed child care facilities for assistance in finding child care; number of families that were receiving child Care Assistance, Kansas CCDF subsidy program; number of families that were applying for Child Care Assistance, Kansas CCDF subsidy program; number of families who received consumer education materials; number of consumer education materials distributed; and, percent of providers in the state that have provider profiles in the child care search system.

For the State Fiscal Year 2022-2023, the data provided for the following performance measures in place within the agreement supports they have been met or exceeded: Percent of parent/families satisfied with referral services provided-measured as the number of parents/families completing the survey and reporting they were satisfied with referral services-performance measure was 85%, completion was 92%; and percent of parents/families report the referral list they were given was accurate-measured as the number of parents/families completing the survey and reporting the referral list they were given was accurate-performance measure was 85%, completion was 95%.

For the State Fiscal Year 2022-2023, the data provided for the following performance measure in place within the agreement indicate they were not met: Number/percent of parents/families able to secure child care from the referrals provided-measured as the number/percent of parents/families completing the survey and reporting they were able to secure child care from the referrals provided-performance measure was 65%, completion was 316/36%. Child Care Aware of Kansas will implement the following to meet this performance measure: 1) continue to explore additional ways to connect with parents/families to increase the number of completed surveys, 2) publish an annual Supply Demand report including strategies for increasing child care capacity, and 3) continue to connect with child care programs to provide availability of child care slots.

For the State Fiscal Year 2022-2023, the performance measure in place within the agreement requires Child Care Aware of Kansas must complete update annually with at least one partial

update for full year programs. The baseline established by Child Care Aware of Kansas is 90% and the data provided for the and percent of providers in the state that had their profile data updated was 65%. Child Care Aware of Kansas will continue to promote the provider referral services and research other ways to connect with providers to increase the percent of child care programs that complete a profile update. The use of the system by providers is voluntary.

Child Care Aware of Kansas is meeting the desired outcomes for the Consumer Education Resource and Referral agreement in a majority of measured areas.

The recovery funded work of ECE Resources Kansas has 141 child care providers and Early Childhood Consultants/TA Staff registered and is meeting the terms in their agreement which indicate that the website shall be available 98% of each calendar month minus scheduled maintenance.

**7) Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards**

*Goal: To ensure child care providers maintain compliance with lead agency licensing, inspection, monitoring, and health and safety standards and training.*

**7.1 Complaints about providers**

**7.1.1 Number of Complaints about providers:**

How many complaints were received regarding providers during October 1, 2022 to September 30, 2023? **857**

**7.1.2 Spending - Complaints about providers:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity (including maintaining a hotline)?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

**7.2 Licensing Staff**

**7.2.1 Number of Licensing Staff:**

How many licensing staff positions were there in the state or territory during October 1, 2022, to September 30, 2023? Number of staff **51**

**7.2.2 Spending – Licensing Staff:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set aside
- Unable to report. Indicate reason:

No

### **7.3 Health and Safety Standards Coaching and Technical Assistance**

#### **7.3.1 Coaching or technical assistance on health and safety standards as a result of inspection:**

How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards as a result of an inspection or violation during October 1, 2022, to September 30, 2023? **128**

#### **7.3.2 Spending - Coaching or technical assistance on health and safety standards as a result of inspection:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

### **7.4 Spending - Compliance with health, safety, and licensing standards**

#### **7.4.1 Spending - Compliance with health, safety, and licensing standards:**

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2022 to September 30, 2023? **\$7438279**

[ ] Unable to report total amount spent. Indicate reason:

*Optional:* Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **Funds were utilized to waive the costs of background checks, licensing fees, renewal fees, late fees, and costs related to operating systems that administer these systems. In FFY2023, this program waived the costs of 8,155 background checks and licensing fees, 836 initial licensing applications, 3,592 renewal application fees and 26 in late fees. Background check costs for FFY2023 were \$383,285.00. Application fee costs were \$419,048. Additionally, the program paid for the cost of hosting fees as well as maintenance and support of the systems for a total amount of \$148,800.**

**Funds from PDG were used to support a comprehensive regulation review of child care licensing regulations. This included contracted facilitator, project manager, and formal regulation writer to assist the KDHE CCL team in their efforts to undergo a full and efficient review of all CCL regulations within a 9-month timeframe. All regulations are currently in the formal promulgation process, including public review and comment periods.**

**Funds were utilized for the Child Care Health Consultant Network through an agreement with KDHE who subcontracted with Child Care Aware of KS. Funding was used to support start-up stipends and health and safety grants as providers are working to become licensed. Start-up stipends are provided after a program completes orientation to help purchase materials. Health and safety grants are available after a licensing inspection is completed to meet licensing requirement. To support the providers working through the licensing process, the individual providers have access to technical assistance as they are working through the process. Additionally, through this agreement, tiered consultation related to recruitment, start-up support for new providers, technical assistance on health and safety requirements, emergency preparedness/planning, and health equity is available in all counties throughout the state. In FFY2023,**

- Total consultations (All Areas of Coaching): 3,022**
- Total providers who received consultations (All Areas of Coaching): 848**
- Total counties impacted by consultation: 100**
- Total engagements: 9,163**
- Total providers (all engagements): 2328**

·Total counties (all engagements): 103

Length of Stay (in months)

Provider Levels:

A: Consultation available as needed, including NETS meetings, emails, 8.6 Months average

B: On-going consultation with goal setting- 8.8 Months average

C: Consultations with KDHE referrals for compliance & enforcements- 6.5 Months average

These services met their performance measures from the agreement.

## 7.5 Progress Update

### 7.5.1 Progress Update - Compliance with health, safety, and licensing standards:

Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards.

