Cabinet Meeting

FRIDAY, AUGUST 5, 2022

Kansas
Children's Cabinet and Trust Fund

AD ASTRA PER ASPERA

Welcome &
Approval of Minutes

KIM MOORE, CHAIR

Dolly Parton Imagination Library Advisory Board

MELISSA ROOKER, EXECUTIVE DIRECTOR

DOLLY PARTON'S IMAGINATION LIBRARY

The purpose of the DPIL Advisory Committee is be to assist the Cabinet in activities related to promoting, growing and sustaining the Imagination Library Program. The Advisory Committee will be tasked with providing input regarding the formation of a 501c3 nonprofit foundation for Dolly Parton's Imagination Library of Kansas and identifying opportunities for growing private sector support for the program. Membership will include representatives of the business sector, philanthropy, education, elected officials and interested Children's Cabinet members.

Advisory Committee

DiAnne Graham | Kansas Children's Cabinet and Trust Fund Board Member

Rep. Troy Waymaster | Kansas House

Betsy Wearing | Dane G Hansen Foundation

Scott Hall | Greater Kansas City Chamber of Commerce

Nancy Wallerstein | Johnson County

Lisa Gleason | United Way of Reno County

Zach Vincent | Governor's Office

Advisory Committee

DPIL ADVISORY BOARD APPROVAL

- Motion
- Second
- Vote

o Sen. Renee Erickson

o LeEtta Felter

o DiAnne Owen Graham

o Deliece Hofen

o Monica Murnan

o Terri Rice

o Dr. Tyler Smith

o John Wilson

o Cabinet Chair, Kim Moore

Children's Cabinet

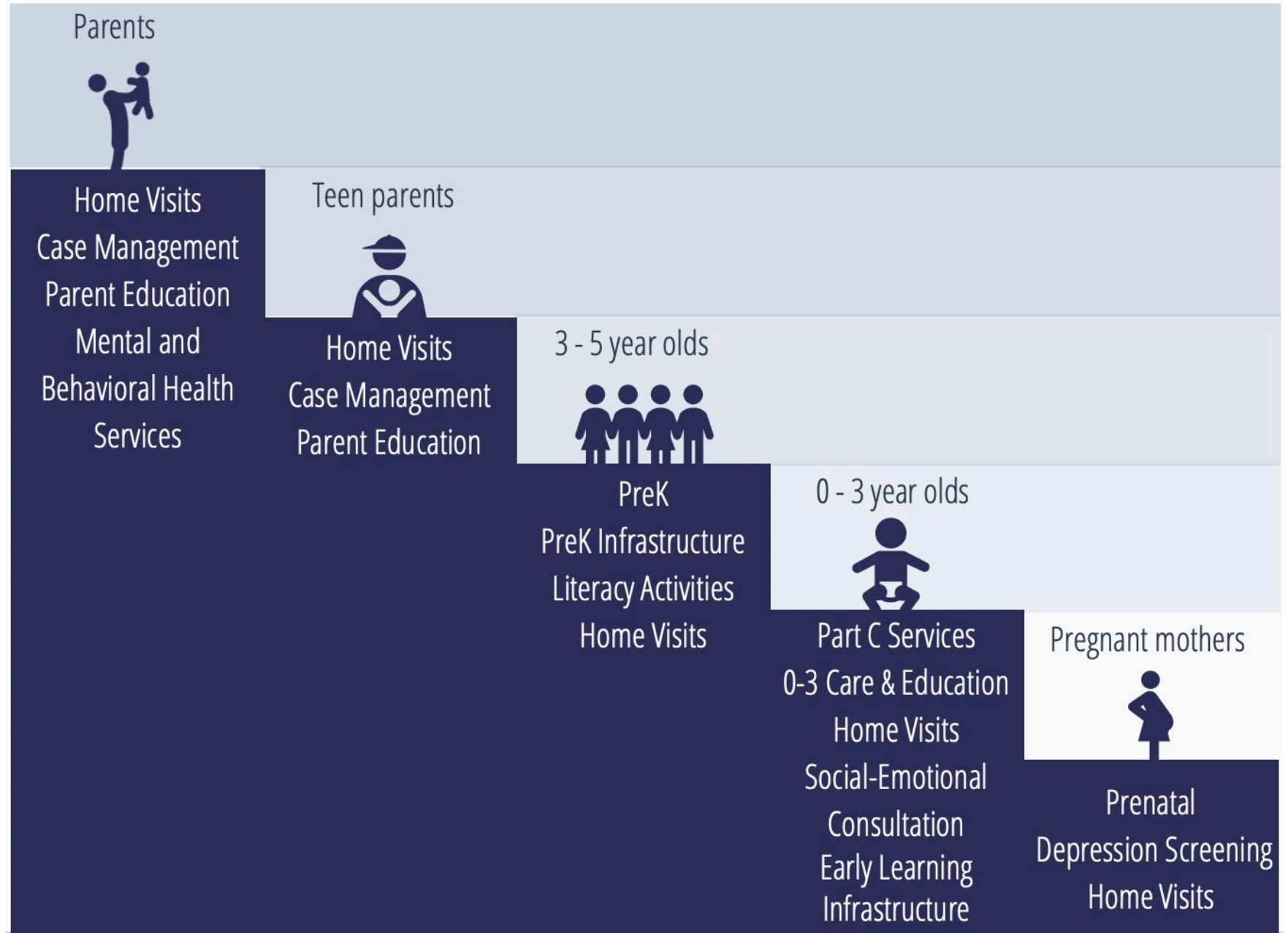# Early Childhood Block Grant Evaluation
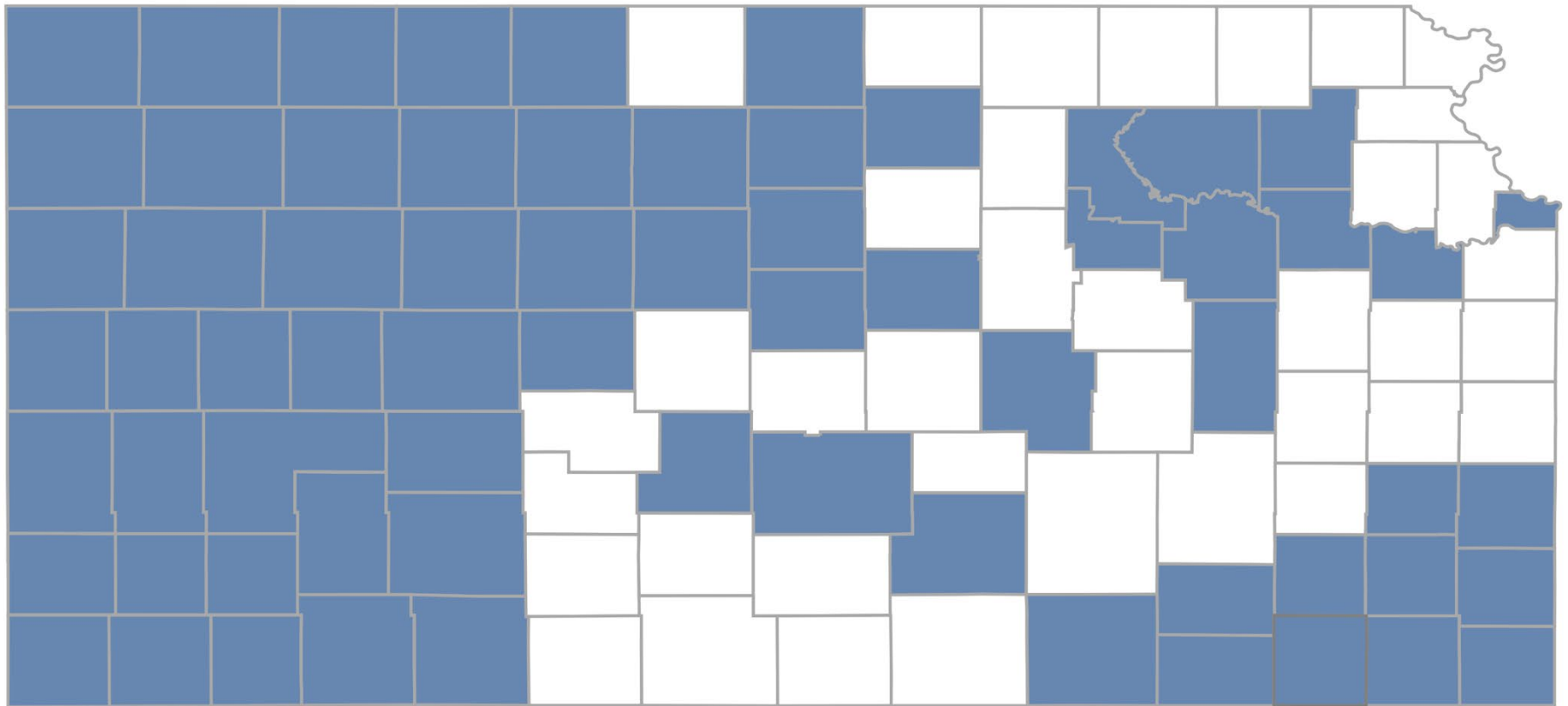
LYNN SCHREPFERMAN, WSU

KCCTF
2021-2022 Evaluation Report

Range of Services

Parents

Home Visits
Case Management
Parent Education
Mental and
Behavioral Health
Services

Teen parents

Home Visits
Case Management
Parent Education

3 - 5 year olds

PreK
PreK Infrastructure
Literacy Activities
Home Visits

0 - 3 year olds

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

Pregnant mothers

Prenatal
Depression Screening
Home Visits

Early Childhood Block Grant
Counties Served

Early Childhood Block Grant (ECBG)

2021-2022

Risk Factors

This report contains descriptive information for children and families served during the 2021-2022 grant year as well as longitudinal data from 2017-2022.
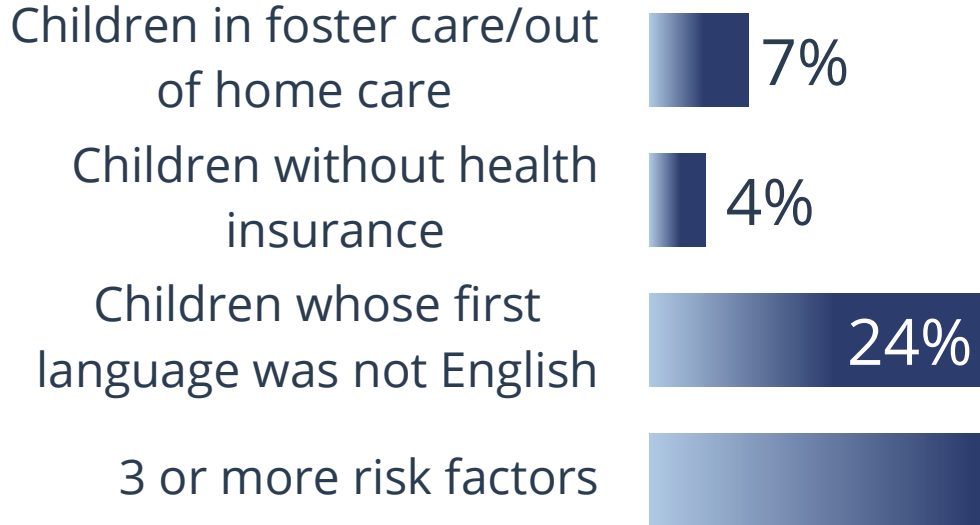
KCCTF Risk Factors

- Family income qualifying for the federal free and reduced-price lunch program

- Children and families whose primary language is not English

- Children at risk for developmental delay (ASQ-3 or ASQ:SE-2) or who have an established delay (Part B or Part C)

- Migrant families

- Children without health insurance

- Children in foster care/custody of a relative/out of home/DCF

- Caregivers with less than a high school education

- Teen parents

- Families without stable housing

- Custodial parent is unmarried

6719 children served

Risk Factors

Children in foster care/out of home care — 7%

Children without health insurance — 4%

Children whose first language was not English — 24%

3 or more risk factors — 42%

At-risk	IEP/IFSP
Children at-risk/established developmental delay — 34%	18%

2021-2022 Families

5968 families served

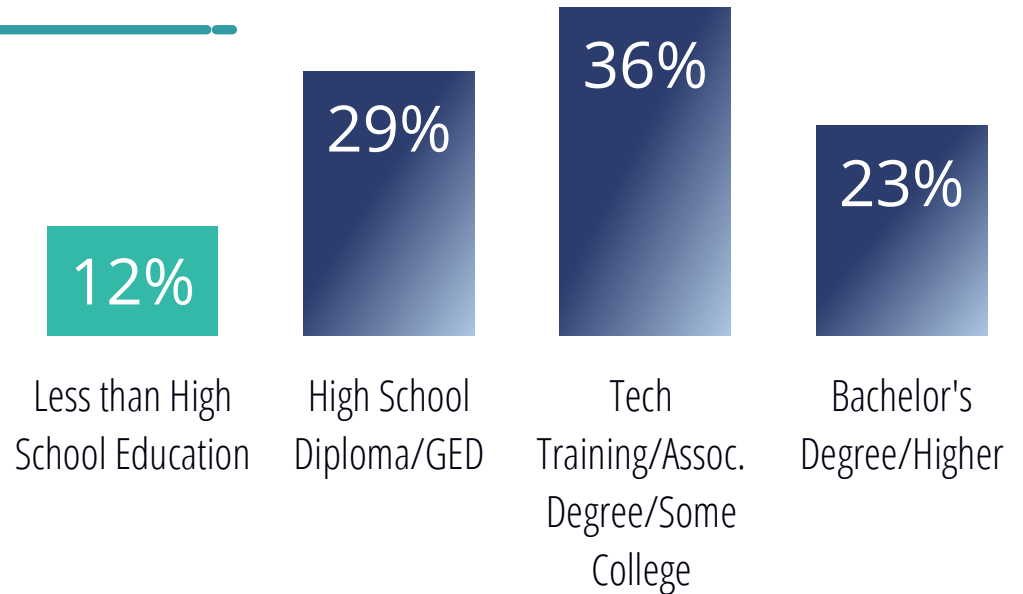## Risk Factors

45% Unmarried

6% Teen Parents

1% Migrant Families

4% Families without Stable Housing

69% Free & Reduced-Price Lunch

28% English is not the primary language in the home

12% Less than High School Education

29% High School Diploma/GED

36% Tech Training/Assoc. Degree/Some College

23% Bachelor's Degree/Higher

56% Earned less than $40,000 annually
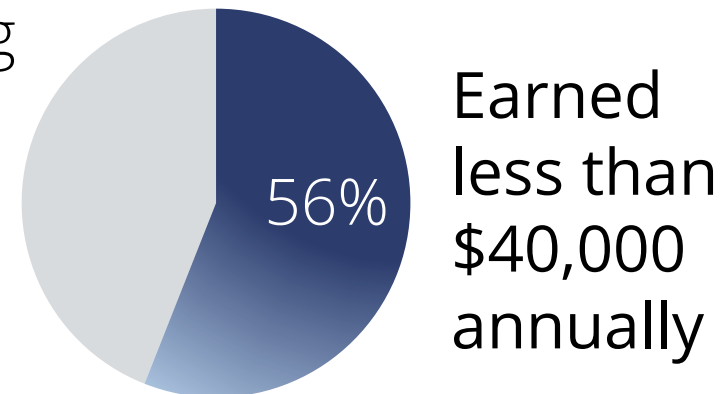
Healthy Development - Early Identification

Early & Frequent Screening

↓

Early Intervention

↓

Better Outcomes & Lower Cost

Developmental & Social-Emotional Screening Utilization

Programs use screenings to:

Educate parents on developmental stages
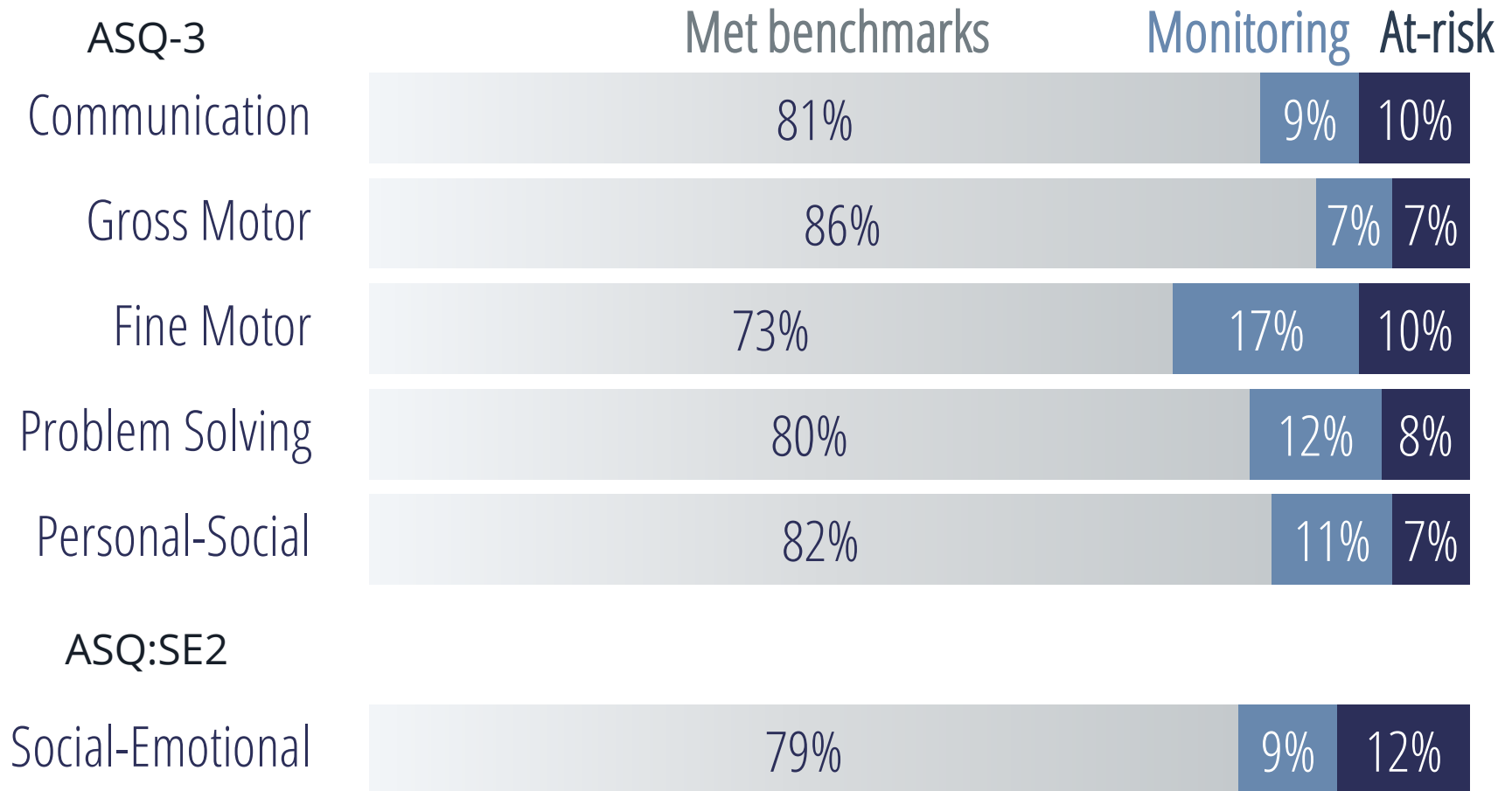
Address and inform parent and teacher concerns

