

# All In For Kansas Kids



Early Childhood  
Recommendations Panel

**MEETING** FEBRUARY 18, 2022



# WELCOME

**Thank you** for serving Kansas children, their families, and our state's early childhood care and education professionals!

This is a remote meeting.

- Today's meeting materials are posted on the [Panel Meetings webpage](#) on the Children's Cabinet site.
- Panel members will clearly identify themselves when they begin speaking.
- Panel members can use the "raise hand" feature to show they are ready to share.



# TODAY'S AGENDA – PART 1

- Welcome
- Approval of agenda and January meeting minutes
- Kansans' Open Forum
- Follow up from the Early Childhood Governance Summit
- Family Engagement Toolkit Presentation
- Career Pathways Presentation



# TODAY'S AGENDA – PART 2

- *10:00 a.m. - 10-minute break*
- Work Group breakout sessions
- Work Group reports / present final draft recommendations to the full Panel for discussion
- Future Agenda Items / Bright Spots / Upcoming Meetings
- Adjourn



# ACTION ITEMS

*Panel members - please clearly identify yourself when you begin speaking to make and second a motion.*

- Approval of Agenda
- Approval of January 21, 2022 meeting minutes



# KANSANS' OPEN FORUM

*Kansans may email Debbie Deere ([ddeere@ksde.org](mailto:ddeere@ksde.org)) by 5:00 p.m. on Thursday, January 17 to share written comments or to sign up to share verbal comments with the Panel during this portion of the meeting.*



# FOLLOW UP – EARLY CHILDHOOD GOVERNANCE SUMMIT

- 9 groups – 75 participants
- [A Governance Summit link](#) is now available on the Cabinet website
- Requests for assistance to make connections or for any future Panel meeting content – Contact Debbie Deere, [ddeere@ksde.org](mailto:ddeere@ksde.org)

**Systems Alignment**







**WILDER COLLABORATION  
SURVEY –  
Chris Tilden, KU-CPPR**





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# *KANSAS EARLY CHILDHOOD COLLABORATION*

**KU** THE UNIVERSITY OF  
KANSAS

# *Wilder Collaboration Factors Inventory*

The inventory examines twenty factors in six categories that have been found to contribute to successful collaboration.

## **ENVIRONMENT**

### **HISTORY**

History of collaboration in the community

### **LEADERSHIP**

Legitimacy of the collaborative group as a leader in the community

### **CLIMATE**

Political and social climate in relation to the focus of the collaborative.

## **MEMBERSHIP**

### **RESPECT**

Respect and trust within collaborative

### **CROSS-SECTION**

Appropriateness of the cross section of membership

### **SELF-INTEREST**

Perception of the collaborative as in their self-interest

### **COMPROMISE**

Ability of the collaborative to compromise

## **PROCESS & STRUCTURE**

### **SHARE A STAKE**

Stake that group members share in process and outcome

### **LAYERS**

Layers of participation on behalf of organizational members

### **FLEXIBILITY**

Flexibility of the group

### **CLEAR ROLES**

Clarity of roles/ responsibilities and decision-making processes

### **ADAPTABILITY**

### **PACE**

Appropriateness of pace of work

## **RESOURCES**

### **RESOURCES**

Sufficiency of funds, staff, materials, and time

### **SKILLS**

Perceptions of the skills of the leaders of the group

## **COMMUNICATION**

### **COMMUNICATION**

Openness and frequency of communication

### **INFORMAL**

Informal relationships and communication among members of the group.