Measurable indicators of progress the state/territory reported in section 7.6.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

The KDHE Child Care Licensing Program, CCL, establishes and enforces regulatory safeguards to approximately 4,761 licensed child care facilities, reducing the risk of predictable harm to 137,811 children receiving out-of-home care in the Federal Year 2020. Licensed child care facilities include child care centers, preschools, day care homes, group day care homes, school age programs, drop-in programs for school age children and youth, and child care resource and referral agencies. Core functions fulfill mandatory requirements pursuant to the Child Care Act (K.S.A. 65-501 et.seq.) and the KDHE-DCF MOA. CCL work supports the CCDF state plan through regulatory oversight and monitoring of health and safety standards. Inspection and licensing activities include but are not limited to: Establishing and enforcing requirements for the operation of child care facilities, increasing the state-wide availability of regulated facilities that meet or exceed standards, reducing predictable health and safety risks to children in child care, providing consumer protection for children and families and conducting timely and accurate inspections. All licensing applications are processed by CCL. Inspection activity is carried out by local county health departments and city department surveyors through Aid to Local contracts and by KDHE staff located in district offices across the state. The issuance of licenses and enforcement activities are carried out at the state level. KDHE submits quarterly program reports of CCDF activities to the lead agency. Program reports include the following: Number of licensed child care providers by categories: center-based, licensed child care providers and licensed group child care. Percentage of programs receiving monitoring visits and the frequency of these visits by provider category. Number of programs with licenses suspended or revoked

due to licensing violations by provider category. Number of reported serious injuries at child care facilities by provider category. Number of reported fatalities at child care facilities by provider category. Number of complaints received, number and type of enforcement actions by provider category. KDHE participates in state and local workgroups to promote professional development and quality activities in Kansas. KDHE provides copies of materials developed and/or distributed to promote professional development and encourage participation in the DCF Subsidy Program. Copies of agendas for District Meetings for child care surveyors. Number of surveyor visits to licensed facilities, number of new providers receiving licenses. For Federal fiscal year ending September 30, 2020, administrative staff in Topeka issued, 609 initial licenses, 299 were licensed child care homes, 223 were group child care homes, 7 preschool licenses, 44 child care centers, 2 Head Start programs, 31 school-age programs and 3 drop-in programs. KDHE conducted approximately 3,169 initial, annual and compliance inspections; Investigated 694 complaint inspections; 243 had substantiated findings due to regulatory noncompliance in a licensed facility; 368 had unsubstantiated findings due to regulatory noncompliance in a licensed facility; 83 were for illegal care; Investigated and provided technical assistance in approximately 170 incidents of communicable diseases in child care settings involving about 180 children and 201 adults and provided orientation training (classroom setting or individual) to 1,040 potential providers (day care home, group day care home and center-based)

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.6.3 of the FFY 2022-2024 CCDF Plan: For Federal fiscal year ending September 30, 2023, administrative staff in Topeka with Kansas Department of Health and Environment (KDHE) issued 646 initial licenses, 266 were licensed child care homes, 288 were group child care homes, 6 preschool licenses, 54 child care centers, 4 Head Start programs, 31 school-age programs and 5 drop-in programs. KDHE conducted approximately 4,943 initial, annual and compliance inspections; Investigated 530 complaint inspections; 332 (substantiated and substantiated plus) had substantiated findings due to regulatory noncompliance in a licensed facility; 262 had unsubstantiated findings due to regulatory noncompliance in a licensed facility; 74 were for illegal care; Investigated and provided technical assistance in approximately 3,892 incidents of communicable diseases (COVID-19 included) in child care settings involving about 2,498 children and 1,730 adults and provided orientation training (classroom setting or individual) to 1,002 potential providers (day care home, group day care home and center based). 99.51% of programs received monitoring visits and these visits occurred 1.19 times per year for licensed child care homes, 1.28 times per year for group child care homes, 1.11 times per year for preschool licenses, 1.95 times per year child care centers, 1.34 times per year Head Start programs, 1.19 times per year school-age programs and 1.13 times per year drop-in programs. Provided 740 orientation trainings (classroom setting or individual) to 1,002 potential providers. During the reporting period, local



surveyors completed 296 training courses totaling 866.25 hours of professional development.

Specific targets were not called out in the agreement tiered consultation related to recruitment, start-up support for new providers, technical assistance on health and safety requirements, emergency preparedness/planning, and health equity is available in all counties throughout the state. The numbers above reflect an increase in supports and services improving the quality of the child care workforce. They are meeting their contractual obligations and expectations.

**8) Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children**

*Goal: Lead agency investment in effective quality improvement strategies using reliable data from evaluation and assessment*

**8.1 Evaluation and assessment of center-based programs**

**8.1.1 Evaluation and assessment of center-based programs:**

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in center-based programs during October 1, 2022 to September 30, 2023?

QRIS

CLASS

ERS

FCCERS

ITERS

State evaluation tool. Describe

Core Knowledge and Competency Framework

Other. Describe **CLASS was used for ECBG funded programs.**

**KEHS-CCP Family Child Care programs used ERS or ITERS**

Links to Quality (L2Q) includes four (4) foundation links as a basis for programs to start the journey for continuous quality improvement. Those four Links include: Program Administration, Family Partnerships, Learning and Development, and Health and Safety. To be recognized as a member of Links to Quality a child care program must complete all four (4) of the foundation Links. The L2Q related work and agreements have these measures of progress in providing supports and services to increase quality within the child care provider workforce. However, due to Covid-19, the implementation of Links to Quality was delayed, so we currently have no providers participating in L2Q. In lieu of a full statewide QIS implementation, we did leverage the first link, Program Administration, to develop a program, Program Administration Support, to provide one-on-one technical assistance and resources related to business practices Number of programs working through PAS: 197 - Center-based: 35, Home-based: 145, School-age Programs: 12, Preschool: 5 -Number of children served by these programs: 8,656 -Number of these programs enrolled with DCF: 101 -Number of children receiving Child Care Assistance enrolled in these programs: 1,757 - Number of counties these programs are in: Program Administration Support: 58 -Total

number of completed self-assessments: 134 (some completed more than one self-assessment) -Number of programs receiving technical assistance through coaching visits: 410 programs, 2,403 TA visits. Number of monetary awards: 289 Program Administration Support Awards. (Award #1: 156, Award #2: 133) -Number of Quality Improvement Plans (QIP) completed for an award request: 239; 130 submitted first award request, 109 submitted a second award request -Number of total awards issued: \$ 101,250 (Award #1: \$ 46,000, Award #2: \$ 55,250)

The CCDF ITSN team utilizes a Goal Attainment Scale (GAS) to assess the baseline status of each goal as well as the status at the completion of a written technical assistance plan, at 6 months post-completion, and at 12 months post-completion. There are two purposes for the Goal Attainment Scale: First it serves as a measurement of the technical assistance plan's long-term outcome(s). As such, goals that are written into the Goal Attainment Scale reflect outcomes or effects on the outcome(s) of the plan rather variables (e.g. methods or procedures). Secondly, the Goal Attainment Scale provides a standard measurement of the impact of technical assistance and the sustainability of those changes, which can be used for reporting and/or program evaluation. The recovery funded work ITSN team uses post-coaching surveys and informal assessments.