Promote activities and interactions to encourage development of skills

Make referrals to additional services as needed
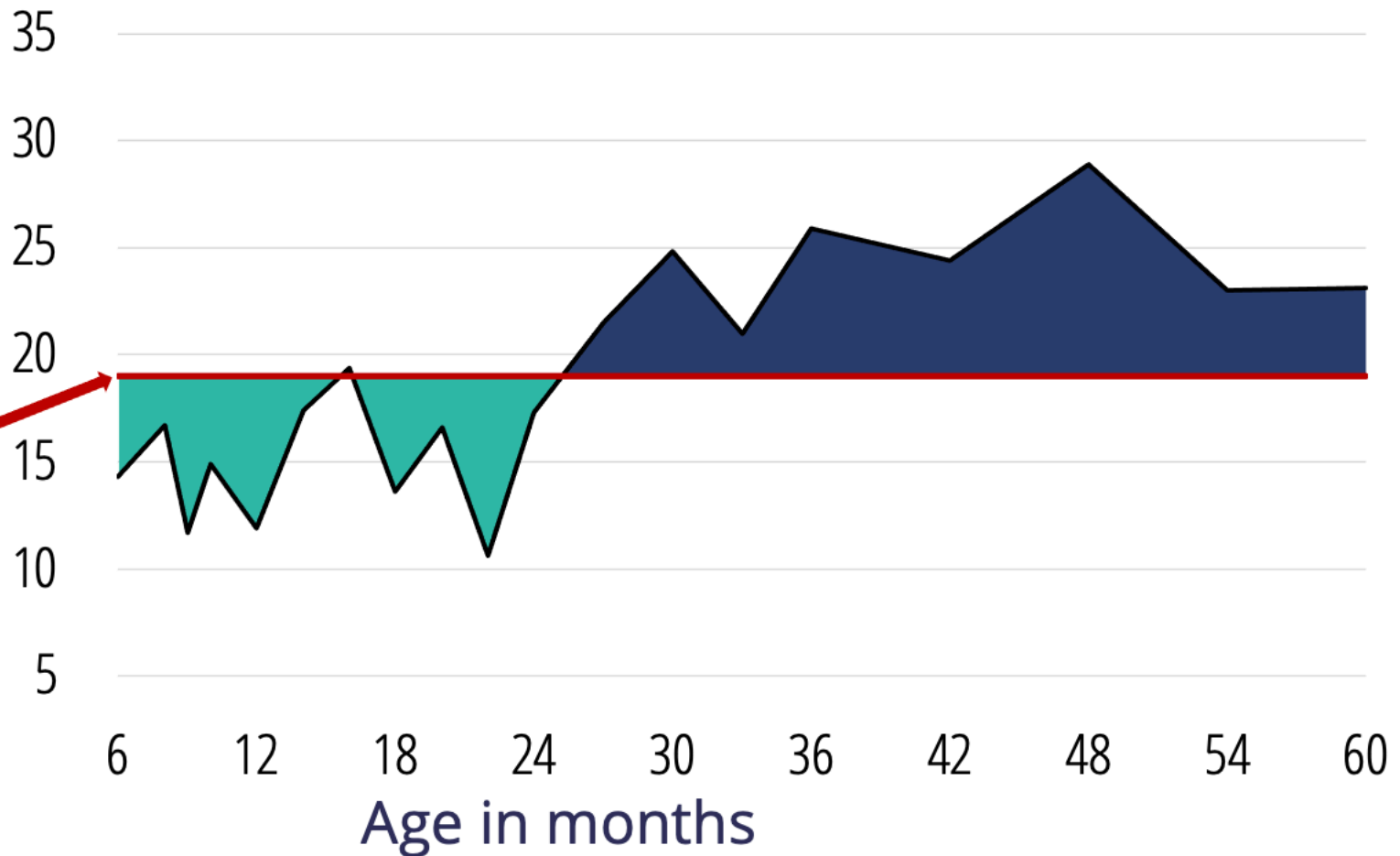
Impact of COVID-19 on Early Learning

40% of environments shut down due to COVID-19

1480 children were impacted by closures

1% closed **permanently** due to COVID-19

39% shut down **temporarily** due to COVID-19

Range of weeks temporarily shut down

<1 · 2 · 15

Minimum · **Average** · Maximum

Number of weeks temporarily shut down

1 day-4 weeks	95%
5-8 weeks	3%
9-15 weeks	2%

Staff Turnover in Early Learning

84 staff members left positions during the year

Weeks to fill vacant positions

4 Minimum | **14** Average | **26** Maximum

Reasons staff members left

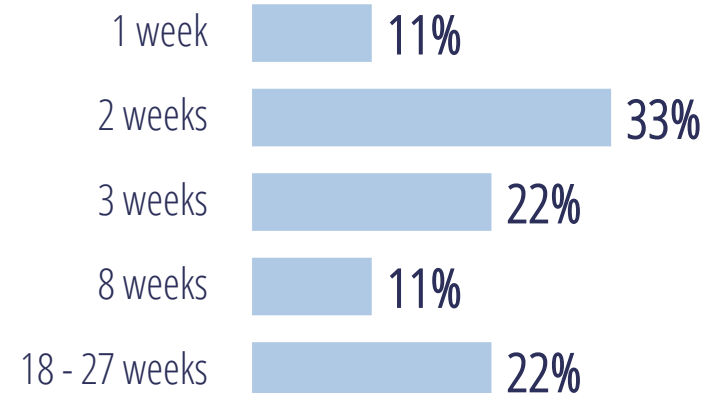| Reason	
No reason(s) provided	19%
To take a non-early childhood job	19%
To take another early childhood job	19%
COVID-19 and/or COVID-19 related	15%
Other	12%
To relocate/move	12%
To retire	4%
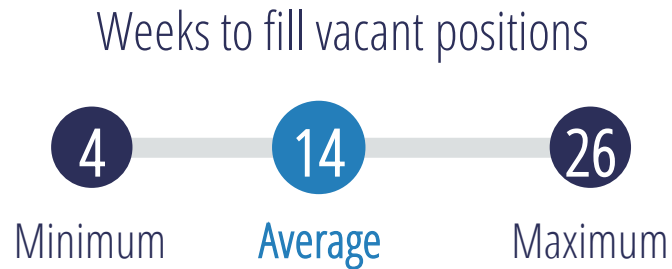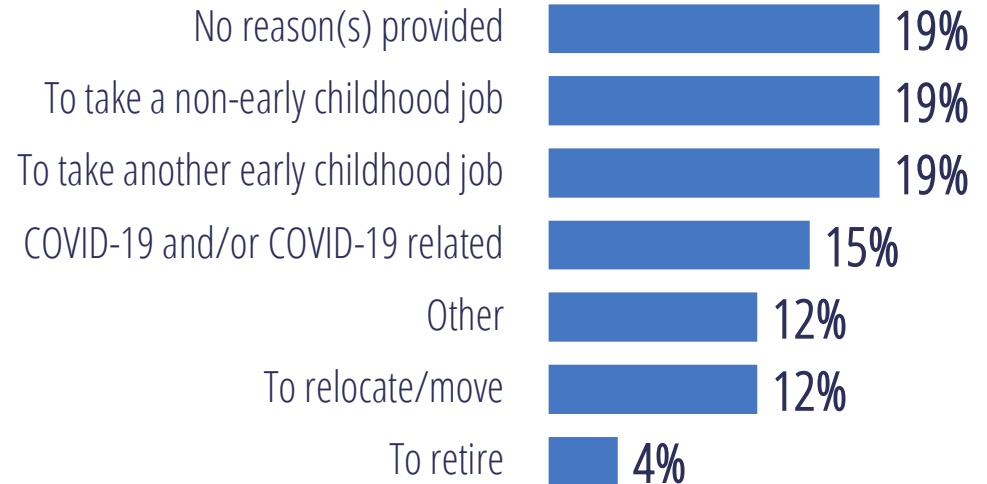
6 classrooms closed **permanently** due to lack of staff

87 classrooms closed **temporarily** due to staff turnover

Average number of weeks temporarily closed
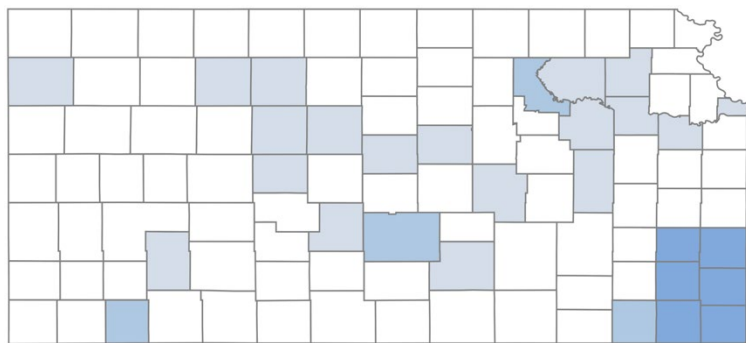
Weeks	
1 week	11%
2 weeks	33%
3 weeks	22%
8 weeks	11%
18 - 27 weeks	22%

Early Learning

PreK

0-3 Care & Education

Infrastructure

Social-Emotional

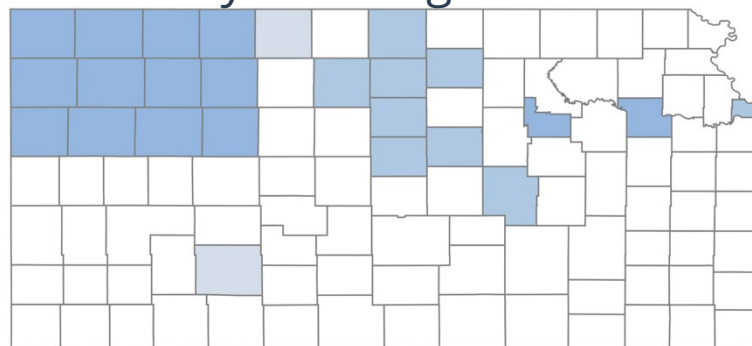Early Learning for Children with Special Needs
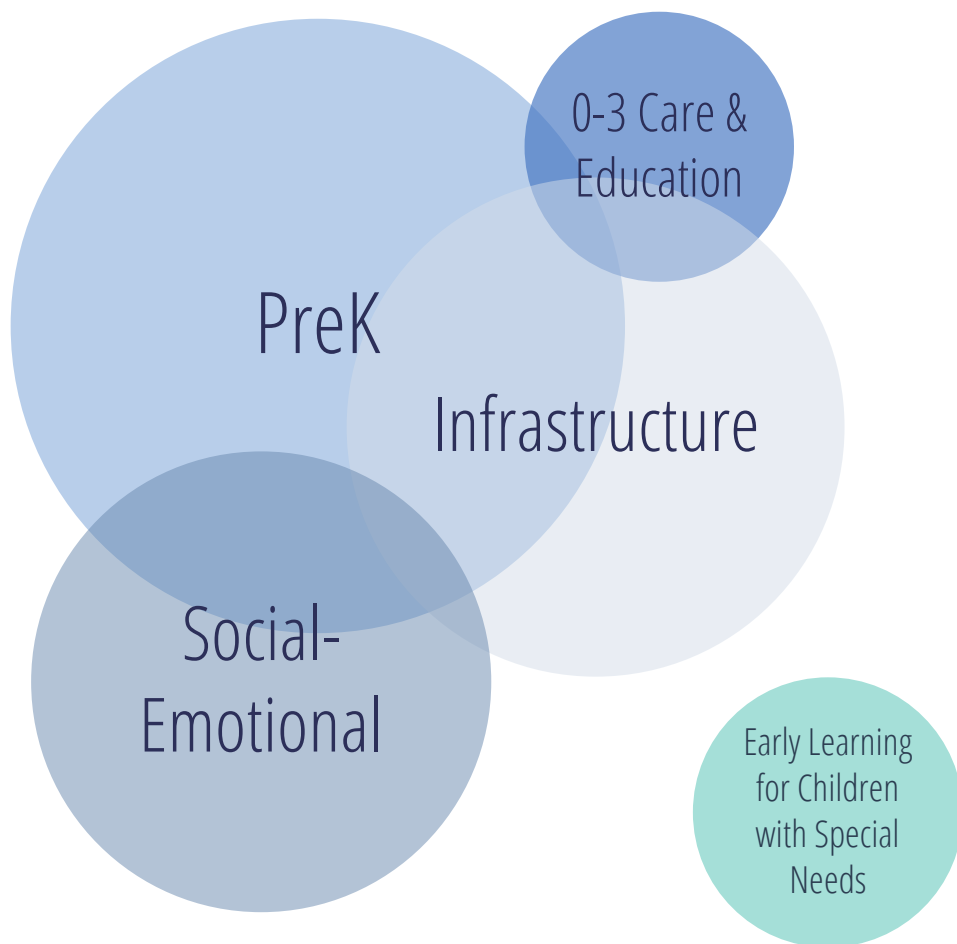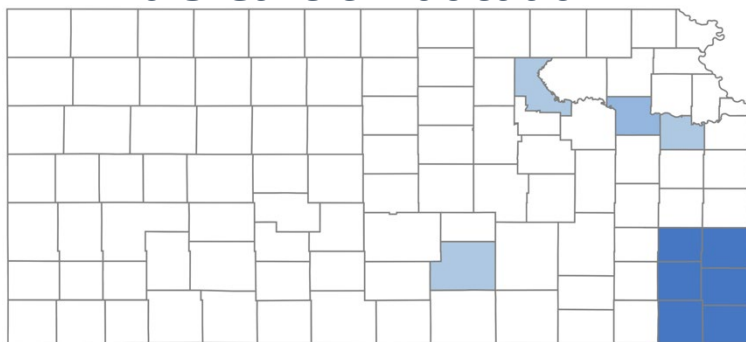
Geographic Distribution of Early Learning Programs

PreK

PreK & Early Learning Infrastructure

0-3 Care & Education

Social-Emotional Consultation
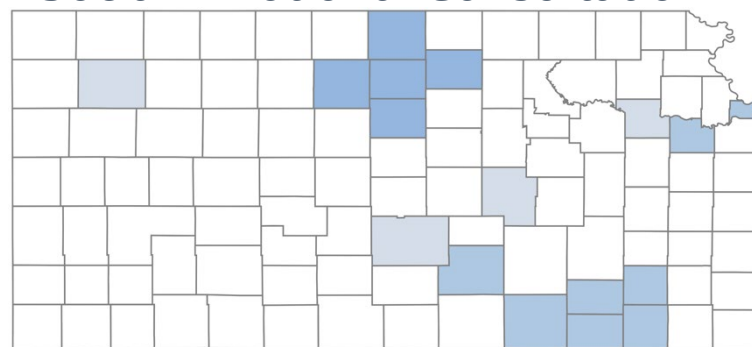
Early Learning for Children w/Special Needs

1-5%	6-12%	13-19%	20-31%	32-48%	49-81%
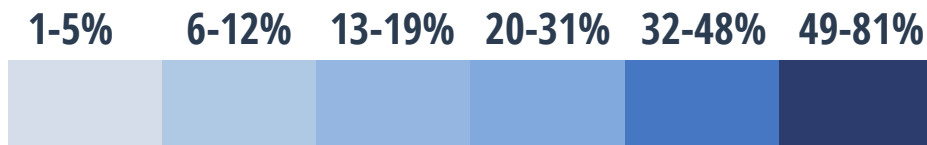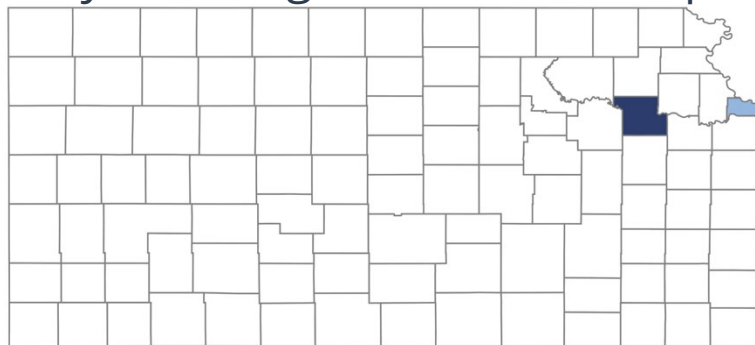
Early Learning Programs