## **PURPOSE**

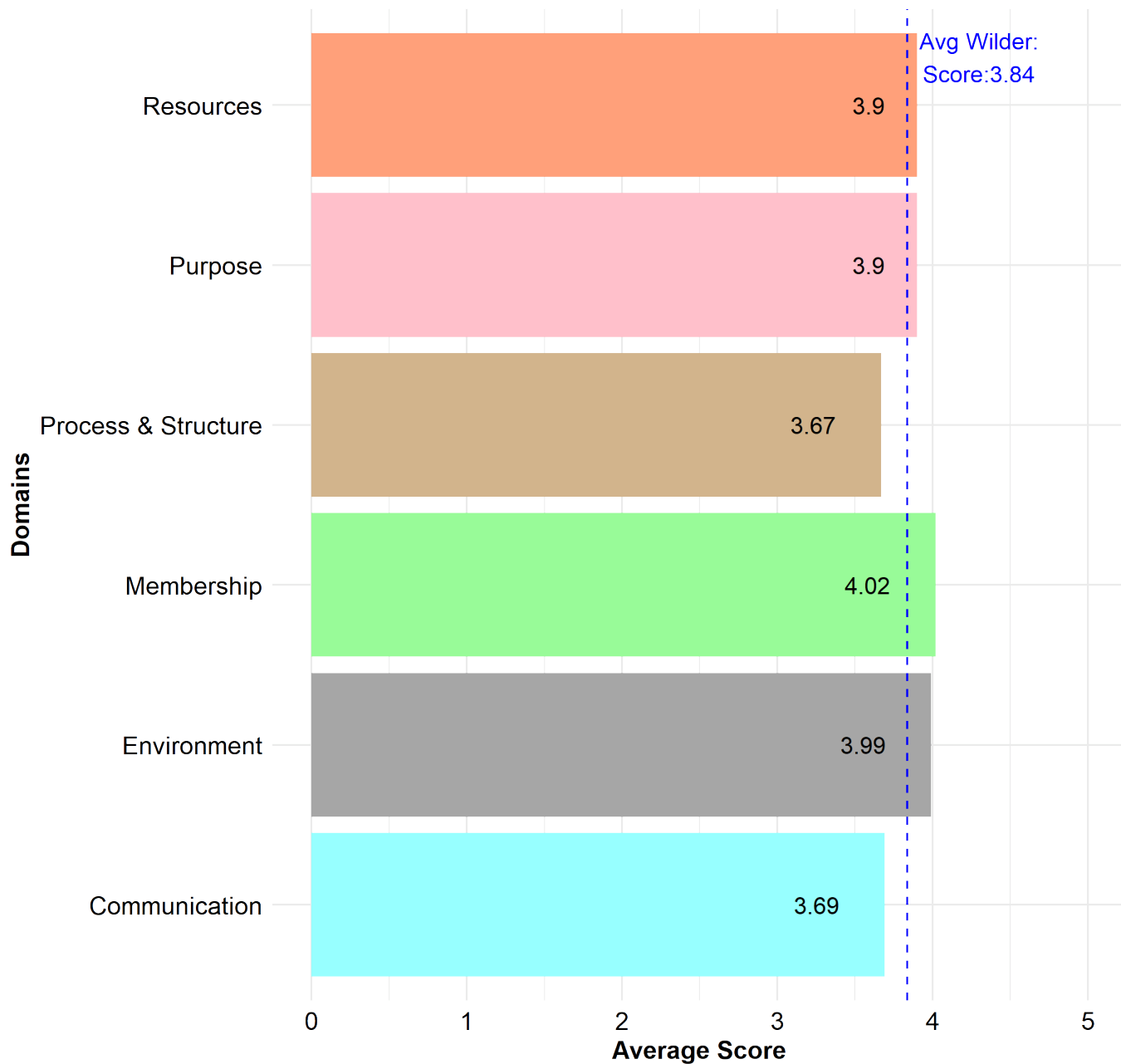
### **CONCRETE GOALS & SHARED VISION**

Clarity around the shared goals and vision of the collaborative group

### **UNIQUENESS**

Perception of the collaborative as having a unique purpose.