To measure effective practice, Kansas Department of Health and Environment, the Child Care licensing agency, has the obligation to provide deliverables to DCF as agreed upon through our interagency agreement. These deliverables show the measured progress in improving the quality of child care programs and services. (KDHE) issued 100 initial licenses to Child Care Center partners (included in the numbers are preschool licenses, child care centers, licensed Head Start programs, school-age programs and drop-in programs). KDHE conducted approximately 1,451 initial, annual and compliance inspections in Child Care Centers; Investigated 251 complaint inspections in Child Care Centers; 200 had substantiated findings due to regulatory noncompliance in Child Care Centers; 148 had unsubstantiated findings due to regulatory noncompliance in Child Care Centers; 99.84% of program received monitoring visits and these visits occurred 1.59 times per year for Child Care Centers.

[ ] Do not evaluate and assess quality and effective practice

#### 8.1.2 Spending - Evaluation and assessment of center-based programs:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason: **Funding used for evaluation and assessments were reported as part of the overall work in other sections on this report and are not separated.**

No

## 8.2 Evaluation and assessment of family child care programs

### 8.2.1 Evaluation and assessment of family child care programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in family child care programs during October 1, 2022 to September 30, 2023?

QRIS

CLASS

ERS

FCCERS

ITERS

State evaluation tool. Describe

Core Knowledge and Competency Framework

Other. Describe **CLASS was used for ECBG funded programs.**

**KEHS-CCP Family Child Care programs used FCCERS.**

**The CCDF ITSN team utilizes a Goal Attainment Scale (GAS) to assess the baseline status of each goal as well as the status at the completion of a written technical assistance plan, at 6 months post-completion, and at 12 months post-completion. There are two purposes for the Goal Attainment Scale: First it serves as a measurement of the technical assistance**

plan's long-term outcome(s). As such, goals that are written into the Goal Attainment Scale reflect outcomes or effects on the outcome(s) of the plan rather variables (e.g. methods or procedures). Secondly, the Goal Attainment Scale provides a standard measurement of the impact of technical assistance and the sustainability of those changes, which can be used for reporting and/or program evaluation. The recovery funded work ITSN team uses post-coaching surveys and informal assessments to gather information. The WFD team supports a cohort of 10 FCC providers working towards NAFCC accreditation. As this cohort seeks accreditation, providers review and use the NAFCC Benchmarks to Quality to complete a baseline assessment of their programs, including self-assessment. Using these results, the cohort engages in monthly check-ins to discuss their progress on their benchmarks. (WFD recovery funded work) Offer focused TA based on childcare professional or program's role, responsibility, or practice. ☑ Met in SFY23, on track for SFY24

To Measure Effective practice, Kansas Department of Health and Environment, the Child Care licensing agency, has the obligation to provide deliverables to DCF as agreed upon through our interagency agreement. These deliverables show the measured progress in improving the quality of child care programs and services (KDHE) issued 266 initial licenses to licensed child care homes and 288 to group child care homes (Family Child Care Partners). KDHE conducted approximately 4,081 initial, annual and compliance inspections in licensed child care homes and group child care homes; Investigated 285 complaint inspections in licensed child care homes and group child care homes; 89 had substantiated findings due to regulatory noncompliance in licensed child care homes and group child care homes; 82 had unsubstantiated findings due to regulatory noncompliance in licensed child care homes and group child care homes; 99.38% of program received monitoring visits and these visits occurred 1.23 times per year for group child care homes.

Child Care Aware of Kansas as part of the recovery funded CCQIS agreement supported the use of self-assessment tools that are based on indicators in the Program Administration Scale and Business Administration Scale for Family Child Care, which was called Program Administration Support (PAS) in Kansas. PAS Number of programs working through PAS: 197 -Center-based: 35, Home-based: 145, School-age Programs: 12, Preschool: 5 -Number of children served by these programs: 8,656 -Number of these programs enrolled with DCF: 101 -Number of children receiving Child Care Assistance enrolled in these programs: 1,757 - Number of counties these programs are in: Program Administration Support: 58 -Total number of completed self-assessments: 134 (some completed more than one self-assessment) -Number of programs receiving technical assistance through coaching visits: 410 programs, 2,403 TA visits. Number of monetary awards: 289 Program Administration

**Support Awards. (Award #1: 156, Award #2: 133) -Number of Quality Improvement Plans (QIP) completed for an award request: 239; 130 submitted first award request, 109 submitted a second award request -Number of total stipends issued: \$ 101,250 (Award #1: \$ 46,000, Award #2: \$ 55,250)**

**The WFD team supports a cohort of 10 FCC providers working towards NAFCC accreditation. As this cohort seeks accreditation, providers review and use the NAFCC Benchmarks to Quality to complete a baseline assessment of their programs, including self-assessment. Using these results, the cohort engages in monthly check-ins to discuss their progress on their benchmarks.**

Do not evaluate and assess quality and effective practice

### **8.2.2 Spending - Evaluation and assessment of family child care programs:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason: **Funding used for evaluation and assessments were reported as part of the overall work in other sections on this report and are not separated.**

No

### **8.3 Spending - Evaluation and assessment of child care programs**

#### **8.3.1 Spending - Evaluation and assessment of child care programs:**

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on evaluating and assessing the quality of child care

programs, practice, or child development during October 1, 2022 to September 30, 2023?  
\$200000

[ ] Unable to report total amount spent. Indicate reason:

*Optional:* Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **Funding used for evaluation and assessments were reported as part of the overall work in other sections on this report and are not separated. The amount listed in this section is for the non-CCDF funded activities.**

## 8.4 Progress Update

### 8.4.1 Progress Update - Evaluation and assessment of child care programs:

Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children.