Children Served

PreK & Early Learning for Children with Special Needs — 296

0-3 Care & Education — 344

Social-Emotional Classroom & Family Consultation — 1123

PreK & Early Learning Infrastructure — 1778

PreK — 2054

Healthy Development
Social-Emotional Classroom Consultation

| 1-5% | 6-12% | 13-19% | 20-31% | 32-48% | 49-81% |
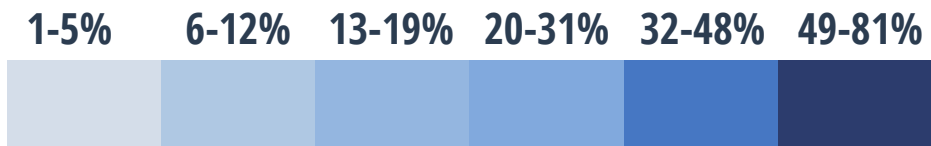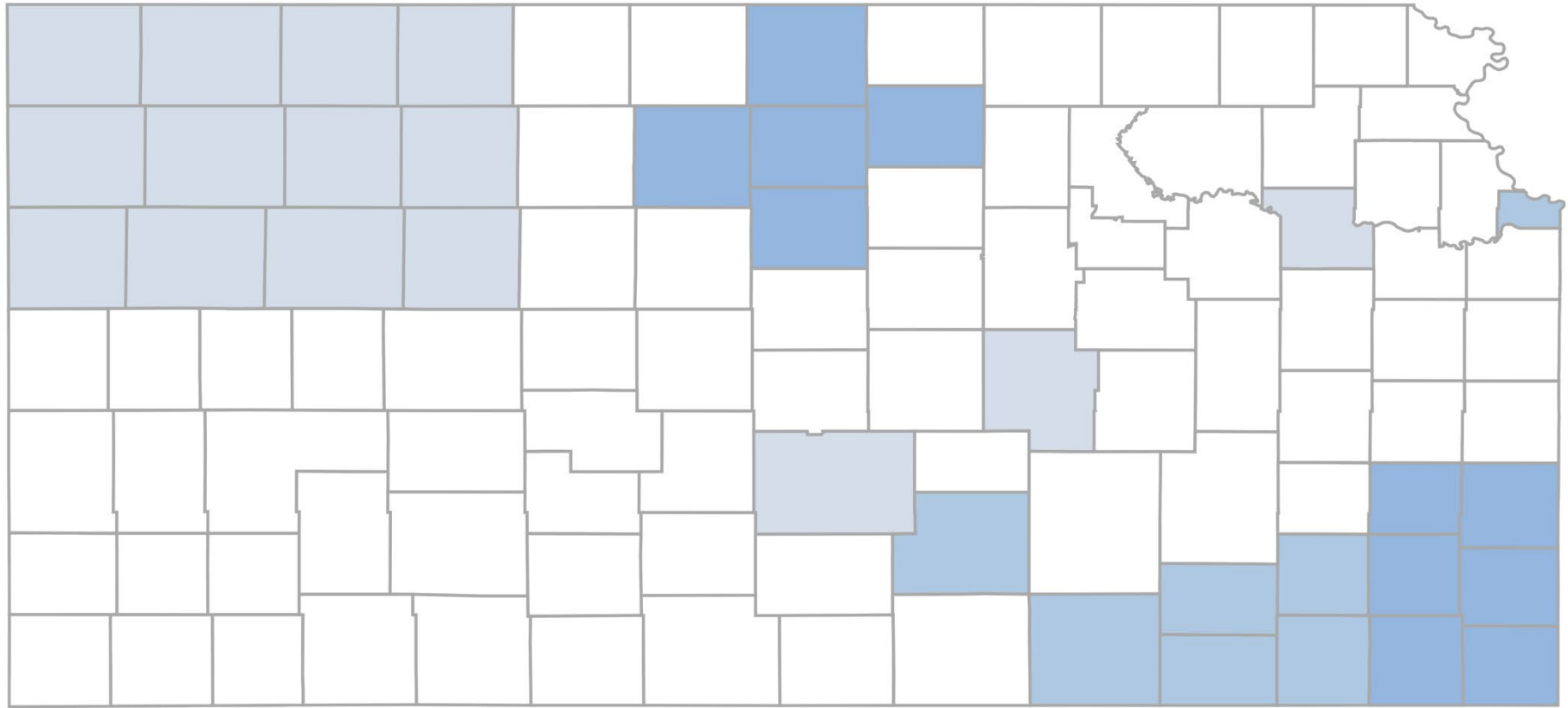
Social-Emotional Outcomes
DECA – % children on track

The DECA is a strengths-based measure of:
Attachment/Relationships, Self-Regulation, & Initiative[1]

Time 1   Time 2

2021-2022   74 — 85   (N= 818)

2020-2021   79 — 85   (N= 686)

2019-2020   60 — 70   (N= 249)

2018-2019   75 — 87   (N= 547)
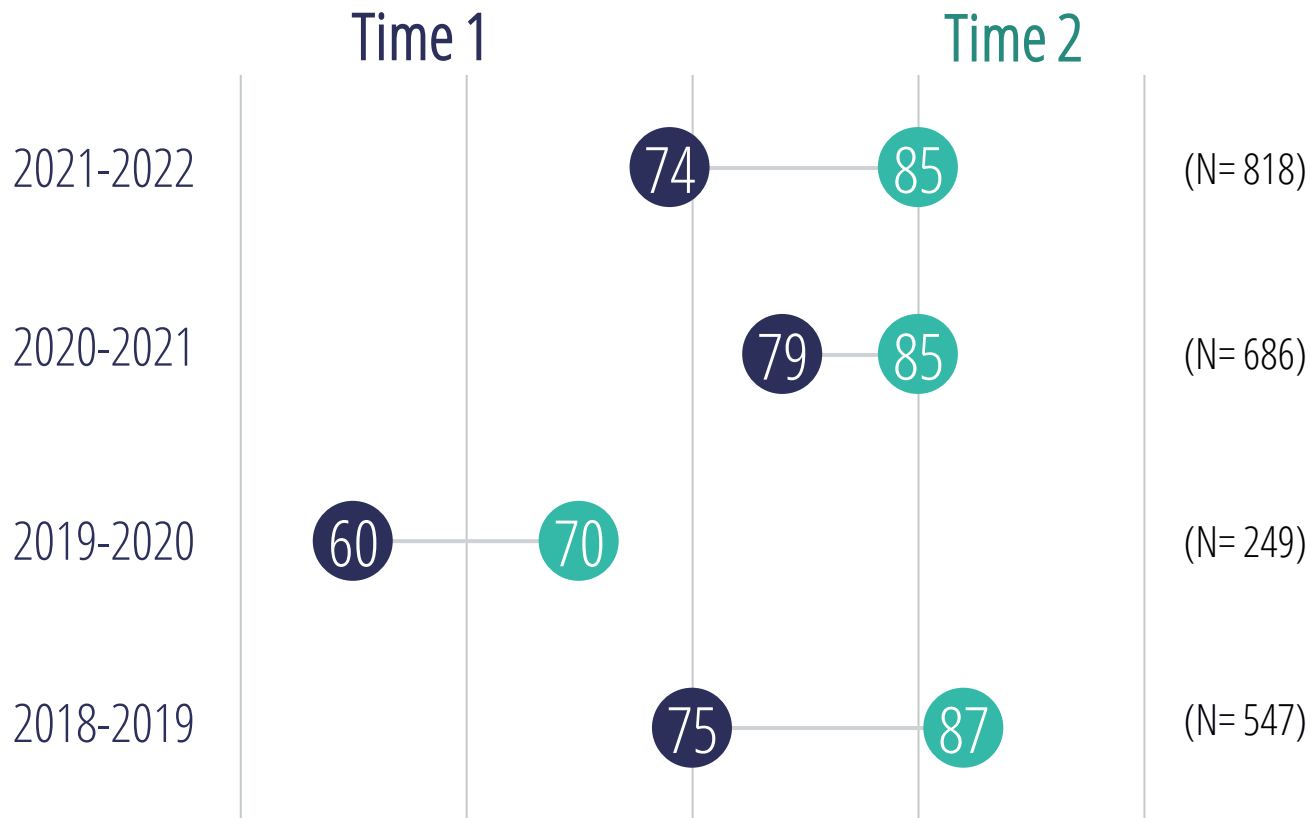
11%
increase
this year

Early Learning

Just over half of the children in 0-3 Care and PreK were in care more than 40 hours per week.

14%

increase
in full time care
from last year

8 hours or less	8 - 12 hours	12 - 16 hours	16 - 20 hours	20 - 30 hours	30 - 40 hours	>40 hours
1%	1%	16%	3%	5%	24%	51%
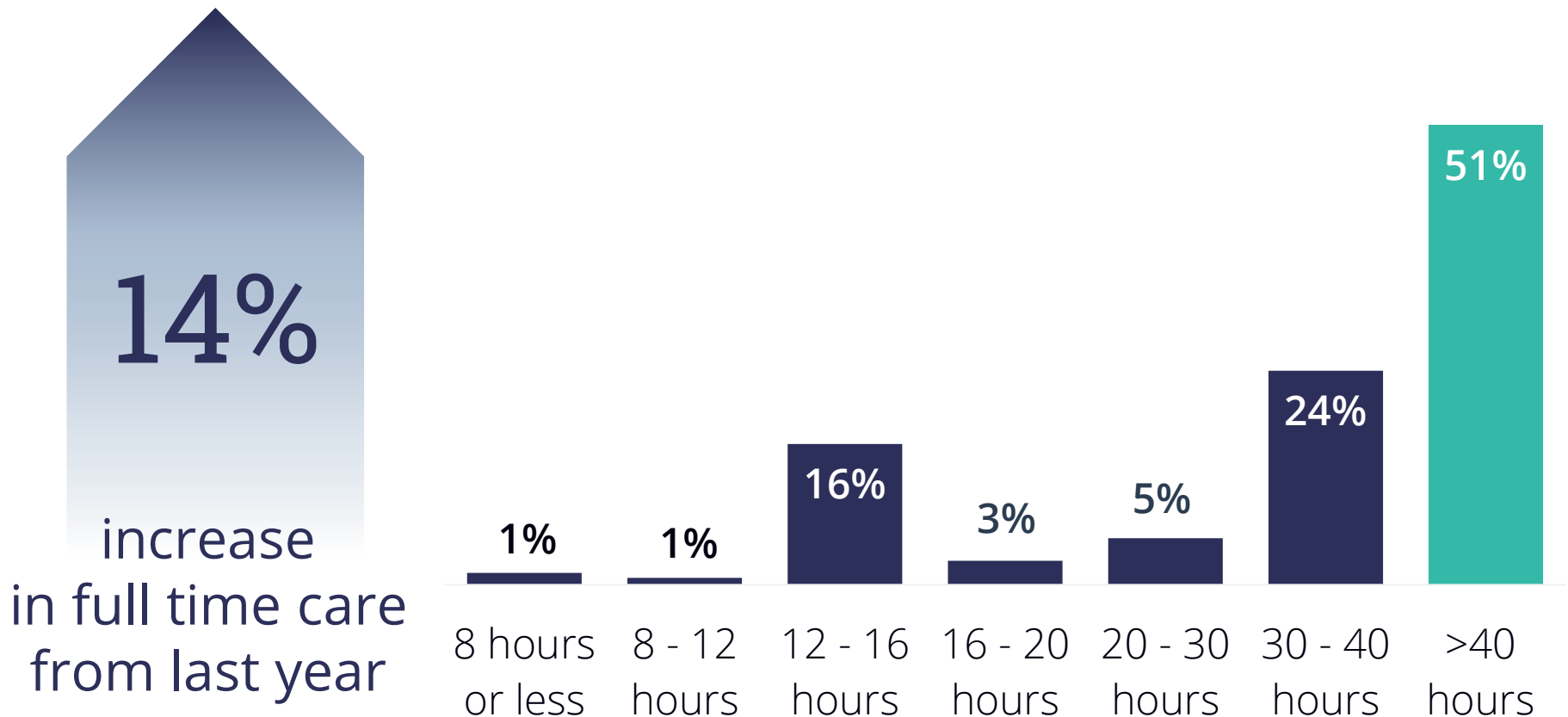
Why are classroom observations so important?

Observations that measure high quality, responsive teacher-child relationships are most predictive of positive change in academic outcomes and social skills.[2,3]

Quality early care is defined as responsive serve and return relationships with adults.[4]

CLASS 2nd Edition is a standardized, reliable, valid observational measure that is sensitive to change and is used to measure the quality of ECBG early childhood environments throughout Kansas.[5]

Early Learning CLASS – average scores

PreK

6.2
Emotional support

5.7
Classroom organization

3.7
Instructional support

Toddler

6.0
Emotional & behavioral support

3.7
Engaged support for learning

Infant

5.1
Responsive caregiving

■ Average score — Benchmark   ■ Average score — Benchmark   ■ Average score — Benchmark
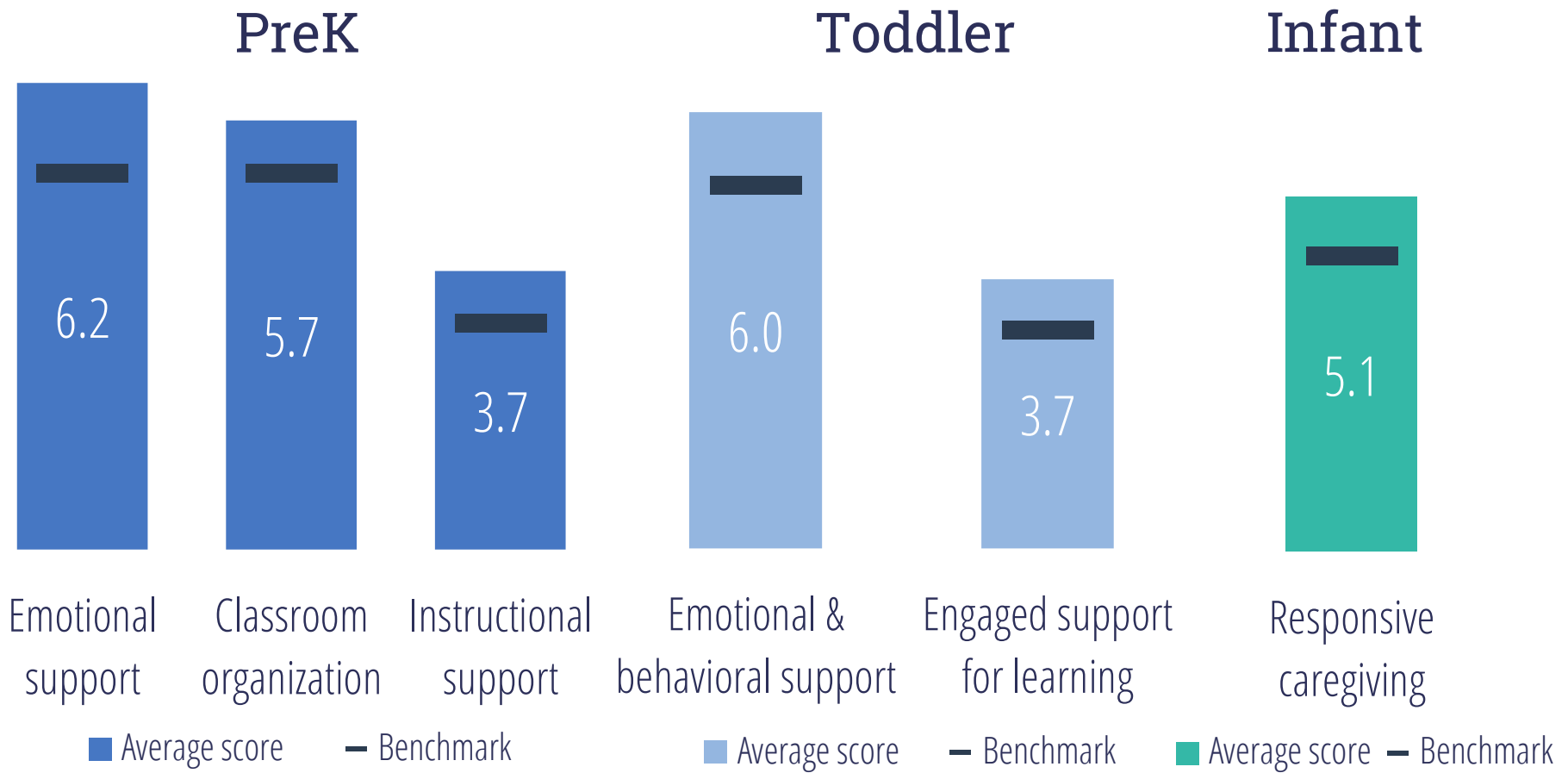
76% high-quality   **78**% high-quality   **73**% high-quality

Early Learning
CLASS – % high-quality classrooms

When CLASS observations were grouped by quality, higher quality teacher-student interactions and classrooms resulted in stronger gains for students in Phonological Awareness.
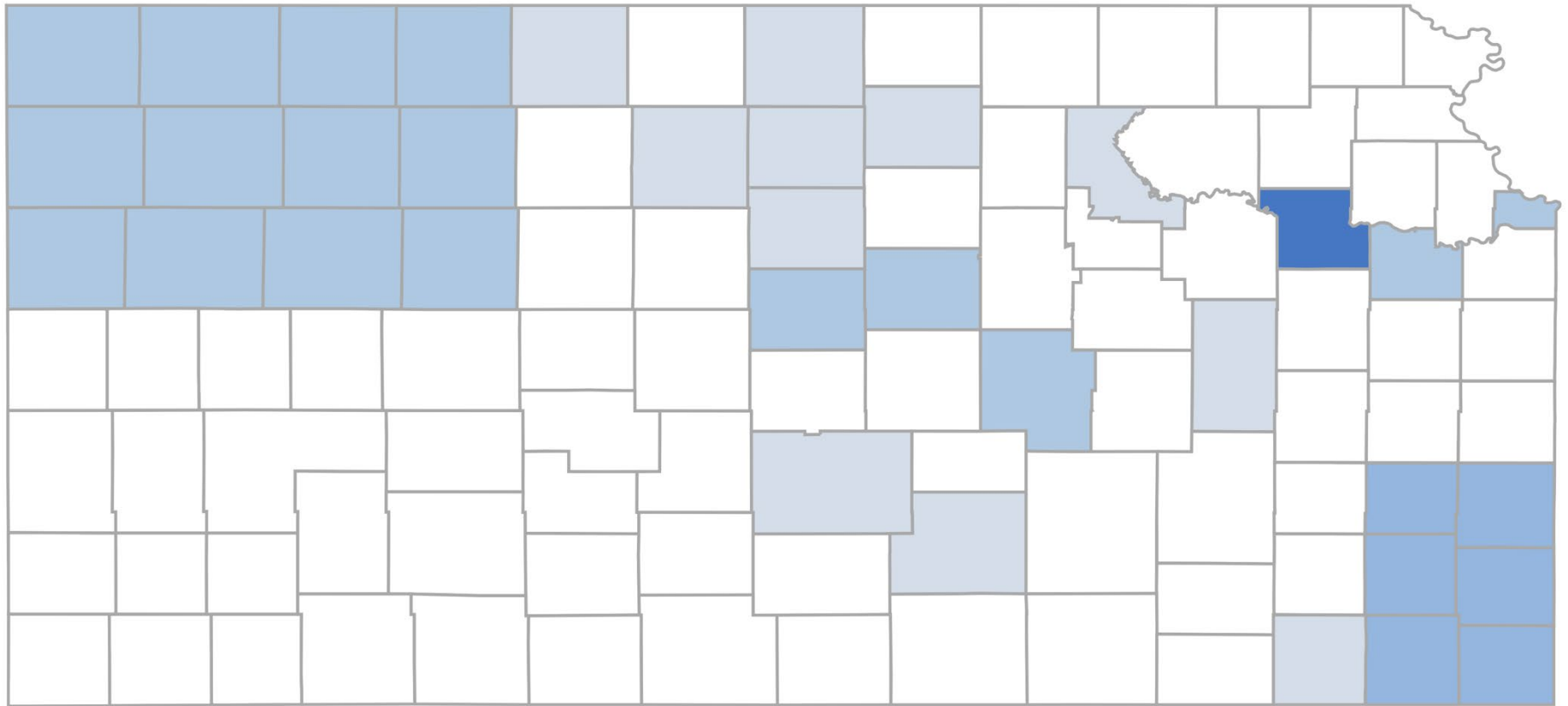
Time 1   Time 2

2021-2022   69   76   (N= 527)

2020-2021   67   74   (N= 437)

2019-2020   63 - - - - COVID   (N= 406)

2018-2019   62   74   (N= 422)

7%
increase
this year

0-3 Early Learning Programs

| 1-5% | 6-12% | 13-19% | 20-31% | 32-48% | 49-81% |

Why is an early communication measure important?