Average Wilder Domain Scores (All Time Periods)  
Source: Recommendations Panel Wilder Survey Responses



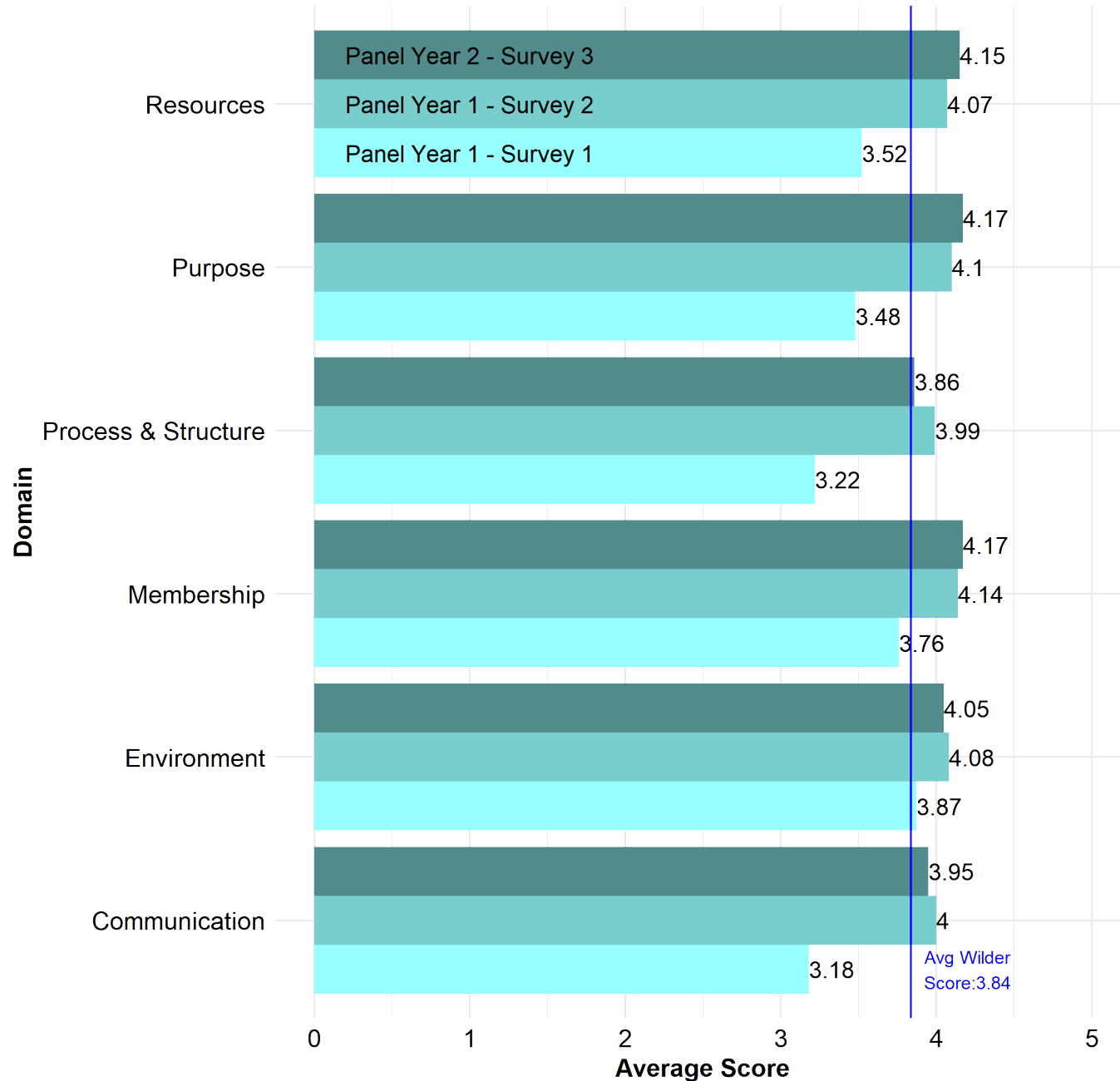
Note: Does not include non-responses  
Total Number of Responses: 111

## *Wilder Domain Scores* ECCE Governance

- Scores less than three are usually considered “areas for improvement”
- Scores for resources, purpose, and membership higher than average
- Stakeholders generally have a positive perspective on collaboration around early childhood issues

## Average Wilder Factor Scores over Time

Source: Recommendations Panel Wilder Survey Responses



Total Number of Responses: 111

## *Wilder Scores* *Years 1 and 2* Recommendations Panel

- There has been an increase in perceived strength of collaboration over time
- Initial scores in Year 1 closer to current “governance” scores
- The only scores currently below 4 are in the process/structure and communication domains

# *Levels of Collaboration Scale*

A five-point rating system measuring the perceived interaction between individual respondents and other representatives in the collaborative.