Measurable indicators of progress the state/territory reported in section 7.7.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

**Kansas Department of Health and Environment, the Child Care licensing agency, has the obligation to provide deliverables to DCF as agreed upon through our interagency agreement. These deliverables show the measured progress in improving the quality of child care programs and services. Deliverables include: -Systematic record of documented and substantiated facility complaints -Notification of KDHE enforcement actions -Quarterly financial and program reports -Annual program report -Distribution of professional development materials aimed at child care providers, regulators, parents and other early care and education stakeholders -A copy of scheduled regional meetings with facility contractors -Timely written notice to DCF of licensing regulation policy changes -KDHE website link with DCF KDHE, the Child Care licensing agency, also submits required reports in accordance with the scope of work. All reports include information regarding outcome measures, and DCF compares the outcome measures with the annual target goals/objectives identified to ensure compliance. KDHE submits quarterly program reports of CCDF activities. Program reports include the following: Number of licensed child care providers by categories: center-based, licensed child care providers and licensed group child care Percentage of programs receiving monitoring visits and the frequency of these visits by provider category. Number of programs with licenses suspended or revoked due to licensing violations by provider category Number of reported serious injuries at child care facilities by provider category Number of reported fatalities at child care facilities by provider category Number of complaints received, number and type of enforcement actions by provider category Participation in state and local workgroups to promote professional development and**

quality activities in Kansas Copies of materials developed and/or distributed to promote professional development or encourage participation in the DCF Subsidy Program Training schedule for possible DCF field staff participation Copies of agendas for District Meeting for child care surveyors Number of surveyor visits to licensed facilities Number of new providers receiving licenses. CCDF Performance Measures for Resource and Referral Services, Workforce Development, Infant Toddler Services. The Kansas Early Head Start Child Care Partnership Program and the Kansas Enrichment Network include: Percent of parents reporting satisfaction with consumer education materials received for child care referral services. Each family receives the opportunity to complete a survey to evaluate referral services. CCR&R staff send the survey electronically and make follow-up calls. The survey asks the families if they found child care through the referral list.

Number of families who completed the survey 1,758

Number of families who answered the question 1,465 Number of families who found child care from the referral list provided 618 Number of DCF families who completed the survey 378

Number of families who answered the question 351

Number of DCF families who found child care from referral list 175.

State FY2019-14% and State FY2020-2% increase of child care providers accessing professional development. Kansas Enrichment Network narratives and number of participants measure the impact work through coordination and development of out-of-school programs that provide opportunities to low income and at-risk student populations. Coordinated activities and measures of impact for school age programs include 13 conferences with clock hours and 15 training events. KEN provided 133 site visits to 21st Century Learning Community Centers and Quality Matters programs. KEN reached 55 Kansas counties and programs self-reported these activities would potentially impact 13,232 youth. Some of the training and technical assistance topics included quality guidelines, homework help, digital badging, assessment and goal setting, performance improvement plans, use of virtual platforms, creating safe spaces in homes and programs, stress management, strategies for health, activity and nutrition, Why Hope Matters and supporting LGBTQ youth and staff. Percent of KEHS child care partnerships that provide quality early learning environments based on a recorded score of 5 or higher on the Thelma Harmes Rating Scale. 2019-89%.



During this recovery phase of Links to Quality (L2Q) plans to measure the number of programs receiving technical assistance, coaching and or consultation. The number of business trainings completed by programs receiving this focused technical assistance. Finally, the number of Early Childhood Educators actively participating in our peer learning communities. As L2Q moved from the pilot to the transition phase, over 75% of the programs who participated in the pilot choose to continue. They shared the immense benefits they felt they received as part of the technical assistance along with peer support.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.7.2 of the FFY 2022-2024 CCDF Plan: Due to Covid-19 and our child care providers expressing feelings of being overwhelmed, we paused full implementation of L2Q and developed a modified version as a recovery phase, Program Administration Support (PAS) using Links to Quality standards without the pressure of completing a full portfolio. PAS utilizes the quality standards of the Links to Quality Program Administration link to provide one-on-one business supports, including self-assessments, quality improvement plans, coaching and Peer Learning Community groups. Program Administration Support has allowed programs and providers the opportunity to begin work on the L2Q quality standards while we work towards full implementation in coordination with the new Workforce Registry in 2023. Program Administration Support and the Peer Learning Communities have produced the following results, which are also reflected in the developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator QPR section: Number of programs working through PAS: 197 -Center-based: 35, Home-based: 145, School-age Programs: 12, Preschool: 5 -Number of children served by these programs: 8,656 -Number of these programs enrolled with DCF: 101 - Number of children receiving Child Care Assistance enrolled in these programs: 1,757 -Number of counties these programs are in: Program Administration Support: 58 -Total number of completed self-assessments: 134 (some completed more than one self-assessment) -Number of programs receiving technical assistance through coaching visits: 410 programs, 2,403 TA visits - Number of Peer Learning Community groups operating during this time period: 6 Peer learning community groups, representing 34 counties, held meetings during this time period resulting in a total of 87 (84 virtual and 3 in person) meetings from 10/01/2022- 9/30/2023. -Number of monetary awards issued: 289 Program Administration Support Awards issued. (Award #1: 156, Award #2: 133) -Number of Quality Improvement Plans (QIP) completed for an award request: 239; 130 submitted first award request, 109 submitted a second award request -Number of total awards issued: \$ 101,250 (Award #1: \$ 46,000, Award #2: \$ 55,250) - Number of trainings offered: 64 Total (1 Create Inclusive Leadership Groups that Work, 56 Go NAPSACC, 7 Physical Activity Learning Sessions.