Early language is:

- the best predictor future school readiness.[6]
- the best predictor academic success.[6]
- essential for early identification and intervention.[7]

The IGDI ECI focuses on:
Gestures
Vocalizations
Single words
Multiple words[8]

Year	% positive change	N
2021-2022	75	(N= 659)
2020-2021	78	(N= 570)
2019-2020	72	(N= 693)
2018-2019	81	(N= 589)
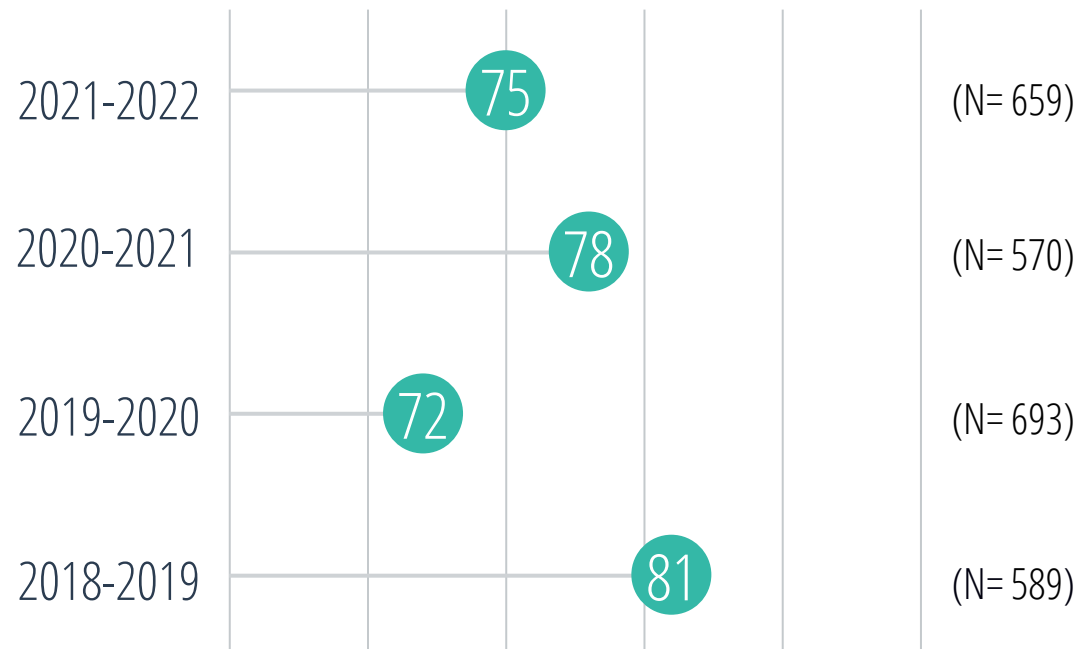
53% of the ECBG children assessed had an established delay.

PreK Programs
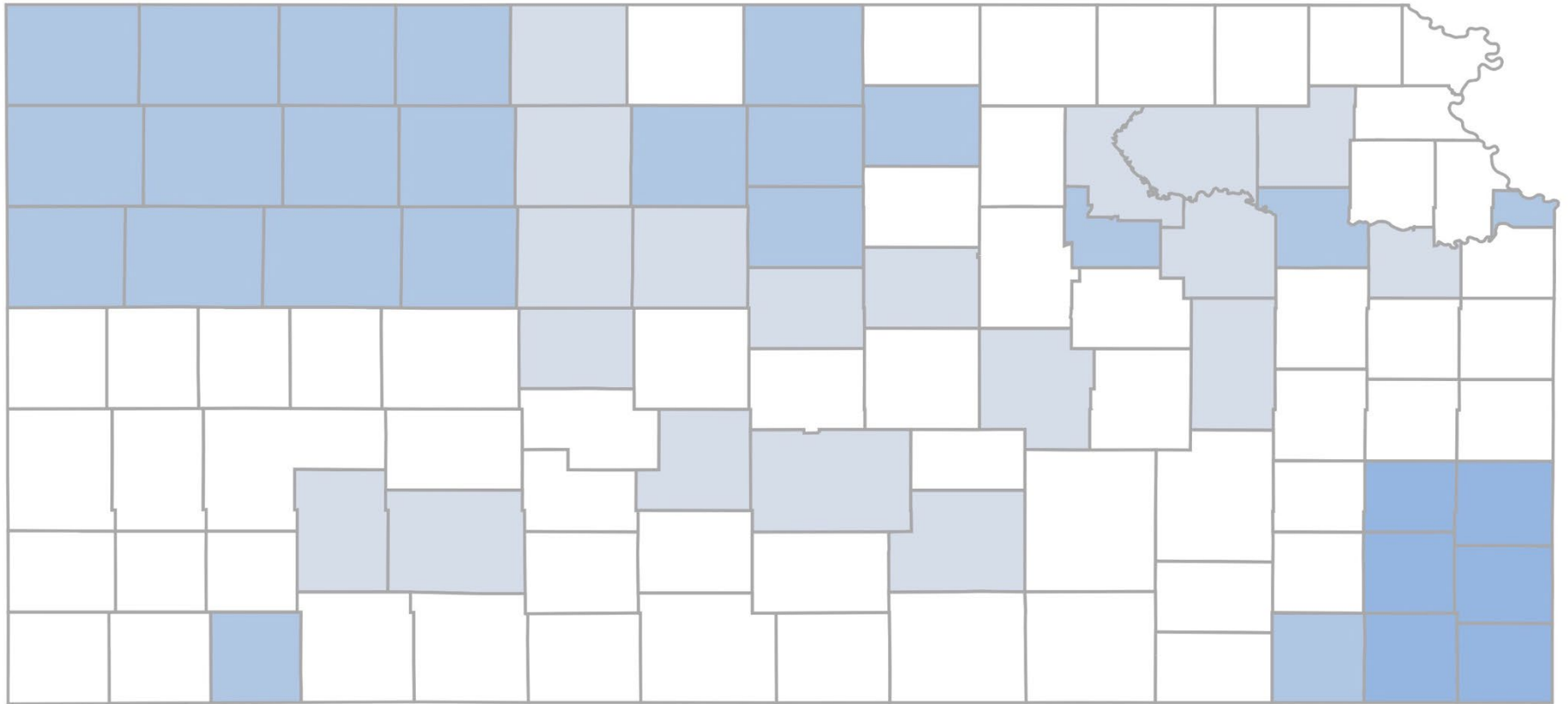
1-5% 6-12% 13-19% 20-31% 32-48% 49-81%

Why is a measure of Language Comprehension important?

myIGDIs Literacy focuses on:[9]

- This is the ability to derive meaning and draw inferences from both written and spoken language.

- Language comprehension predicts literacy and reading outcomes.[10]

- Larger vocabularies at school entry predict stronger acquisition of new words and language comprehension.[11]

Picture Naming

Which One Doesn't Belong
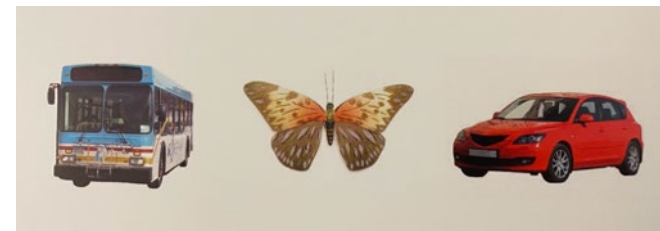
PreK Literacy Outcomes
myIGDIs Language Comprehension – % on track
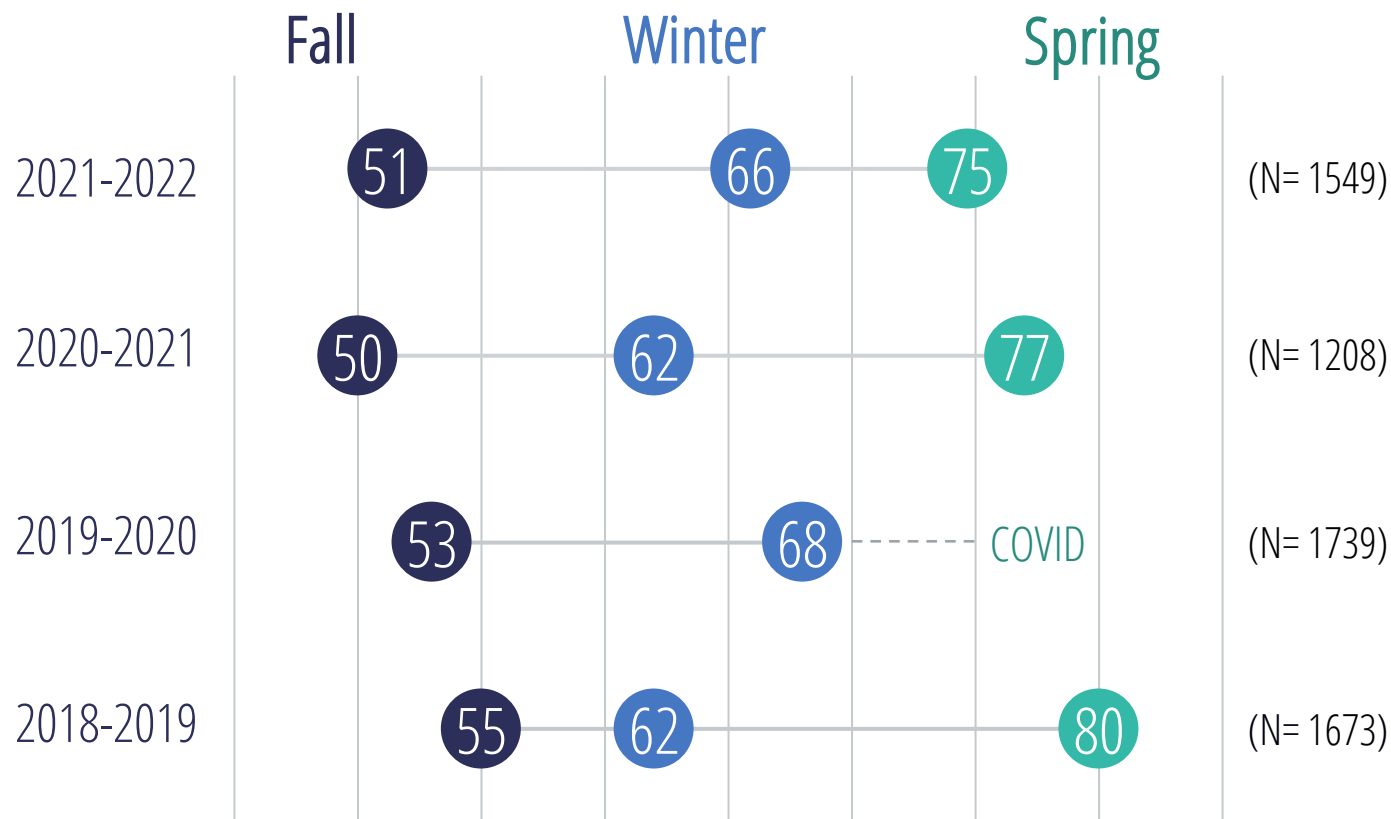
Fall   Winter   Spring

	Fall	Winter	Spring	
2021-2022	51	66	75	(N= 1549)
2020-2021	50	62	77	(N= 1208)
2019-2020	53	68	COVID	(N= 1739)
2018-2019	55	62	80	(N= 1673)

24%
increase this year

Why is a measure of Phonological Awareness important?

- The ability to detect, identify, and manipulate individual sounds in spoken language is key to learning to read.[12]
- Strong phonological awareness in PreK predicts third grade reading proficiency.[13,14]
- Research has demonstrated that small group instruction is the most effective approach to Phonological Awareness.[15]

myIGDIs Literacy focuses on:[9]

Rhyming	Alliteration	Sound Identification
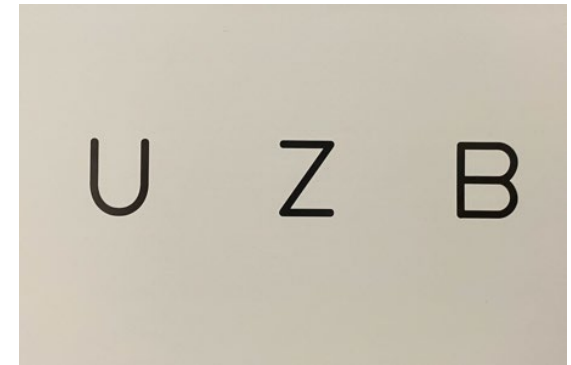
PreK Literacy Outcomes
myIGDIs Phonological Awareness – % on track

CLASS quality predicts stronger gains while economic disadvantage predicts weaker gain in Phonological Awareness.

Fall   Winter   Spring

2021-2022   35 36   (N= 1549)

2020-2021   33 37 39   (N= 1208)

2019-2020   43 45 -- COVID   (N= 1739)

2018-2019   37 44

2017-2018   29 38   (N= 1673)

1%
increase this year

Letters
Aa Bb
Cc Dd
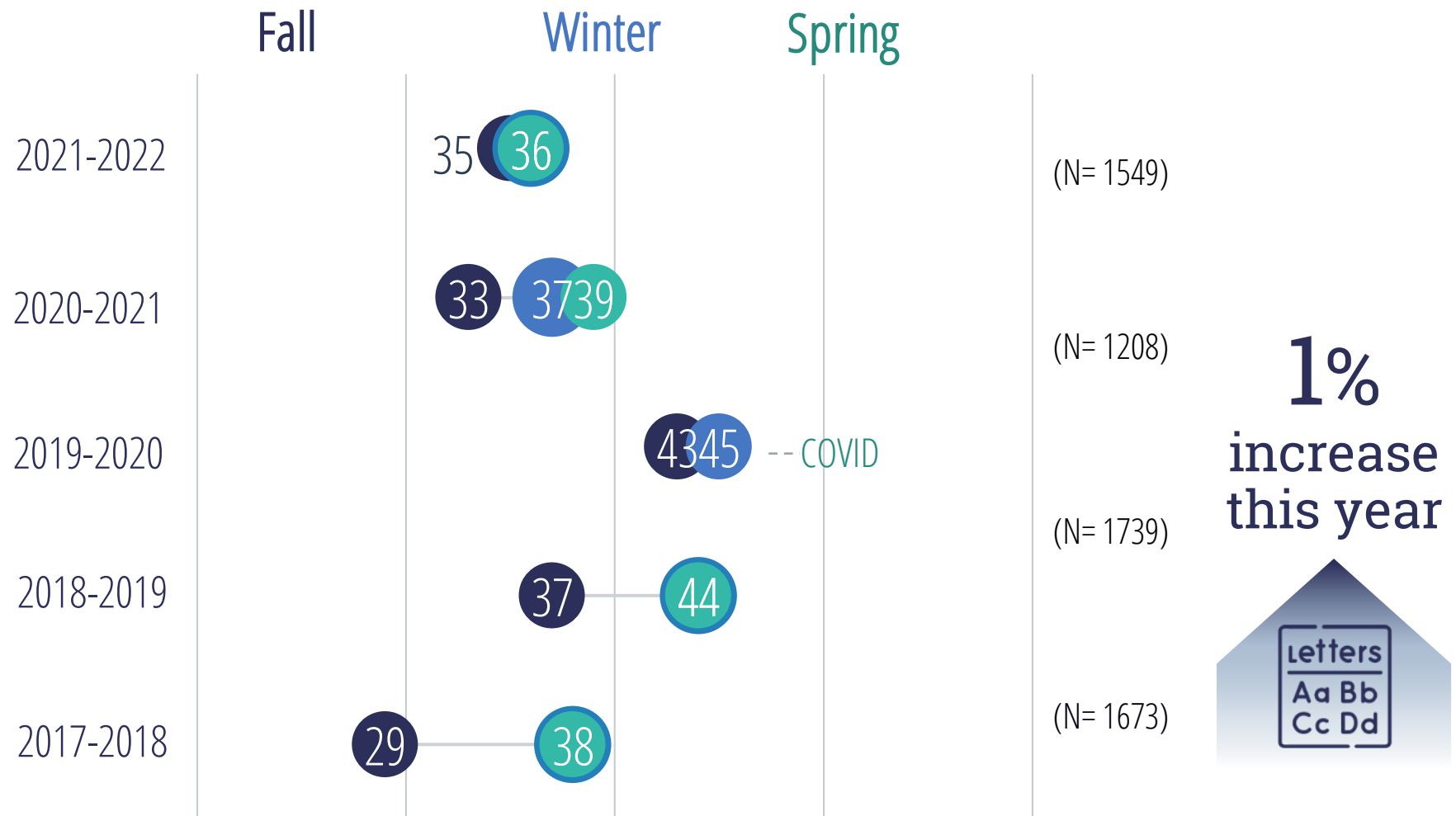
Data Utilization – Data Coaching Calls