## **LEVEL 1 NETWORKING**

Aware of organization  

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Loosely defined roles  

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Little communication  

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All decisions are made independently

## **LEVEL 2 COOPERATION**

Provide information to each other  

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Somewhat defined roles  

---

Formal communication  

---

All decisions are made independently

## **LEVEL 3 COORDINATION**

Share information and resources  

---

Defined roles  

---

Frequent communication  

---

Some shared decision making

## **LEVEL 4 COALITION**

Share ideas  

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Share resources  

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Frequent and prioritized communication  

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All members have a vote in decision making

## **LEVEL 5 COLLABORATION**

Members belong to a single system  

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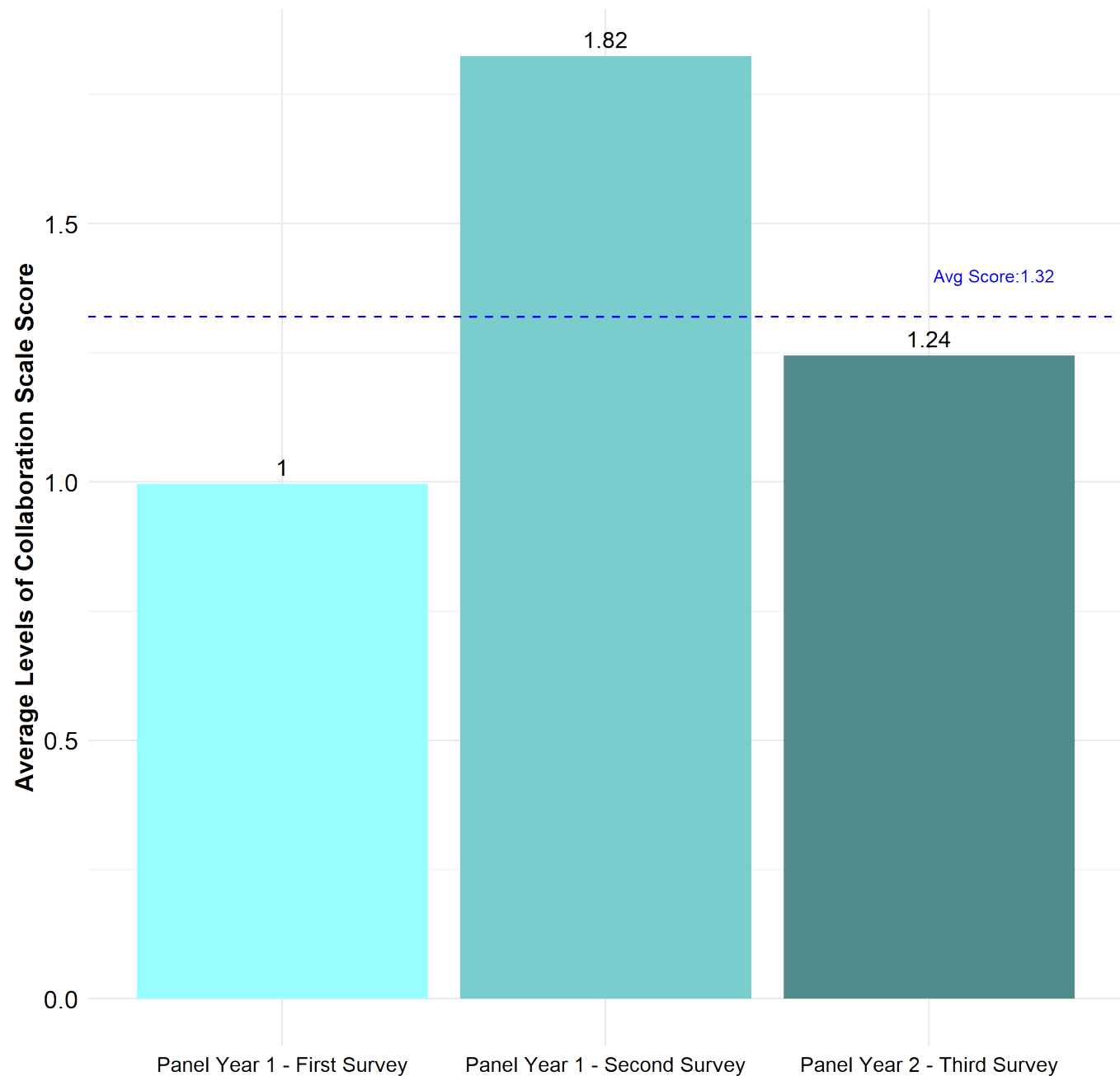
Frequent communication is characterized by mutual trust  