The Kansas Early Head Start- Child Care Partnerships services will expand the continuum of early care and education services and enhance the network supports by meeting the objectives, including but not limited to: Increasing comprehensive supports in high quality infant and toddler child care centers, group child care homes and family childcare services in high-risk, high-need communities; building protective factors for vulnerable children and families; increasing the quality of child care providers through recruitment and participation; enhancing the statewide network of resources and supports by improving cross-systems professional development and systems linkages; and supporting families as they move toward self-sufficiency. In addition to supporting vulnerable children and their families, the Lead Agency's goal is to increase the quality of child care environments in which these children are enrolled. Comprehensive services are offered to families through the Kansas Early Head Start (KEHS) Child Care partnership with plans to continue to target services in areas with significant concentrations of poverty, unemployment and high out of home placements (foster care). The Kansas Early Head Start-Child Care Partnerships program utilizes the Environmental Rating Scales tools to assess partners. Based upon this tool, 74% of the Child Care Center Partners had a score of five or higher on the Thelma Harms Rating Scale, better known as Environment Rating Scales, for SFY23. 92% of the Grantee Child Care Centers had a score of five or higher on the Thelma Harms Rating Scale for SFY23. 83% of the Family Child Care Partners had a score of five or higher on the Thelma Harms Rating Scale for SFY23. This is an average of around 86% of the total environments assessed that scored five or higher on the corresponding Thelma Harms Scale, which is an indicator of quality environments. Kansas Early Head Start- Child Care Partnerships grantees had 24 child care partnerships.

Detailed measurable indicators are provided regarding the work done by the resource and referral agreement in section 6.2.1.

## 9) Supporting child care providers in the voluntary pursuit of accreditation

*Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality*

### 9.1 Accreditation Support

#### 9.1.1 Accreditation Support:

How many providers did the lead agency support in their pursuit of accreditation (e.g., financial incentives, technical assistance with the accreditation process, coaching/mentoring by accredited programs) during October 1, 2022 to September 30, 2023?

Yes, providers were supported in their pursuit of accreditation

- a. Licensed center-based programs **1**
- b. License-exempt center-based programs **0**
- c. Licensed family child care homes **30**
- d. License-exempt family child care homes (care in providers' home) **0**
- e. Programs serving children who receive CCDF subsidy **17**

No lead agency support given to providers in their pursuit of accreditation.

N/A. Describe:

#### 9.1.2 Spending – Accreditation Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on accreditation during October 1, 2022 to September 30, 2023? \$

**[x] Unable to report total amount spent. Indicate reason: Amount included in other spending sections on the QPR with work completed in the Kansas Child Care Training Opportunities Workforce Professional Development agreement and Consumer Education Resource and Referral agreement with Child Care Aware of Kansas. The financial aspect of this work is not tracked separately.**

*Optional:* Use this space to tell us any additional information about how funds were spent  
 No

## **9.2 Progress Update**

### **9.2.1 Progress Update – Accreditation Support:**

Supporting providers in the voluntary pursuit of accreditation.

Measurable indicators of progress the state/territory reported in section 7.8.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.  
**N/A**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.8.2 of the FFY 2022-2024 CCDF Plan: **The major performance measures in the Kansas Child Care Training Opportunities Workforce Professional Development agreement related to supporting providers in the voluntary pursuit of accreditation includes the following and the following results: Utilized procedures and criteria to award 2 scholarships for Child Care Programs seeking accreditation.**

- **(WFD CCDF and recovery funded work) Utilize procedures and criteria to award a maximum of fifteen (15) scholarships for Child Care Programs. [\$26,550 TOTAL] (SFY23) - Not Met: 2 awarded scholarships for a total of \$1,565. Other funding source was used for NAFCC accreditations. No additional scholarship applications were received.**

- **(WFD CCDF and recovery funded work) Utilize procedures and criteria to award scholarships for Child Care Programs. [\$26,545 TOTAL] (SFY24) ☑ Making progress KCCTO is meeting the desired outcomes for both the WFD and ITSN agreements.**

**Child Care Aware of Kansas Regional Network reports that they help support 4 FCC working on NAFCC Accreditation. 1 Accreditation verification visit in Sept 2023. Notice of accreditation being met/awarded in Oct 2023. Child Care Aware of Kansas is meeting the desired outcomes for the Consumer Education Resource and Referral agreement.**



## 10) Supporting providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

*Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development*

### 10.1 High-Quality Program Standards

#### 10.1.1 High-Quality Program Standards:

How did the state or territory help providers develop or adopt high quality program standards during October 1, 2022, to September 30, 2023?

QRIS, check which indicators the lead agency has established:

- Health, nutrition, and safety of child care settings
- Physical activity and physical development in child care settings
- Mental health of children
- Learning environment and curriculum
- Ratios and group size
- Staff/provider qualifications and professional development
- Teacher/provider-child relationships
- Teacher/provider instructional practices
- Family partnerships and family strengthening
- Other. Describe:

Early Learning Guidelines

State Framework. Describe

Core Knowledge and Competencies

Other. Describe **Child Care Aware of Kansas- Links to Quality's Health and Safety Link, which is still in development, includes quality standards for health nutrition, and safety of child care settings and physical activity and physical development in child care settings. The Learning and Development Link includes quality standards for learning environment, teacher/provider-child relationships, and teacher/provider instructional practices. The Family Partnership Link includes quality standards for family partnership and family strengthening. Finally, the Program Administration Link includes quality standards for business related practices.**

**Workforce Development Agreement with KCCTO contains available training and TA on**

## Family Engagement and Partnership Standards

N/A – did not help provider develop or adopt high quality program standards

### 10.1.2 Spending - High-Quality Program Standards:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason: **Funding used for high-quality program standards were reported as part of the overall work in other sections on this report and are not separated. The amount listed in this section is for the non-CCDF funded activities.**

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1, 2022 to September 30, 2023? **\$10000**

Unable to report total amount spent. Indicate reason:

*Optional:* Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **PDG-\$10,000-facilitation support for KELS improvements.**

No

## 10.2 Progress Update

### 10.2.1 Progress Update - High-Quality Program Standards:

Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development.