Collaborative one-on-one discussions with grantees, coaches, and/or teachers focus on reviewing the data to develop a deeper understanding of the implications for schools, classrooms, and students.
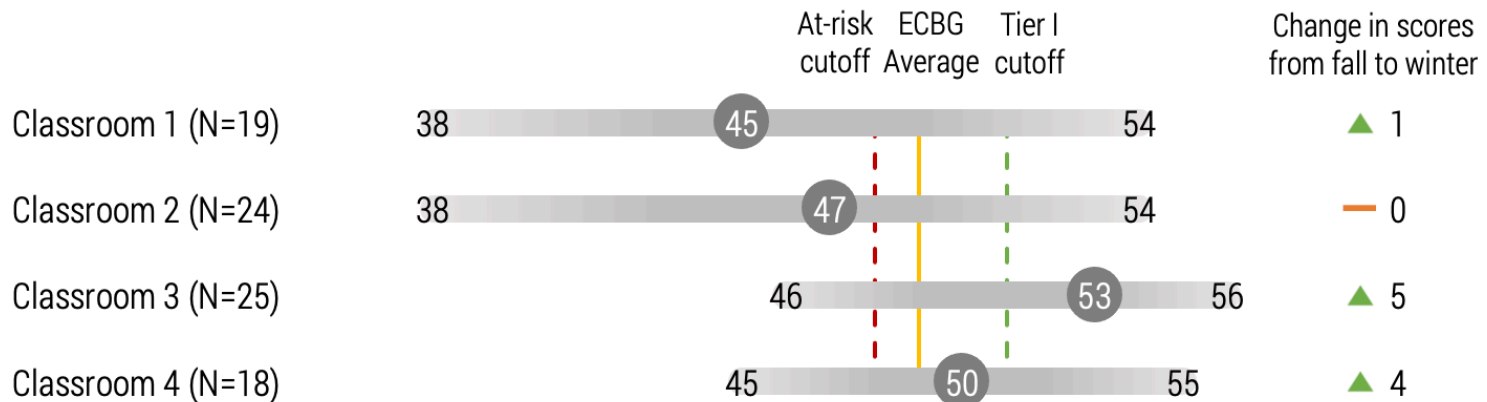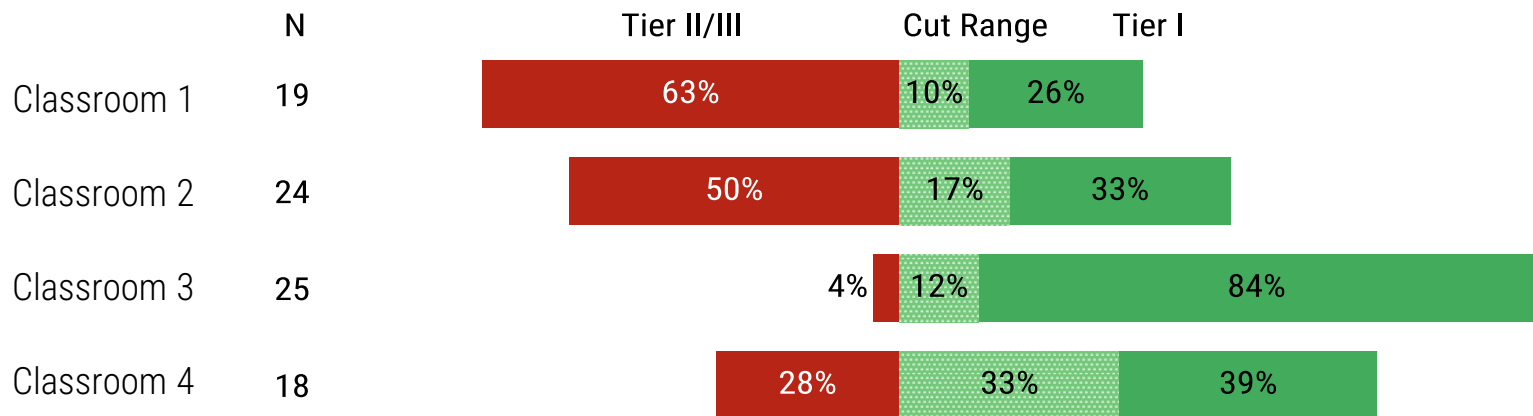
Data Utilization – Child Level Reports

Another aspect of data utilization involves reports for teachers. WSU developed child level reports in consultation with the grantees, which coaches use to expand data coaching with individual teachers.

The child level reports show PK3, myIGDIs Literacy+, and myIGDIs Numeracy data by child and by classroom.

Classroom 1

Name	Picture Naming			Rhyming			Sound Identification			Which One Doesn't Belong			Alliteration	Phonemic Awareness	Language Comp
	Fall	Winter	Change	Fall	Winter	Change	Fall	Winter	Change	Fall	Winter	Change	Winter		
Child 1															
Child 2															
Child 3	44	49	／	45	55	／	47	51	／	42	49	／	51	●	●
Child 4	49	44	＼	37	45	／	39	49	／	48	50	／	45	●	●
Child 5	49	50	／	37	47	／	47	57	／	48	50	／	50	●	●

Oral Counting			Quantity Comparison			Number Naming			1-to-1 Corr Counting			Numeracy	Alpha Knowledge		Oral Language		Robot Blending	PK3
Fall	Winter	Change	Fall	Winter	Change	Fall	Winter	Change	Fall	Winter	Change		Fall	Winter	Fall	Winter	Winter	
0	0	—	0	0	—	0	9	／	0	9	／	●						●
20	2	＼	0	15	／	0	5	／	11	10	＼	●						
4	42	／	11	21	／	1	11	／	4	10	／	●						
25	6	＼	24	25	／	3	0	＼	40	5	＼	●						
5	12	／	23	16	＼	3	14	／	12	12	—	●						

Classroom 2

Name	Picture Naming Fall	Winter	Change	Rhyming Fall	Winter	Change	Sound Identification Fall	Winter	Change	WODB Fall	Winter	Change	Alliteration Winter	Phonemic Awareness	Language Comp
Child 1	49	49		36	45		47	51		48	52		48	●	●
Child 2	48	48		44	48		52	49		40	49		47	●	●
Child 3	48	49		42	40		39	48		53	53		47		●
Child 4	49	50		37	42		55	57		49	56		51	●	●
Child 5	45	46		37	48		48	51		48	49		47	●	●
Child 6	48	50		37	47		45	52		40	50		47	●	●
Child 7	53	53		38	47		50	52		50	52		50	●	●
Child 8	49	49		39	43		49	46		50	49		49	●	●
Child 9	47	47		44	49		50	53		53	49		50	●	●
Child 10	53	56		45	44		52	51		50	52		51	●	●
Child 11	50	49		46	49		45	53		49	50		48	●	●
Child 12	50	50		43	46		48	52		49	52		48	●	●
Child 13	51	51		42	50		44	49		50	51		51	●	●
Child 14	49	49		45	44		39	46		40	52		45		●
Child 15	50	52		48	49		49	49		49	49		48	●	●

Oral Counting Fall	Winter	Change	Quantity Comparison Fall	Winter	Change	Number Naming Fall	Winter	Change	1-to-1 Corr Counting Fall	Winter	Change	Numeracy
20	39		26	36		7	18		9	50		●
6	13		4	11		7	8		7	15		●
19	30		20	15		1	6		20	50		●
29	43		26	29		16	16		20	31		●
13	14		26	29		6	22		20	15		●
2	15		19	25		5	15		10	14		●
39	57		24	31		9	13		20	19		●
15	29		13	20		1	3		2	10		●
20	29		20	17		3	10		19	35		●
13	39		29	27		7	10		18	15		●
19	36		25	28		12	15		13	13		●
10	19		16	24		2	9		7	13		●
13	26		21	29		1	4		14	15		●
13	15		12	23		6	6		16	14		●
30	19		25	21		3	4		15	15		●

Why is a measure of Numeracy important?

- Multiple longitudinal studies demonstrated preschool numeracy skills are strongly associated with future academic success.[16]
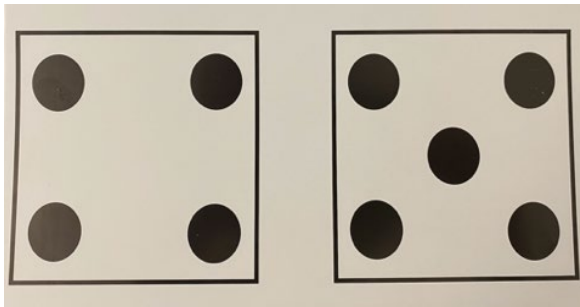
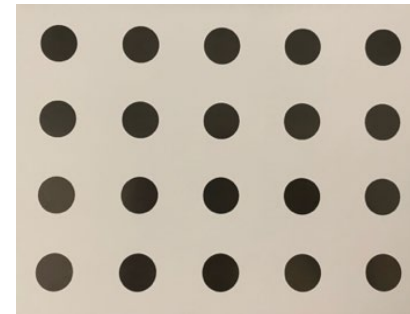**myIGDIs Numeracy focuses on:[9]**

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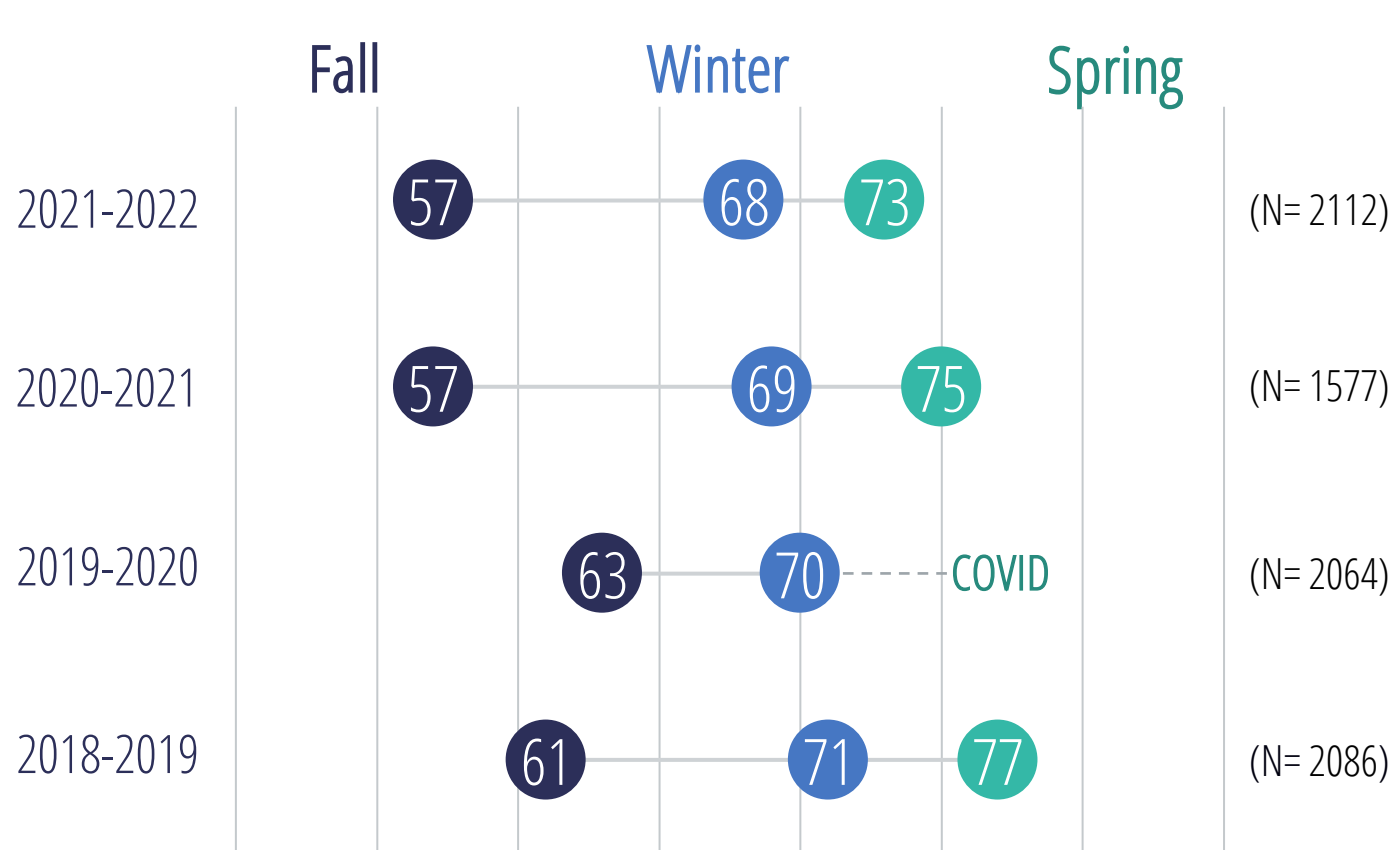Quantity Comparison
1-to-1 Correspondence Counting

Quantity Comparison

1-to-1 Correspondence Counting

Family Services

Family Programs

- Family programs meet a variety of needs, vary in intensity as needed, and are selected based on the needs of the community.

- They can ameliorate the impacts of trauma and toxic stress.[17]

- These programs also positively impact communication, social-emotional skills, and brain development.[18]

Home Visiting

Parent Education

Case Management

Mental & Behavioral Health

Family Services

Home Visiting 940

Parent Education 917
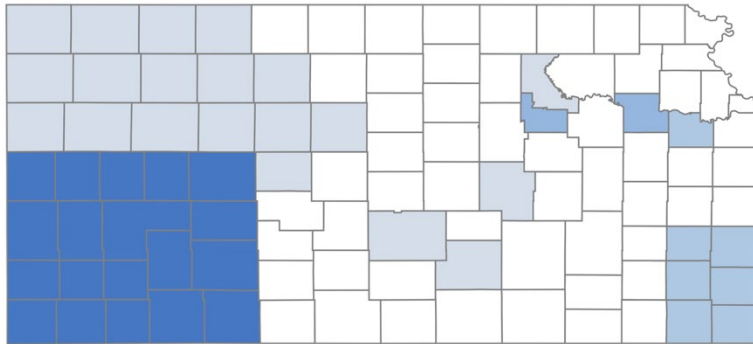
Case Management 195

Mental & Behavioral Health 114

Geographic Distribution of Family Services

Home Visiting

Parent Education

Case Management

Mental & Behavioral Health Services

1-5%   6-12%   13-19%   20-31%   32-48%   49-81%
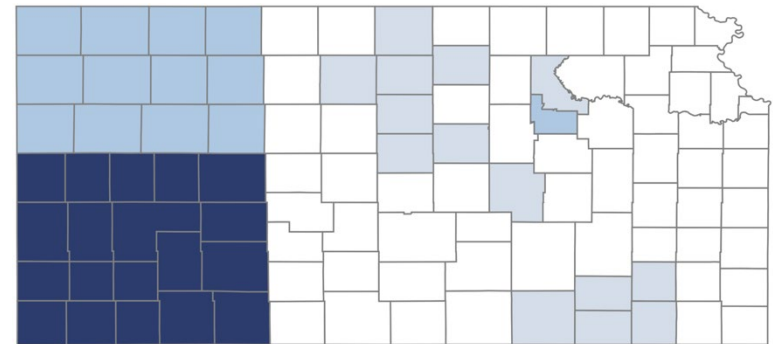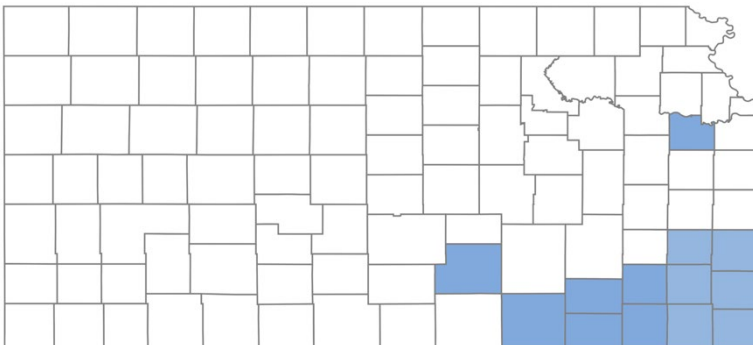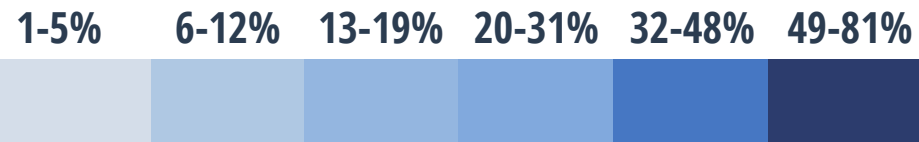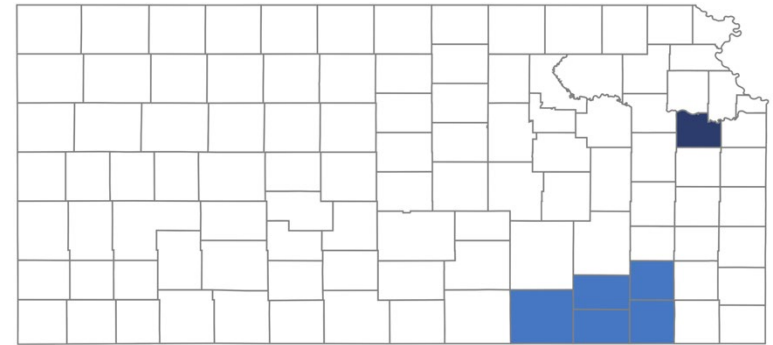
Impact of COVID-19 on Family Services

2409	continued to be served during 2021-2022

111	suspended services due to the pandemic

	Continued	Suspended
Home Visiting	957	15
Parent Education*	873	50
Case Management	323	21
Mental & Behavioral health services	256	25
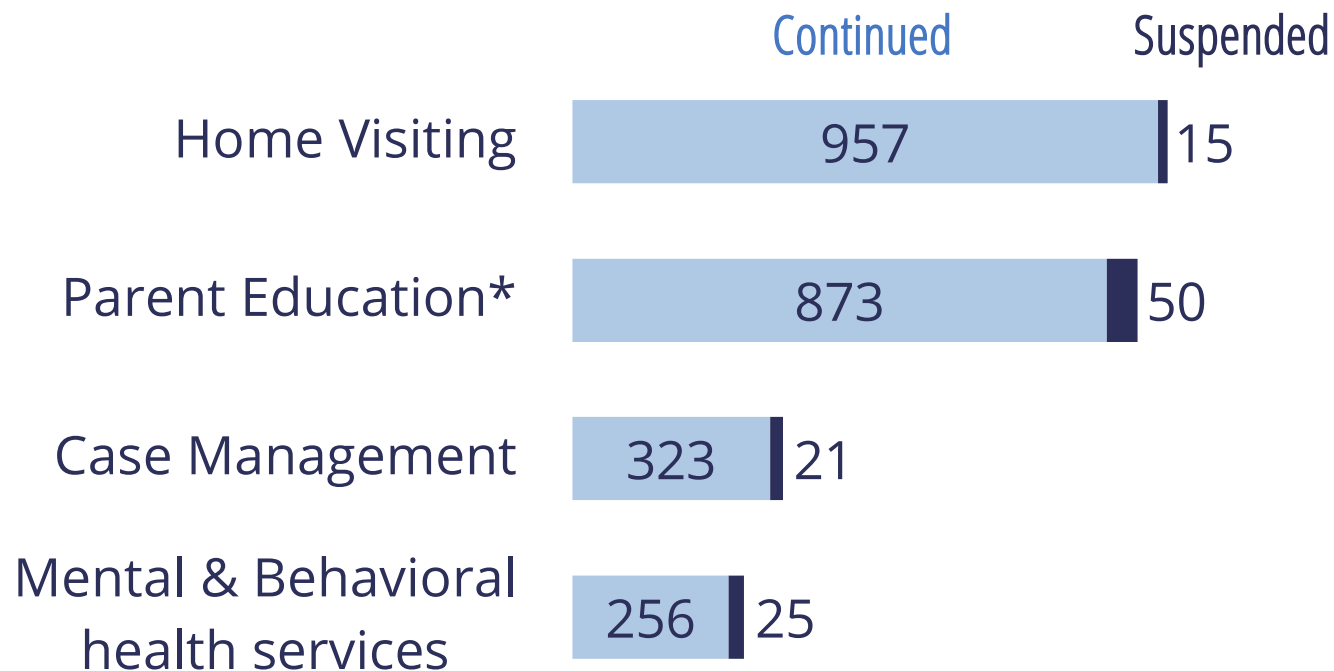
*41 parent education groups, sessions, and/or classes were cancelled due to the pandemic