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Consensus is reached

## Average Levels of Collaboration Scale Score over Time Periods

Source: Recommendations Panel Wilder Survey Responses



Total Number of Responses: 83

## *Levels of Collaboration Recommendations Panel*

Interaction between members of Recommendations Panel can be characterized as networking/cooperation. In the first year, working together as a panel led to greater perceived collaboration.



# *CENTER FOR PUBLIC PARTNERSHIPS AND RESEARCH*



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## *Thank you!*

- Chris Tilden ([ctilden@ku.edu](mailto:ctilden@ku.edu))
- Sushmita Samaddar ([sushmita.s@ku.edu](mailto:sushmita.s@ku.edu))



# FAMILY ENGAGEMENT TOOLKIT

-

Heather Smith / Cassandra Sines /  
Sookyung Shin





KANSAS  
MATERNAL &  
CHILD HEALTH

# Family Engagement Toolkit Updates

EARLY CHILDHOOD RECOMMENDATION PANEL

FEBRUARY 18, 2022



# KS Family & Consumer Partnership Definition

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**Family *[and consumer]* partnership is defined as...**

*“patients, families, their representatives, and health professionals working in active partnership at various levels across the health care system – direct care, organizational design and governance, and policy making – to improve health and health care. This partnership is accomplished through the intentional practice of working with families *[and consumers]* for the ultimate goal of positive outcomes in all areas through the life course.”*

*[Adapted from the federal Title V Maternal and Child Health Block Grant Guidance]*

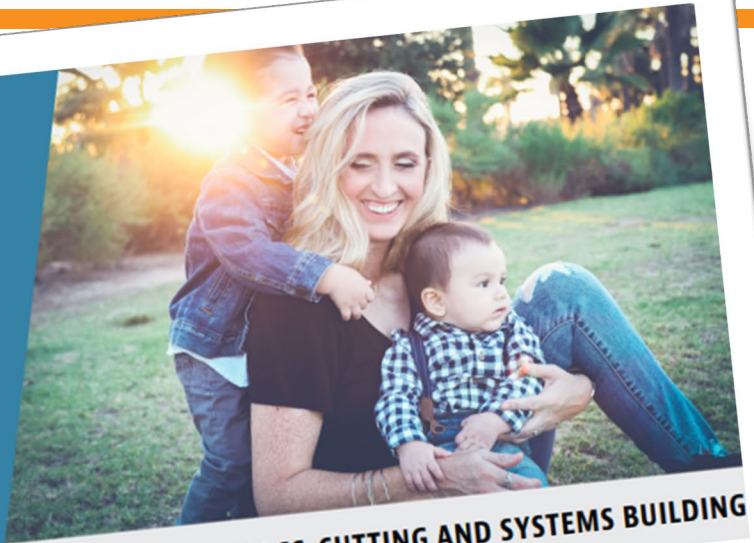
# KS MCH Vision

## FAMILY/CONSUMER PARTNERSHIP



### **PRIORITY 7**

*Strengths-based supports and services are available to promote healthy families and relationships.*



### **CROSS-CUTTING AND SYSTEMS BUILDING**

#### **OBJECTIVE 7.1**

Increase the proportion of MCH-led activities with a defined program plan for family and consumer partnership (FCP) to 75% by 2025.