Measurable indicators of progress the state/territory reported in section 7.9.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

**Lead Agency will continue to evaluate progress in improving the quality of child care programs and services through the use of these standards by collecting the number of enrollments and changes in pre post test scores. During FFY 2020, KCCTO enrolled 261 participants in 12 KELS trainings with an average change in scores measured by pre-tests and post-tests of 22%. DCF will continue to track and monitor the requests for the KELS distribution and TA referrals through KCCTO workforce development and infant toddler specialists. The total number of distributions of KELS materials for FFY2020 were 206 and 214 referrals to KELS online.**

**<http://kskits.org/virtual-kit-early-learning-standards> During FFY2020 The Family Engagement and Partnership Standards for Early Childhood, KCCTO workforce development and infant toddler specialist network enrolled a total of 175 participants with a changes in score of 13% for 120 online participants and 3% change in score for 55 participants in through the Infant Toddler Specialist Network. There were 110 distributions of the Kansas Family Engagement and Partnership Standards. KEN will continue to report their impact on professional development activities and impact on school age youth through output data and narrative summaries. During FY2020, KEN coordinated 13 conferences with clock hours and 15 training events. They provided 133 site visits and reached 55 Kansas counties. Programs self-reported that the activities coordinated through KEN reached 13,232 youth.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.9.2 of the FFY 2022-2024 CCDF Plan:

**During FFY 2023, Kansas Child Care Training Opportunities enrolled 385 participants in 17 Kansas Early Learning Standards trainings with an average change in scores of 23% measured by pre-tests and post-tests in online offerings. The total number of distributions of Kansas Early Learning Standards materials through Kansas Child Care Training Opportunities workforce development and infant toddler specialists for FFY2023 were 313. During FFY2023, the Family Engagement and Partnership Standards for Early Childhood, Kansas Child Care Training Opportunities workforce development and infant toddler specialist network enrolled a total of 105 participants in 4 trainings with a change in score of 6% for online participants. There were 90 distributions of the Kansas Family Engagement and Partnership Standards.**

- o (Infant Toddler Specialist Network) Offer 12 Kansas Early Learning Standards Training Events ☑ Met for SFY23, Making progress for SFY24**

- o (Infant Toddler Specialist Network) Distribute 300 sets of Kansas Early Learning Standards ☑ Met for SFY23, Making progress for SFY24**

**Kansas Child Care Training Opportunities is meeting the desired outcomes for both Workforce Development and Infant Toddler Specialist Network agreements.**



Child Care Aware of Kansas Regional Network are meeting their contractual obligations and expectations as previously reported throughout this report.

The Kansas Enrichment Network (University of Kansas Center for Positive Youth Development), who promote safe, healthy, and enriching afterschool programs, have exceeded their project metrics.

Highlights:

55,118 youth impacted over this reporting period.

2,596 staff impacted.

45 Kansas counties staff and youth directly impacted.

Professional Development & Technical Assistance:

- ☑ Kansas City Conference: 23 counties, 25986 youth impacted, 939 staff impacted
- ☑ Wichita Conference: 39 counties, 24,213 youth impacted, 1,588 staff impacted
- ☑ 69 site visits were conducted covering 34 counties, 4,919 youth impacted
- ☑ 14 available training credit hours including:
  - o Erin Walsh, Science of Motivation, Getting Going Again & Helping Kids Cope with Tragedy Age-by Age; Advice from Early Childhood Through Adolescence
  - o Jocelyn Guansing, Time to Get Unstuck
  - o Mark Cowser & Aaron Banks- Missouri Afterschool Network, Youth Entrepreneurship in Afterschool: Mindset for Student Success
  - o Tiffany Green ☑ Elevate Metro KC, Foundations of Youth Work: Positive Youth Development
  - o Dr. David Hansen, University of Kansas, iMAC Model
  - o Yogapalooza with Bari Koral: A Magic Wand for Calm
  - o Terry Atteberry, Walking Classroom ☑Walk, Listen and Learn with the Walking Classroom.☑
  - o Callie Sharkey, Literacy Coalition of Palm Beach County ☑BOGO: Adding a STEM Component to Literacy Learning.☑
  - o Sean Brock, Alliance for a Healthier Generation ☑Moving Together: Promoting Physical Activity and Family Engagement.☑
  - o Leena Dudi, Brandon Coleman, Alex Heldt, Brooks Schaeffer, First Robotics ☑Exploring First Robotics.☑
  - o Brice Obermeyer, Boys and Girls Club of Manhattan ☑From Grant Finding to Grant Fundings☑
  - o Rebecca Gillam, MSW, PhD, Hopeward ☑Ignite the Flame in Youth Development: Finding

**and Championing Sparks.**

- o **G.G. Launchbaugh, Makerspace and Makervan Science & Mathematics Education Institute**

**Communications:**

**Facebook**

- o **Total Page fans: 604**
- o **Average Daily Users Reached: 11.26, 26.3% increase over this time period**
- o **Audience reached: 80.8% female, 19.2% male. The majority of the posts reached audiences of women ages 35-44**

**Twitter**

- o **Total Followers: 1,055**
- o **Impressions: 51 per day**

**Newsletter**

- o **Total Contacts: 2162**
  - o **Open rate annual: 41%**
  - o **Monthly newsletters and other periodic communications**
- 21st Century Community Learning Center Group added**

## 11) Other activities to improve the quality of child care services

*Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry*

### 11.1 Sustainability funding to child care providers

#### 11.1.1 Sustainability funding to child care providers:

Did the state or territory continue to provide stabilization grants to child care providers using funds other than the American Rescue Plan (ARP) Act Stabilization funds during October 1, 2022 to September 30, 2023?