Staff Turnover in Family Services

18 staff members left positions during the year

Weeks to fill vacant positions

4 — **10** — **15**

Minimum — Average — Maximum

Reasons staff members left

Other	33%
To take a non-early childhood job	20%
No reason(s) provided	13%
To take another early childhood job	13%
COVID-19 and/or COVID-19 related	7%
To relocate/move	7%
To retire	7%
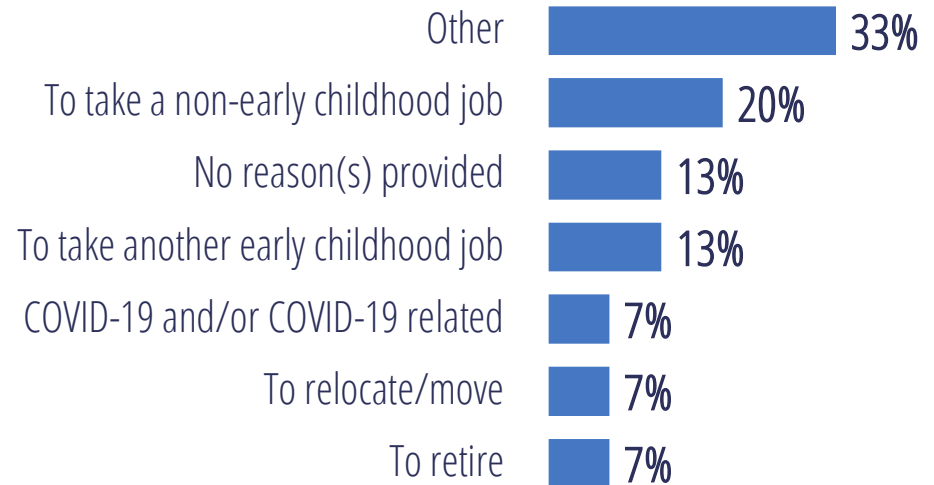
Due to a lack of staff:

75 families were unable to be served

16 events, sessions, and/or classes were cancelled

Home Visiting Outcomes
PSI – Parent Stress Index

The PSI focuses on 4 areas: Parental Distress, Parent-Child Dysfunctional Interaction, Difficult Child, and Overall Stress[19]

Time 1

Time 2

◆ Parent Education Research (4 studies)

☀ ECBG Family Services

● Home Visiting Research (4 studies)

10

3

4

3%
decrease
in stress
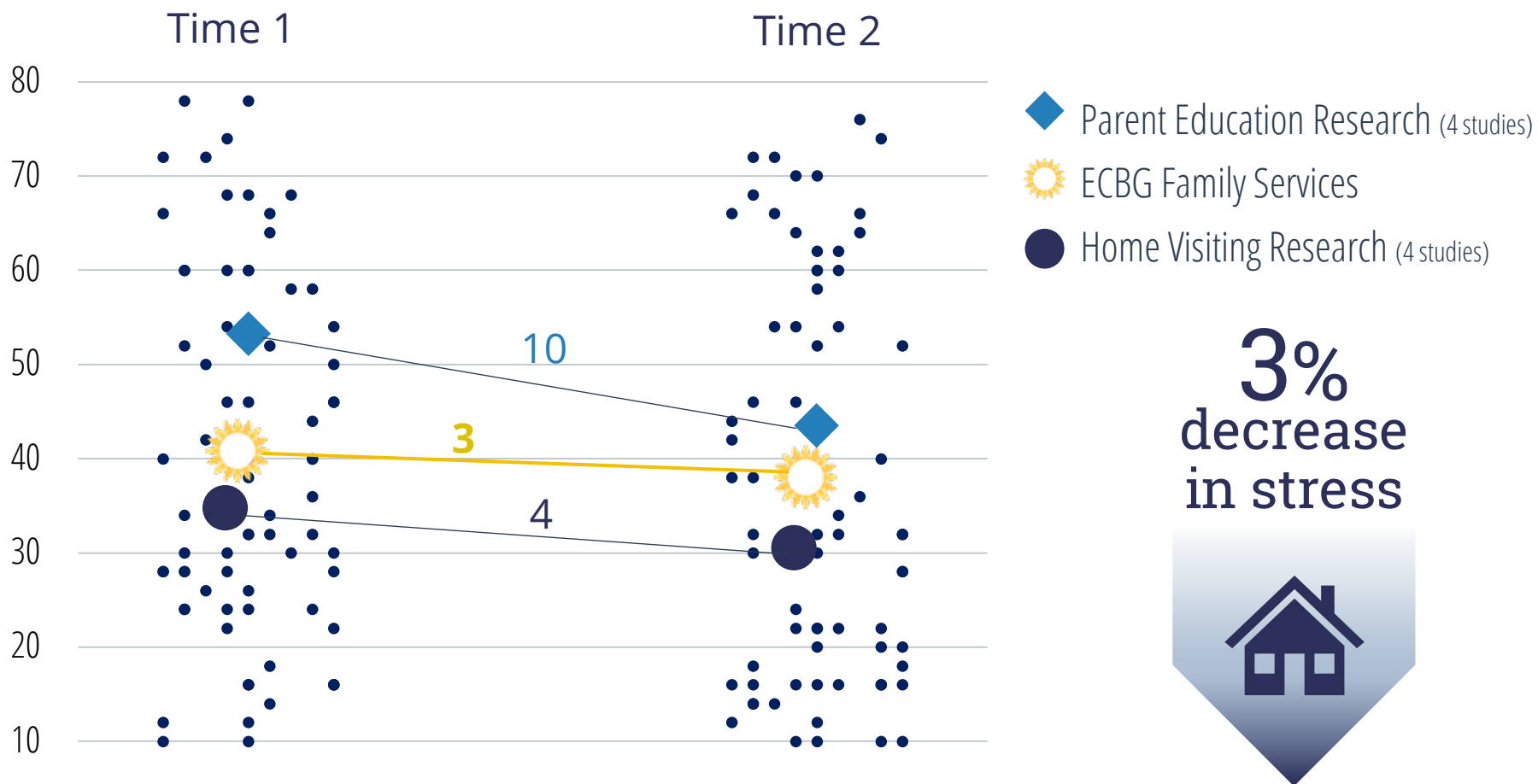
Parent Education Outcomes
KIPS – subcategory and overall averages

Why is a measure of positive parenting important?

Parent education promotes supportive and nurturing parent-child relationships. Evidence-based parent education programs promote positive parenting and reduce developmental risk.[20,21]

	Building Relationships	Promoting Learning	Supporting Confidence	Overall Average
Time 1 Average	3.5	3.2	3.4	3.4
Time 2 Average	3.8	3.6	3.7	3.7

Benchmark

■ Time 1 Average   ■ Time 2 Average

A variety of data visualizations are used to enhance understanding of family measures.

Average change in parenting skill

	Negative change	No change		Strong change
	GRANTEE			
	Statewide			
Adapts Strategies to Child				0.4
Encouragement		0.1	0.2	
Involvement in Child's Activities	-0.1		0.3	
Language Experiences			0.3	0.6
Limits & Consequences	-0.3			0.5
Open to Child's Agenda				0.4
Physical Interaction		0	0.2	
Promotes Exploration/Curiosity				0.4
Reasonable Expectations		0.1	0.2	
Sensitivity of Responses	-0.2		0.2	
Supportive Directions		0.1	0.3	
Supports Emotions	-0.3		0.3	
KIPS Mean Score		0.1	0.3	

Data Utilization – Family Services

Distribution of scores and change in overall average score
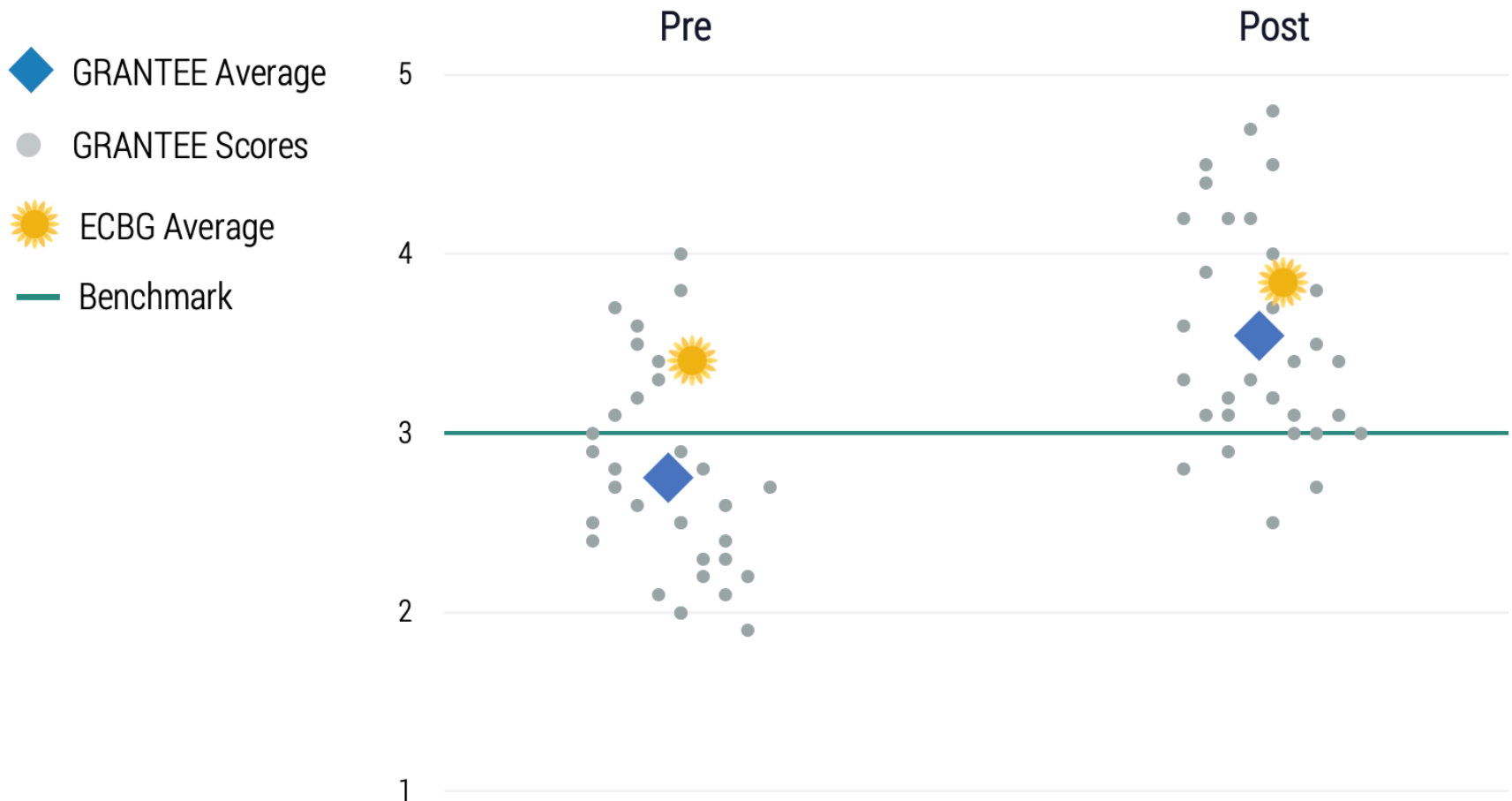
Summary & Conclusions: ECBG

In the 2021-2022, 6719 children and 5968 families were served, which is an increase from the previous year. Forty-two percent of children served had 3 or more risk factors. The most common risk factors for children and families were:

- Children at-risk/established developmental delay (34% at risk/18% with an IEP/IFSP)
- Families that qualified for free or reduced-price lunch (69%)
- Families earning less than $40,000 annually (56%)

Although COVID-19 had less of an impact this year, it continued to disrupt early childhood programs with shutdowns impacting children and families. Staff turnover also played a role in loss of services. While closures impacted families, one bright spot was the increase (14%) in full time care in funded classrooms.

Screening and early learning measures continued to reveal the impact of COVID-19, but some measures remained strong:

- 49% of children at-risk on the ASQ-3 and/or ASQ:SE2 (vs. 46% in 2020-2021)
- 36% of children were on track in Phonological Awareness
- Observed classroom quality remained strong (76% high quality)
- Social-emotional, language comprehension and numeracy outcomes remained strong.

Communities Aligned in Early Development & Education (CAEDE)

2021-2022

660 children served

Risk Factors

Children in foster care/out of home care — 11%

Children without health insurance — 3%

Children whose first language was not English — 26%

3 or more risk factors — 44%

At-risk   IEP/IFSP

Children at-risk or established developmental delay — 38%   2%

546 families served

Risk Factors

53% Unmarried

5% Teen Parents

1% Migrant Families

5% Families Experiencing Homelessness

60% Free & Reduced-Price Lunch

33% English is not the primary language in the home

11% — Less than High School Education

21% — High School Diploma/GED

37% — Tech Training/Assoc. Degree/Some College

31% — Bachelor's Degree/Higher

54% Earned less than $40,000 annually
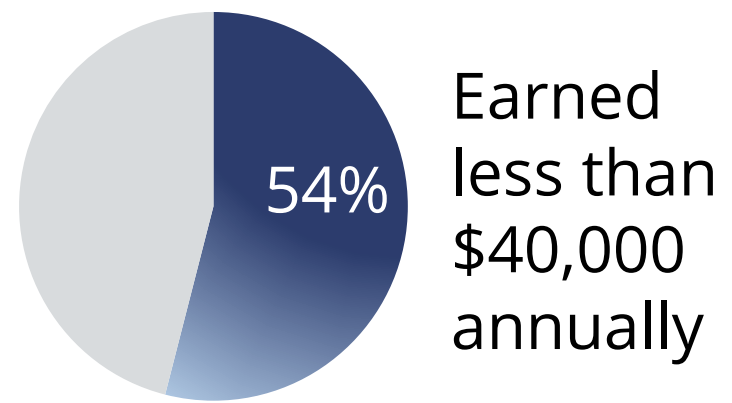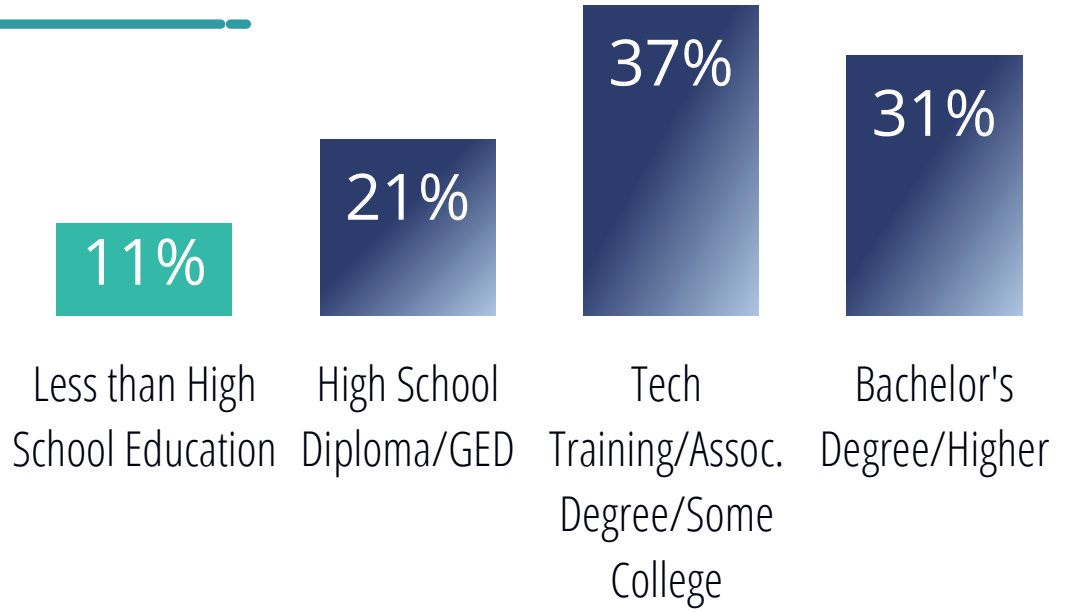
Developmental & Social-Emotional Screening
Early Identification

ASQ-3	Met benchmarks	Monitoring	At-risk
Communication	86%	8%	6%
Gross Motor	88%	8%	4%
Fine Motor	78%	14%	8%
Problem Solving	84%	8%	7%
Personal-Social	84%	10%	6%

ASQ:SE2			
Social-Emotional	86%	8%	7%
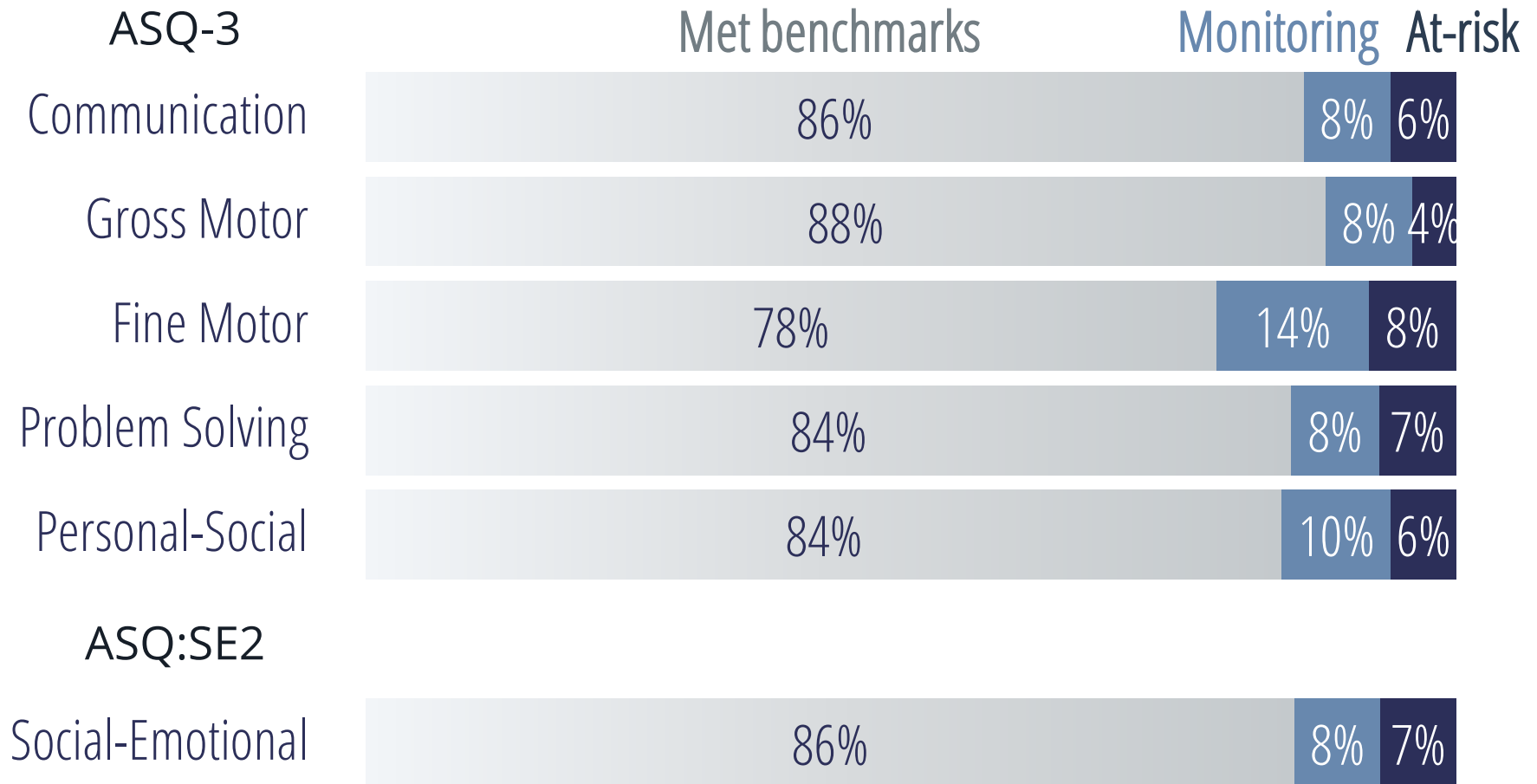
Overall, 45% of children had an indication of risk.