#### **OBJECTIVE 7.2**

Increase the number of individuals receiving peer supports through Title V-sponsored programs by 5% annually through 2025.

#### **OBJECTIVE 7.3**

Increase the number of families and consumers engaging as leadership partners with the MCH workforce through the FCP Program by 5% annually through 2025.

#### **OBJECTIVE 7.4**

Increase the number of MCH-affiliated programs providing holistic care coordination through cross-system collaboration by three through 2025.

VIEW THE 2021-2025 KANSAS TITLE V STATE ACTION PLAN ONLINE AT [WWW.KANSASMCH.ORG](http://WWW.KANSASMCH.ORG)

**You can engage without  
partnership, you can't  
partner without  
engagement.**



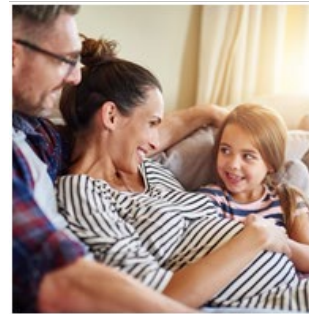


# Family & Consumer Partnership (FCP) Program



## Peer Supports

- Supporting You
- Caregiver Resource Website  
*(partnership with LEND)*



## Advisory

- Expanded FAC
- PDG Family Leadership Team

## Leadership

- Title V Delegate
- Family Leadership Program  
*AMP (Alumni, Mentorship, Policy)*



## Technical Assistance

- Family & Consumer Engagement Toolkit
- MCH Change Academy





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CHILD HEALTH

# Family and Consumer Partnership (FCP) Toolkit

PROVIDING TECHNICAL ASSISTANCE AROUND FCP

# Engagement Toolkit

## - MCH Grantees

- Assist with family-driven program design/development
- Support active engagement and input
- Inform partnership strategies
- Evaluate family strengthening & support activities

## - Partner Organizations & Agencies

- Strategic and collaborative engagement in Title V FAC activities
- Access to toolkit and trainings
- Technical assistance (upon request)

### Technical Assistance

- Family & Consumer Engagement Toolkit
- MCH Change Academy



# Components

## - Core Content

- PDF document (and web content)
- Content developed from input received by the (FAC)

## - Online Resources

- Additional supplemental materials to the core content
- Resources, samples, examples, references to support implementation

## - Planning/Implementation Tool

### Technical Assistance

- Family & Consumer Engagement Toolkit
- MCH Change Academy



# Contents

## - Introduction

- Generic to talk about the importance of family engagement (will include the shared definition established by the FLT)
- Adaptable to support each agency's views, values, and beliefs

## - Frameworks

## - Engaging for Input, Feedback, or Buy-In

## - Engaging in Advisory Roles

## - Engaging in Leadership Roles

### Technical Assistance

- Family & Consumer Engagement Toolkit
- MCH Change Academy



## Next Steps

### Technical Assistance

- Family & Consumer Engagement Toolkit
- MCH Change Academy



- Provide input on the Core Content
- Share resources for inclusion in the online toolkit
  - Sample surveys, validated question sets, survey methodology
  - Focus group or key informant interview guidance or structures
  - Advisory council oversight, guidance, bylaws, reimbursement policies, etc.
  - Leadership programming or curriculum
  - Trainings designed to build skills for families around advocacy, advisory, leadership, facilitation, etc.