Yes. If yes, describe and check which types of providers were eligible and number served. **ARPA CCDF Discretionary pandemic relief funds offset added operational costs due to pandemic disruptions for child care providers receiving grants during this time period from October 1, 2022, through September 30, 2023.**

Licensed center-based programs **902**

License-exempt center-based programs

Licensed family child care homes **2527**

License-exempt family child care homes (care in providers' home)

In-home (care in the child's own home)

Other (explain)

No.

N/A. Describe:

#### 11.1.2 Spending – Sustainability funding to child care providers:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

## 11.2 Data Systems Investment

### 11.2.1 Data Systems Investment:

Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2022 to September 30, 2023?

Yes. Describe: **Kansas is building a Workforce Registry which includes an updated QRIS online module. Kansas continues to build out and update authorized projects for data use cases as part of the Kansas Early Childhood Data Trust. Kansas also is leveraging regional network hub approach to expand access for child care providers to a CCMS.**

**Child Care Licensing spent the year researching replacements systems for the current CLARIS database which houses all work completed for child care licensing in the state of Kansas. Conversations are ongoing to select a new system currently. Even though CLARIS is planning on being replaced, upgrades continued to happen to the system over the course of the year for the provider community as well as internal staff. Child Care Licensing also made considerable updates to their website which include, updated forms, updated language to make the process of licensure more efficient, added links to our new digital waiver for background checks. Child Care Licensing continues to explore avenues to upgrade our Online Information Dissemination System (OIDS) which displays all inspection results to the public. The upgrades will include language and a display that is easier to understand for consumers.**

No

### 11.2.2 Spending - Data Systems Investment:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

### 11.3 Supply and Demand Analysis

#### 11.3.1 Supply and Demand Analysis:

Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2022 to September 30, 2023?

Yes. Describe findings: **Child Care Aware of Kansas, as part of their Child care consumer education and child care referral services, completed the 2023 Child Care Supply Demand Report. Some of the findings include the following:**

- Excluding preschools, head start programs, in-home care, and legal relative care, the total extent the providers desired capacity meets potential demand is 49% of the total number potentially needing care.
- Urban and semi-urban counties are struggling to meet the needs of families, more than frontier, rural, and densely-settled rural areas.
- Urban and semi-urban counties have more programs available to meet special needs for children, than rural counties.
- There are 11 counties in Kansas that are in the 90th percentile (top 10%) for people living below 150% of the poverty level, and 11 counties in the 90th percentile for unemployment . In these counties, the average percent that supply meets potential demand for child care is 46% and 37%, respectively, both lower than the state average of 49%.
- As of June 2023, there are still only a small number of programs offering non traditional hours to care for children in Kansas.

Kansas is currently conducting a statewide early childhood comprehensive needs assessment, which will include supply-demand data as reported by Child Care Aware of Kansas and any community-level survey data. Kansas also has a Point-in-Time snapshot of supply-demand data at the county-level developed and maintained by Child Care Aware of Kansas.

No

### 11.3.2 Spending - Supply and Demand Analysis:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

## 11.4 Supply and Demand Initiatives

### 11.4.1 Supply and Demand Initiatives:

Did the state/territory implement initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2022 to September 30, 2023? Check all that apply.

Child care deserts

Infants/toddlers

Children with disabilities

English language learners

Children who need child care during non-traditional hours

Other. Describe:

### 11.4.2 Spending - Supply and Demand Initiatives:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason: **Differential payments using CCDF Direct Assistance were also used.**

No

### 11.5 Provider Compensation and Benefits

#### 11.5.1 Spending - Provider Compensation and Benefits:

What compensation and benefits improvements did teachers/providers receive between October 1, 2022 and September 30, 2023 (check all that apply)? If indicated, how many providers received each type of support?

Financial bonuses (not tied to education levels) **12556**

Salary enhancements/wage supplements

Health insurance coverage

Dental insurance coverage

Retirement benefits

Loan Forgiveness programs

Mental Health/Wellness programs

Start up funds **482**

Other. Describe: **Child Care Health Consultant Network-Impact Grants-104 Health and Safety Grants**

N/A. Describe:

#### 11.5.2 Spending - Provider Compensation and Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

## 11.6 Spending – Other Activities to Improve the Quality of Child Care Services

### 11.6.1 Spending – Other Activities to Improve the Quality of Child Care Services:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on other activities to improve the quality of child care services during October 1, 2022 to September 30, 2023? **\$71494222**

Unable to report total amount spent. Indicate reason:

*Optional:* Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **Five types of PDG subgrants were awarded to community-level applicants to test localized solutions and share lessons learned across the state. Grant categories included:**

**Enhancing child care access.** These grants were awarded to communities looking to increase high-quality child care for target populations including low-income families, migrant families, children with special health care needs, children experiencing homelessness, and children involved in childcare.

**Family engagement.** These grants supported projects designed to increase collaboration and outreach to connect families to community services. Grants tested local solutions for ensuring. Improving quality. These grants supported local solutions to enhance the quality of care in many forms, including purchase of tangible resource and supports for providers and families (books, supplies, etc.), workforce professional development, enhancements to physical learning environments (such as playground equipment), and consultation/coaching. Projects addressing child mental health and social-emotional learning were considered high priority.

**Kindergarten readiness.** These grants allowed school districts to conduct a self-assessment of community-based kindergarten readiness efforts and to apply for recognition through the Kansas State Department of Education’s Kansans Can Star Recognition program. This program recognizes communities that offer quality, inclusive opportunities to young children and their families to ensure each student enters kindergarten at age 5 socially, emotionally, and



academically prepared for success.

☑ Rural child care. Based on knowledge from Kansas' needs assessment efforts that access to early childhood services is more challenging in the state's more rural areas, grants helped communities break down barriers that prevent individuals in rural areas from entering and remaining in the early childhood care and education workforce and in starting and sustaining early childhood programs.