Impact of COVID-19 on Early Learning

76% of environments shut down due to COVID-19

488 children were impacted by closures

2% closed **permanently** due to the COVID-19 pandemic
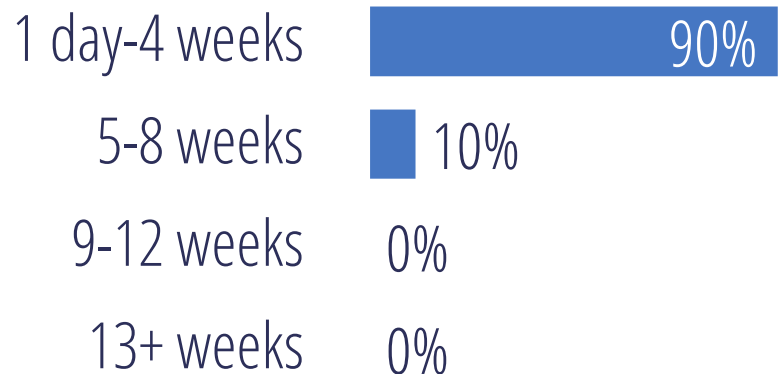
75% shut down **temporarily** due to the COVID-19 pandemic

Range of weeks temporarily shut down

<1 — 3 — 6

Minimum — Average — Maximum

Number of weeks temporarily shut down

1 day-4 weeks	90%
5-8 weeks	10%
9-12 weeks	0%
13+ weeks	0%

Staff Turnover in Early Learning

52 KCCTF-funded staff members left positions during the year

Vacant positions took an average of **12 weeks** to fill

Reasons staff members left:

- COVID-19 and/or COVID-19 related
- To take another early childhood job
- To take a non-early childhood job
- To relocate/move
- No reason provided
- Other

6 classrooms closed **permanently** due to lack of staff

14 classrooms closed **temporarily** due to staff turnover

CAEDE Programs

Children Served

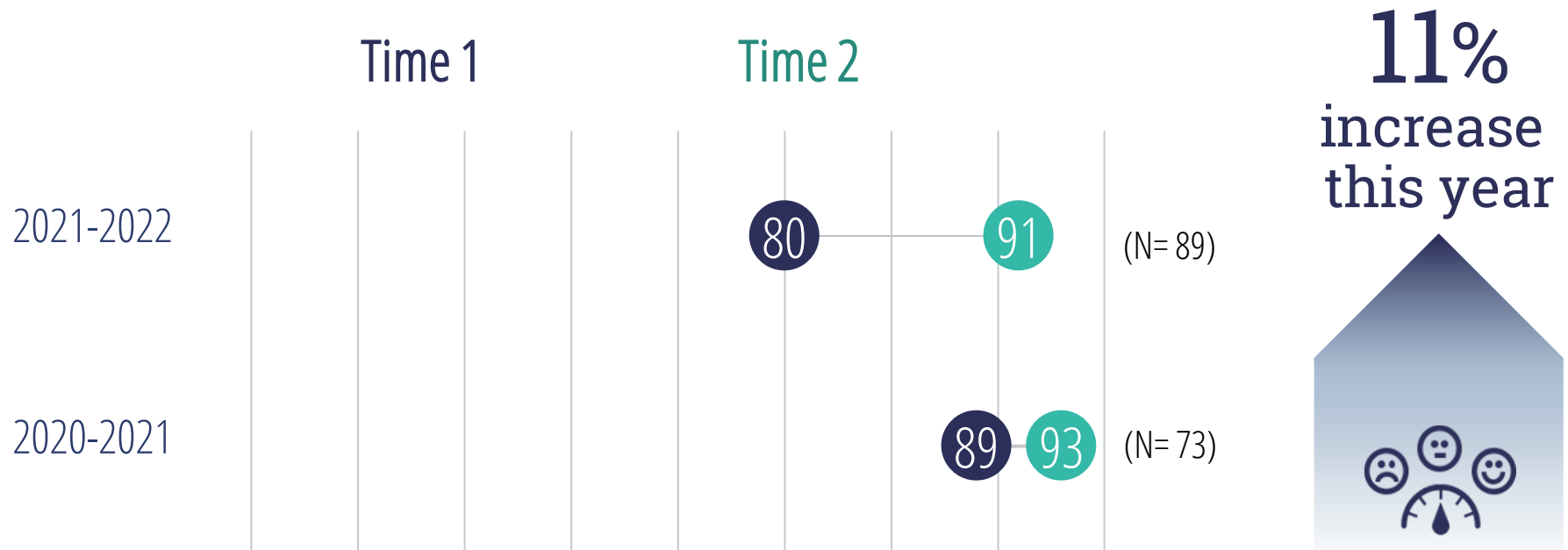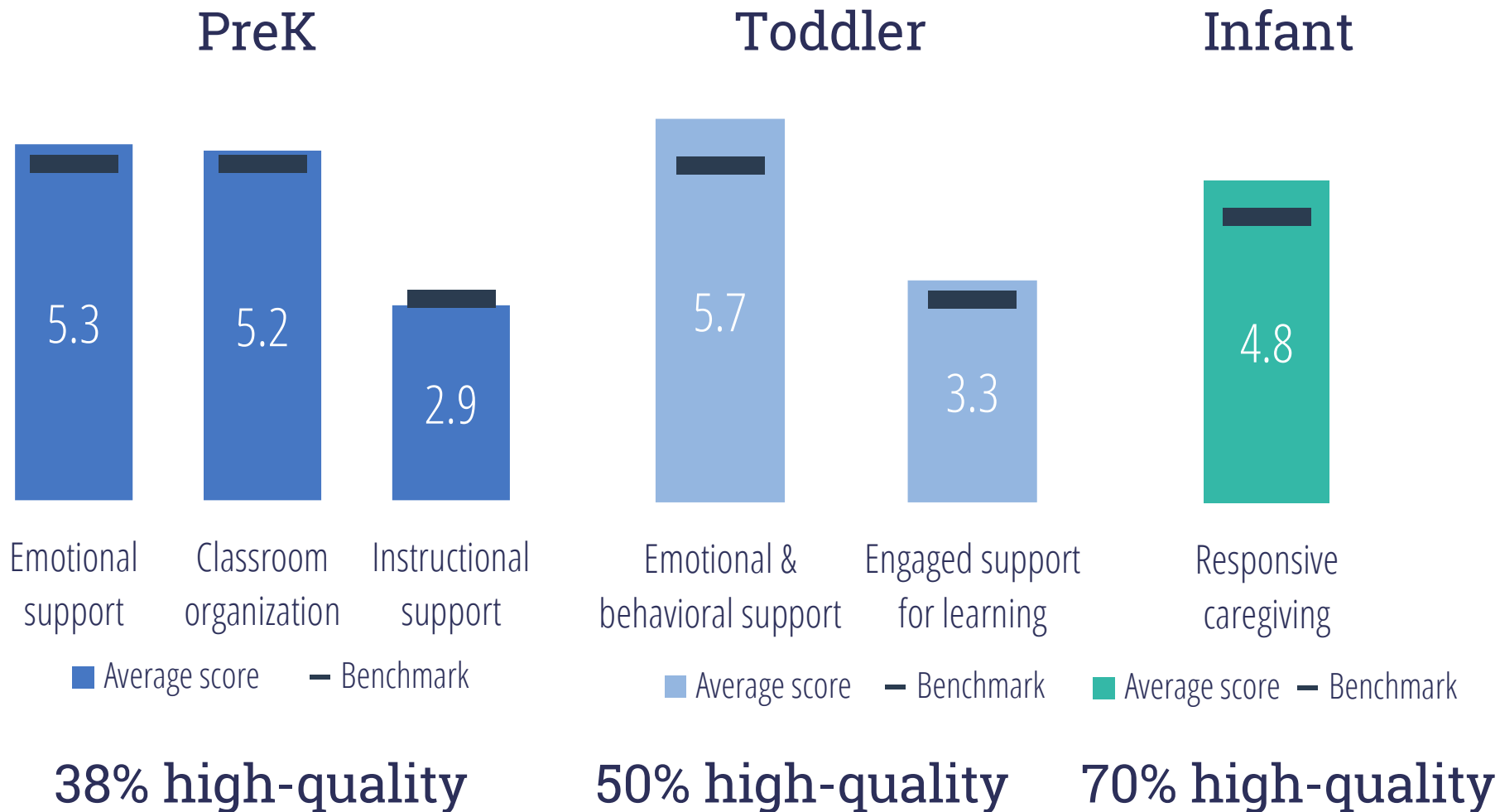| Program	Children Served
PreK	50
Literacy Activities	80
Mental & Behavioral Health Services	90
Family Engagement & Referral	120
PreK & Early Learning Infrastructure	635

Social-Emotional Outcomes
DECA – % children on track

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

Time 1 Time 2

2021-2022 80 91 (N= 89)

2020-2021 89 93 (N= 73)

11%
increase
this year

Early Learning
CLASS – % high-quality classrooms

Time 1   Time 2

2021-2022   32   47   (N= 74)

2020-2021   26   28   (N= 63)

2019-2020   43 - - - COVID   (N= 60)

2018-2019   17   29   (N= 42)
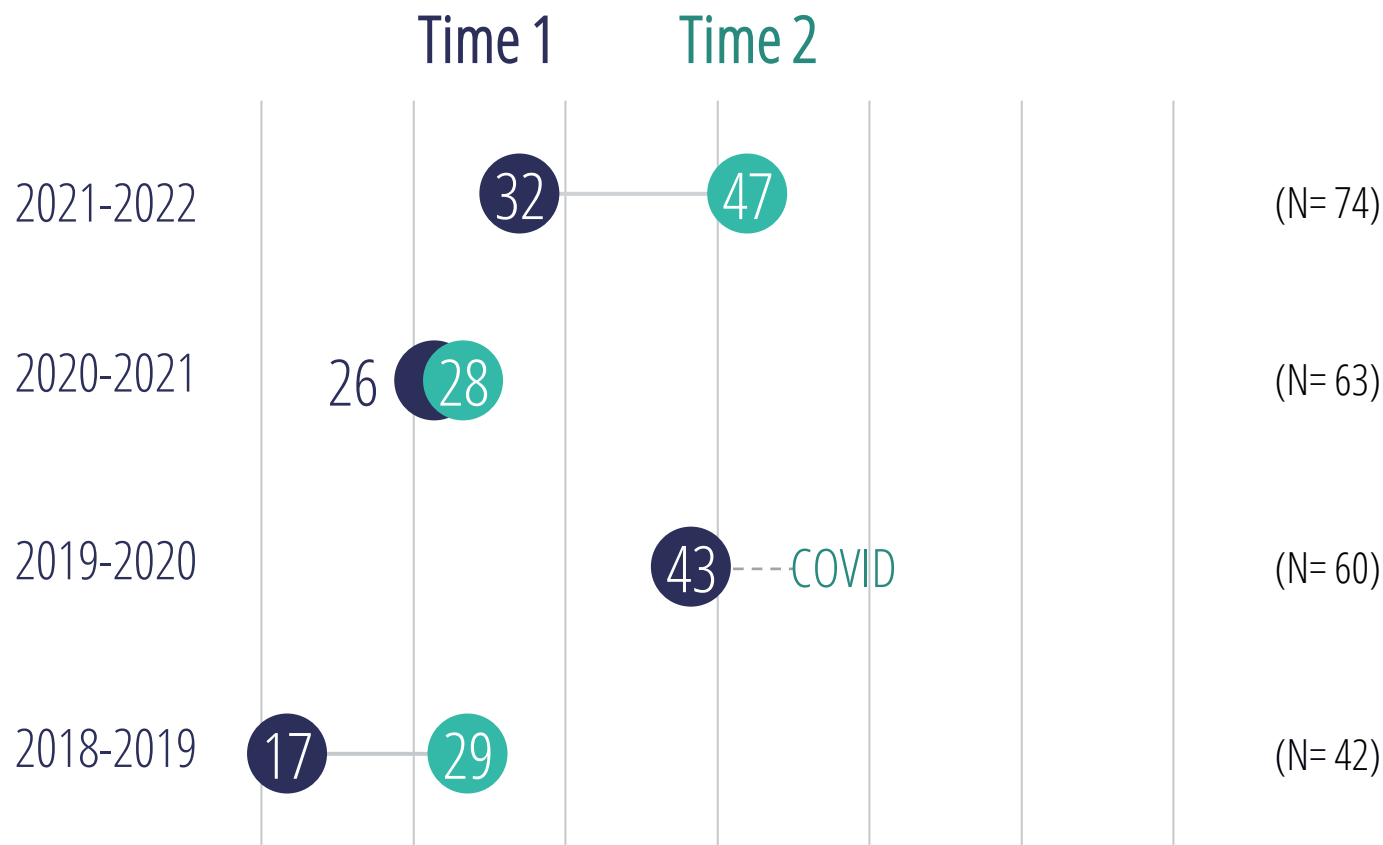
15%
increase
this year

0-3 Early Care & Education Outcomes
IGDI ECI – % on track

The ECI is a play-based measure that monitors expressive communication skills.[8]

Time 1   Time 2

2021-2022   49   64   (N= 180)
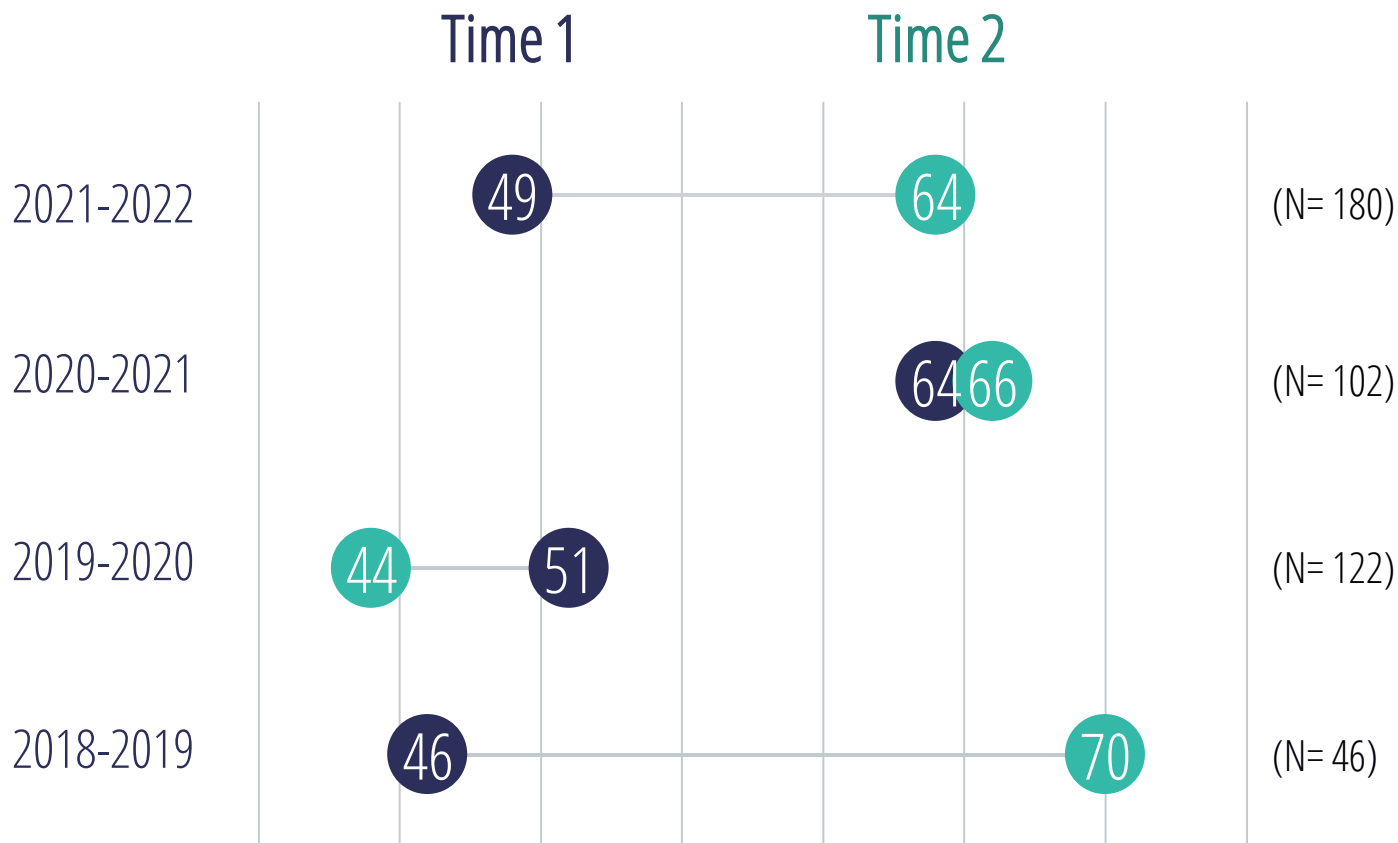
2020-2021   64 66   (N= 102)

2019-2020   44   51   (N= 122)

2018-2019   46   70   (N= 46)

15% increase this year

3% of children assessed had an established delay.