# Questions?

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**Heather Smith, MPH**

KDHE Bureau of Family Health  
Title V MCH Director

[Heather.Smith@ks.gov](mailto:Heather.Smith@ks.gov)



**CAREER PATHWAYS –**  
Sara Gardner, KU-CPPR  
Hannah McGahey, KCCTF



# All In For Kansas Kids



Early Childhood Recommendations Panel  
Career Pathway Presentation

February 18, 2022





# WORK TO DATE

## **Child Care Provider Experience Mapping** (*~900 respondents*)

- Become a child care provider and staying licensed can feel isolating and somewhat overwhelming to navigate resources
- Connections typically local; driven by relationship with supports (licensing surveyor, consultant, training partner, etc.)

## **Professional Development Implementation Team (PDIT)**

- Collaborative Approach
- Representation across the ECCE infrastructure

## **Bank Street**

- Pathway draft
- Feedback sessions

# Pathway Development, Why Now?

- Leverage unique funding opportunities
- Development of Professional Development Workforce Registry
- Alignment with core competency and individual professional development efforts
- CCDF State Plan Requirement
- *All in for Kansas Kids* Strategic Plan, Strategy 6.1.2: Develop and implement a comprehensive career pathway to facilitate career entrance and advancement

**Career Pathway**



# DESIGN PRINCIPLES

- Multiple entry points
- Recognize experience through mastery-based approaches
- Formalize job-embedded coaching and mentoring
- Meaningful and accessible levels
- Value **both** community based learning and higher education
- <https://kschildrenscabinet.org/pathway/>

Career Pathway





# CDA WITH ENHANCEMENTS

Existing CDA	Recommended Enhancements	Current CDA Renewal Process	Recommended enhancements
120 hours of professional learning	+Alignment to new core competencies	Additional professional learning	+Submission and review of portfolio supplement
480 hours of experience	+12 hours of job-embedded coaching	Membership in national or local early childhood association	+Meeting with coach to develop individualized professional development plan (IPDP)
Portfolio, exam,	+12 hours meeting		

# CERTIFICATE OF MASTERY

<b>Eligibility Criteria</b>	<b>Professional Learning Requirements</b>	<b>Coaching Requirements</b>	<b>Supportive Requirements</b>
Three years experience working in licensed (or license exempt) child care program	120 hours of an approved sequence of professional learning	52 hours of job-embedded competency based coaching	48 hours of advisory small group meetings
—	Submission of portfolio to	—	—

# Implementation Considerations

- Existing resources for coaching and professional learning experiences
- Alignment with L2Q and Core Competencies
- Determine issuer and curriculum for Certificate of Mastery
- Continued advocacy for issues related to wages and financial incentives
- Need for curriculum development committee for advanced initiatives

**Career Pathway**



# Next Steps

- One more feedback session (ECHO Group – 4year Higher Ed)
- Compile feedback from all sessions
- Bring different key stakeholders together to:
  - Process feedback
  - Determine edits to visual pathway design
  - Design implementation plan/schedule
  - Establish individual working groups and/or craft RFPs as needed

**Career Pathway**



Thoughts and/or questions?

**Career Pathway**



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[hmcgahey@ksde.org](mailto:hmcgahey@ksde.org)





**BREAK**



*The Kansas Early Childhood Recommendations  
Panel Work Groups will begin breakout sessions*

*Livestreaming for each group is available via the  
Children's Cabinet YouTube.*



# WORK GROUP REPORTS

Each Work Group will present their final draft recommendations to the full Panel for discussion.

- Child Care Recruitment & Retention
- Family Partnerships
- Quality & Environments



# UPCOMING MEETINGS AND BRIGHT SPOTS

Requests for future agenda items

**\*\*Bright Spots – Panel members are invited to share\*\***

Upcoming Meetings (all via Zoom):

- Early Childhood Recommendations Panel meeting): Friday, March 11 (schedule change) 9:00-11:30 a.m.
- Children's Cabinet and Trust Fund meeting – Friday, April 1, 2022  
9:00 a.m. – 12:00 p.m.
- Early Childhood Stakeholders Group meeting – Friday, April 1, 2022  
1:30-3:00 p.m.







# Adjourn