## 11.7 Progress Update

### 11.7.1 Progress Update – Other Activities to Improve the Quality of Child Care Services:

Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

Measurable indicators of progress the state/territory reported in section 7.10.1 of the 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

**The Kansas Department for Children and Families has an interagency memorandum of agreement with the Kansas Department of Education and the Kansas Department of Health and Environment to support the Kansas Coordinating Council on Early Childhood Developmental Services, also referred to as the State Interagency Coordinating Council (SICC). The SICC is established to ensure that a comprehensive service delivery system of integrated services is available in Kansas for all children with or at risk of developmental delays from birth to age five and their families. The SICC serves as a liaison with Local Interagency Coordinating Councils (LICCs) and advises and assists KDHE, the lead agency, for Part C of the federal Individuals with Disabilities Education Act (IDEA). Objectives include coordination with state agencies; collaboration with leadership of the Special Education Advisory Council (SEAC); advising and assisting the lead agencies for Part B and B 619 as related to state and federal performance measures; providing an annual report to the Governor; and submitting an Annual Performance Report (APR) to the Office of Special Education Programs of the US Department of Education. These objectives were met during this CCDF reporting period.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.2 of the 2022-2024 CCDF Plan: **The following activity was recovery funded and not in the CCDF state plan. The Center for Applied Research and Evaluation at Wichita State University developed and launched the Childcare Assistance Family Needs survey in May 2023. Parents/families were recruited through 73 child-**

and family-serving organizations across Kansas. CARE asked these organizations to distribute and promote the survey in order to capitalize on the trusting relationships families already had with those entities. Respondents received a \$35 gift card for completing at least 75% of the survey. After cleaning the data for incomplete or invalid responses to the survey, there were a total of 770 responses from parents representing all regions of Kansas. In order to gain more in-depth understanding of the issues that may make use of the childcare assistance difficult, survey respondents were offered the opportunity to complete a brief interview, after which they would receive a \$35 gift card. After contacting all parents (over 100) that indicated willingness to complete an interview as well as asking the trusted organizations to assist in recruiting parents for interviews, CARE was only able to get 7 parents to participate in interviews. In order to try to gather more qualitative information, CARE then recruited providers and others familiar with needs of parents to complete interviews. CARE was able to interview 5 service providers following the requests to a large number of organizations. Despite continued requests to providers for more persons willing to be interviewed, none came forward. However, because the answers from parents and providers were very similar and very few unique issues were raised, CARE was satisfied that saturation (i.e., no new information would likely be gathered) had been reached and no more interviews were solicited. CARE is currently in the process of finalizing analysis of both quantitative and qualitative data and creating the final report. This is anticipated to be completed around the end of November 2023, but the deliverable of the final report has not been met at this time.

Child Care Aware of Kansas Regional Network completed the supply and demand report annually as required in their agreement and has been meeting their performance measures to assist in addressing community supports to increase access, as reported throughout this report.

The Kansas Department for Children and Families has an interagency memorandum of agreement with the Kansas Department of Education and the Kansas Department of Health and Environment to support the Kansas Coordinating Council on Early Childhood Developmental Services, also referred to as the State Interagency Coordinating Council (SICC). The SICC is established to ensure that a comprehensive service delivery system of integrated services is available in Kansas for all children with or at risk of developmental delays from birth to age five and their families. The SICC serves as a liaison with Local Interagency Coordinating Councils (LICCs) and advises and assists KDHE, the lead agency, for Part C of the federal Individuals with Disabilities Education Act (IDEA). Objectives include coordination with state agencies; collaboration with leadership of the Special Education Advisory Council (SEAC); advising and assisting the lead agencies for Part B and B 619 as related to state and federal performance measures; providing an annual report to the Governor; and submitting an Annual Performance

**Report (APR) to the Office of Special Education Programs of the US Department of Education.  
These objectives were met during this CCDF reporting period.**

## 12) Annual Report

Lead agencies must submit an annual report, as required at 45 CFR § 98.53(f) (4), describing any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

### 12.1 Annual Report and Changes

#### 12.1.1 Annual Report:

Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. **New leadership team is currently working guidelines to review previous year serious injuries and death to determine next steps in implementing safeguards to reduce recorded instances of serious injuries and death as applicable.**

#### 12.1.2 Annual Report Changes:

Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. **While an assessment had not yet been conducted, other health and safety changes were implemented. Child Care Licensing recently completed a review of program regulations, many which involved updates needed to address health and safety. Changes were made to come into compliance with the following areas: Statewide Disaster plans, Consumer Education, 12-month eligibility, Immunization Grace Periods, Prevention and Response to Emergencies for Food and Allergic Reactions, Shaken Baby Syndrome, Emergency Preparedness, Pediatric First Aid, Pre-service Orientation, and Ongoing Training for Providers.**

### 13) American Rescue Plan (ARP) Act Child Care Stabilization Grants

*Goal: To ensure the lead agency implements an equitable stabilization grant program. The American Rescue Plan (ARP) Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend most stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Section 13 should be used to report on ARP Stabilization Grants ONLY.*

#### 13.1 Multiple Grant Programs

##### 13.1.1 ARP Act Stabilization multiple grant programs:

Did you run more than one grant program? If so, list the number of separate grant programs and describe their uses.

Yes. Describe:

No

#### 13.2 ARP Act Stabilization Grants workforce compensation

##### 13.2.1 ARP Act Stabilization Grant strategies for workforce compensation:

Which of the following methods were used to support workforce compensation (e.g., bonuses, stipends, increased base wages, or employee benefits) with stabilization grants? (check all that apply)

Targeted grants to support workforce compensation (no other allowable uses)

Providing bonus funds to providers that increased child care staff compensation through stabilization grants

Requiring a specific percentage or amount of stabilization grant funding go toward child care staff compensation increases. Percent or amount for staff compensation:

Other (Describe): **Child Care Provider Sustainability Grants offset added operational costs due to pandemic disruptions for over three thousand providers receiving grants:**

**3,488 child care providers in Round 2**

**3,867 child care providers in Round 3. Around 59% of these funds were used on staff salaries.**

All 105 counties within Kansas participated in rounds two and three of the grant program Child Care Aware of Kansas is meeting the desired outcomes for the Sustainability agreement.