PreK Literacy Outcomes
myIGDIs Language Comprehension – % on track

The myIGIDs Literacy measures provide essential information on the emergence of critical literacy skills in preschool-aged children.[9]

Fall Winter Spring

2021-2022   60 64   73   (N= 83)

2020-2021   49 51   64   (N= 39)

2019-2020   67 71 ------ COVID   (N= 79)

2018-2019   58   72   82   (N= 76)
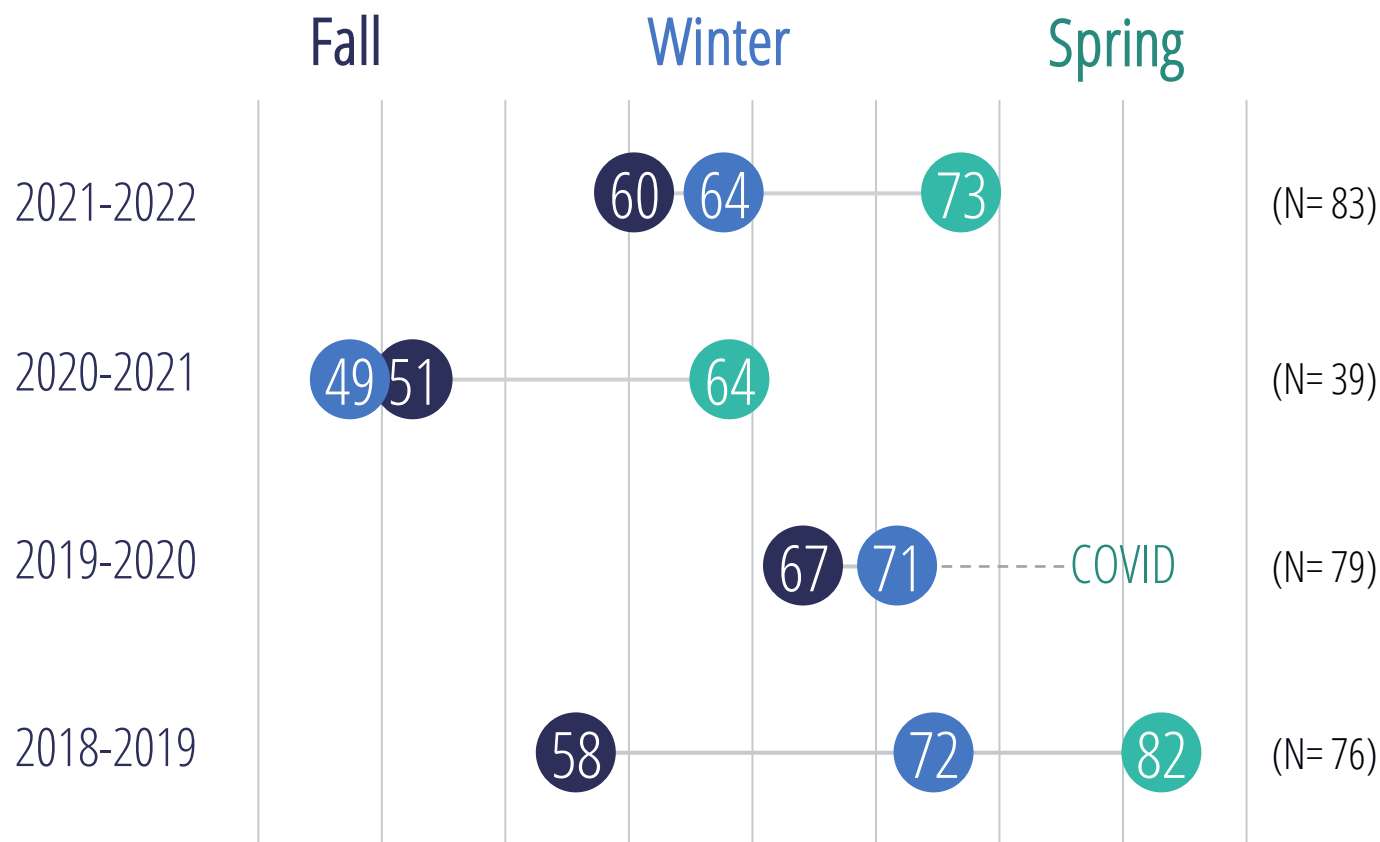
13% increase this year

PreK Literacy Outcomes
myIGDIs Phonological Awareness– % on track

Phonological Awareness has decreased every year.

2021-2022
Winter **24** Spring **31** Fall **53** (N= 83)

2020-2021
Winter **21** Spring **26** Fall **36** (N= 39)

2019-2020
Winter **44** Fall **59** (N= 79)

2018-2019
Spring **25** Winter **42** Fall **49** (N= 76)
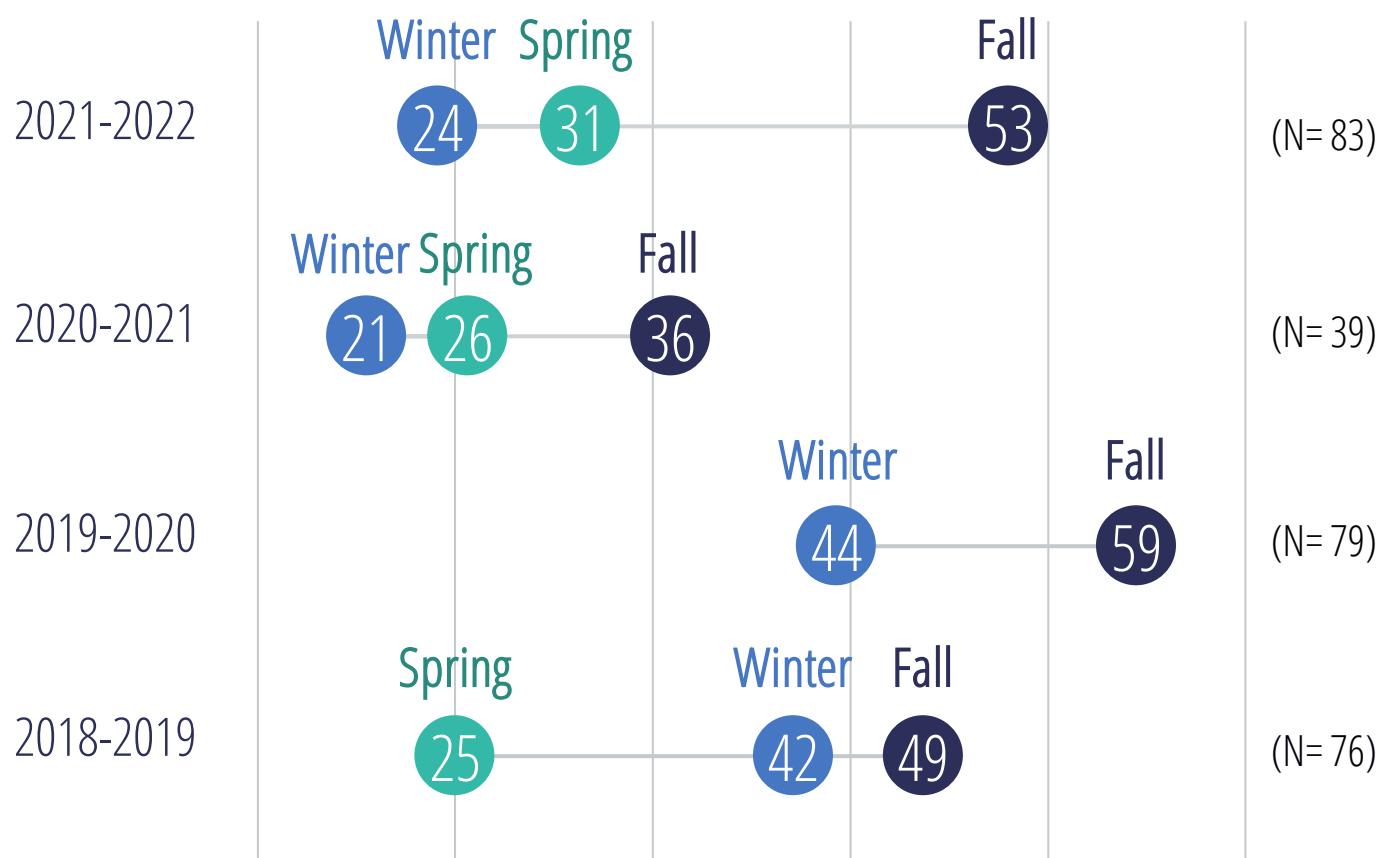
22% decrease this year

Letters
Aa Bb
Cc Dd

PreK Early Numeracy Outcomes
myIGDIs Numeracy – % on track

Fall | Winter | Spring

2021-2022 76 — 82 (N= 151)

2020-2021 63 65 67 (N= 76)

2019-2020 66 — 69 ---- COVID (N= 155)

2018-2019 63 — 69 — 75 (N= 134)
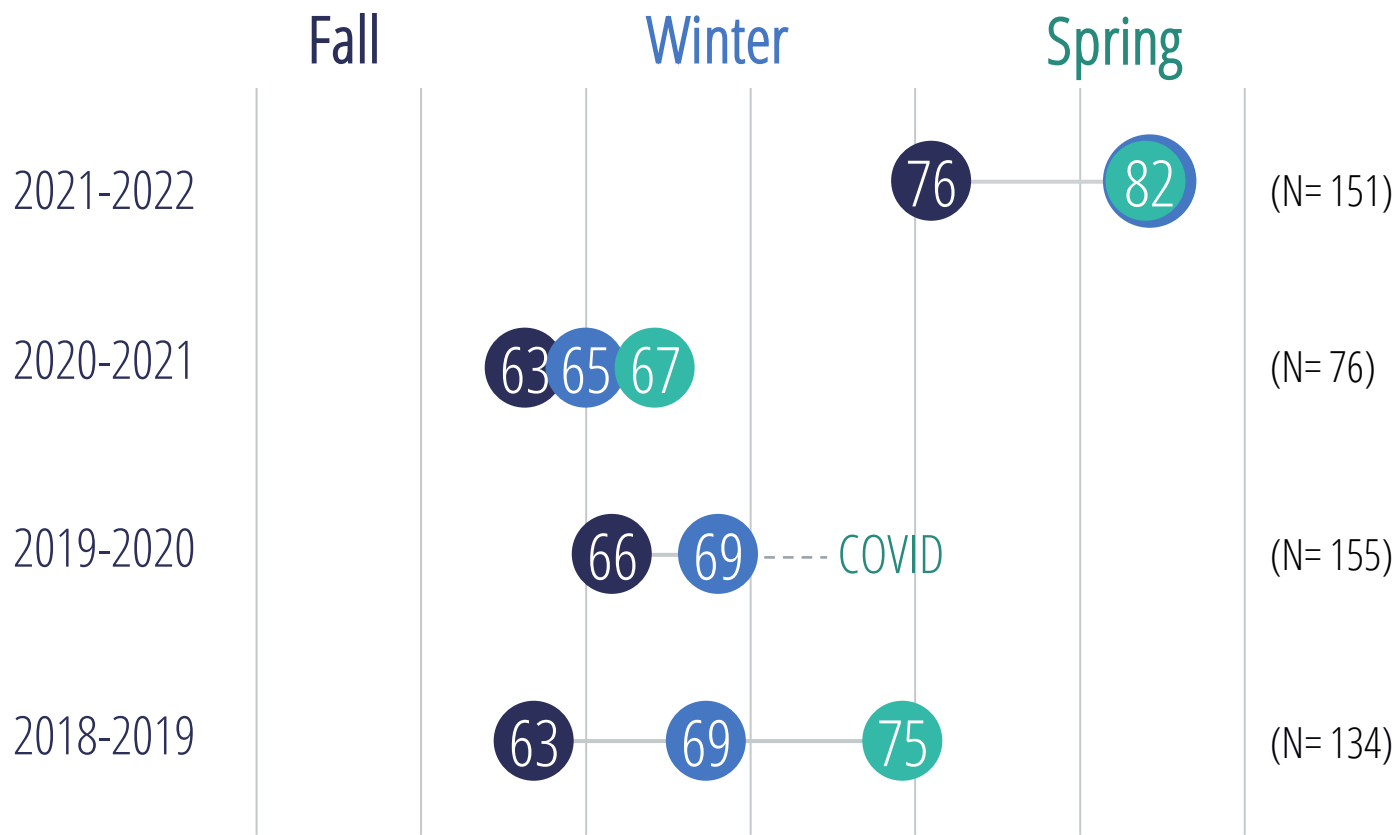
6% increase this year

numbers
1234
5678
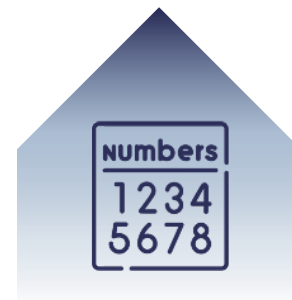
Summary & Conclusions: CAEDE

In 2021-2022, CAEDE served 660 children and 546 families. Forty-four percent (44%) of children and families had 3 or more risk factors, with the most common being:

- Children at-risk or having an established developmental delay (40%)
- Families that qualified for free or reduced-price lunch (60%)
- Families earning less than $40,000 per year (54%)

Although the impact of COVID-19 had lessened, 76% of Start Young environments shut down for at least some time during the year impacting 488 children. Start Young programs also struggled with staff turnover.

Forty-five percent (45%) of children had an indication of risk on the ASQ-3 and/or ASQ:SE2 screeners.

Outcomes for Start Young were mixed with most measures showing an increase across the year but still lagging behind previous years.

- The exception is myIGDIs early numeracy where scores increased across the year and were higher in Spring than in any previous year.
- Conversely, scores for myIGDIs phonological awareness dropped by 22% from Fall to Spring.
- Although classroom quality scores increased across the year, only 47% of classrooms were considered high quality.

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Kansas
AD ASTRA PER ASPERA
Children's Cabinet
and Trust Fund

ECBG Timeline Review

MELISSA ROOKER, EXECUTIVE DIRECTOR

ECBG FUNDING OVERVIEW

- Grantees face uncertainty year over year with planning for program staffing and budgeting.
- The Children's Cabinet values a long-term perspective in investing in early childhood care and education.
- This includes both maintaining stability of grantees over time and investing in innovative, promising new projects and transformational ideas.

ECBG

ECBG FY24 RECOMMENDATION

- Fast-track application for existing grantees
  - Provides more stability in program planning, efficiencies for submission and review processes, and reduced grant-writing burdens on grantees
- Open competition and RFP for consideration of new programs

ECBG

Kansas Children's Cabinet and Trust Fund

AD ASTRA PER ASPERA

Community Based Child Abuse Prevention Renewal

AMY MEEK, PROGRAM DIRECTOR

RENEWAL PROCESS

- Annual awardee renewal grants(6 community-based, 1 statewide)
- Renewal applications submitted via Kansas CommonApp
- Federal funding award – FY23 begins Oct 1
  - Pending Congressional budget action and formal award notice

CBCAP

CBCAP FUNDING RECOMMENDATIONS

Applicant	FY 23 Funding
Elizabeth Layton Center – Circle of Security	$49,274
Family Resource Center – Family Response Advocate	$163,191
KCSL – Parent Child Assistance Program	$195,477
KCSL – WCCAP & Crisis Nursery	$186,032
KCSL – Statewide	$400,000
Pony Express Partnership for Children – Family Support Program	$200,000
The Family Conservancy – Healthy Parents, Healthy Kids	$125,300
Total Grantee Awards	**$1,319,274**
Federal Award Received FY22	*$1,376,576*

CBCAP RENEWAL FUNDING APPROVAL

- Motion
- Second
- Vote

o Sen. Renee Erickson

o LeEtta Felter

o DiAnne Owen Graham

o Deliece Hofen

o Monica Murnan

o Terri Rice

o Dr. Tyler Smith

o John Wilson

o Cabinet Chair, Kim Moore

Children's Cabinet

Early Childhood
Advisory Council

MELISSA ROOKER, EXECUTIVE DIRECTOR

ROLE OF THE KANSAS EARLY CHILDHOOD RECOMMENDATIONS PANEL

- The Kansas Early Childhood Recommendations Panel is an **advisory group** to the Kansas Children's Cabinet and Trust Fund

- Meeting materials are posted at kschildrenscabinet.org/panel-meetings

GOAL 1

State-Level Coordination

PANEL UPDATES

- First meeting with new membership on July 15

- Introduction to Panel procedures

- Discussion about strengths of the Panel as a vehicle for state-wide collaboration

PDG B-5 Renewal Grant Update

MELISSA ROOKER

- PDG Year 2 Annual Performance Progress Report and Annual Financial Report (Apr 30, 2021-April 29, 2022)

- Carry-Forward Request

- Strategic Plan Progress Updates

- Coordinated Sustainability Planning Underway

- Child Care Technical Assistance Network Highlighted Kansas Intragovernmental Partnerships as a Function of ECCE Governance

PDG-Renewal Grant

Agency Updates

EX-OFFICIOS

- **Amanda Petersen**
  - Kansas State Department of Education Designee

- **Amy Meek**
  - Kansas Children's Cabinet and Trust Fund

- **Kelli Mark**
  - Kansas Department of Health and Environment Designee

- **Tanya Keys**
  - Kansas Department for Children and Families Designee

- **Dr. Karla Wiscombe**
  - Kansas Board of Regents Designee

Children's Cabinet

KANSAS
Thriving Families

For more information go to

ksthrivingfamilies.org

Partially funded through support from Casey Family Programs

Director's Update

MELISSA ROOKER

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

2022 Meeting Schedule
- October 7 *(Virtual)*
- December 2 (tbd)

Children's Cabinet