



Cabinet Meeting

FRIDAY, AUGUST 4, 2023



Welcome & Approval of Minutes

DON HINEMAN, CHAIR





Community Based Child Abuse Prevention Renewal

AMY MEEK, DIRECTOR OF EARLY CHILDHOOD



RENEWAL PROCESS

- Annual awardee renewal grants (6 community-based, 1 statewide)
- Renewal applications submitted via Kansas CommonApp
- Federal funding award – FY24 begins Oct 1
 - Pending Congressional budget action and formal award notice

CBCAP



CBCAP FUNDING RECOMMENDATIONS

Applicant	FY 24 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
<i>*Federal Award Received FY23</i>	<i>\$1,376,576</i>

CBCAP RENEWAL FUNDING APPROVAL

- Motion
- Second
- Vote

- Dr. Tyler Smith
- Monica Murnan
- Deliece Hofen
- DiAnne Owen Graham
- LeEtta Felter
- Sen. Renee Erickson
- Cabinet Chair, Don Hineman

Children's Cabinet





Early Childhood Block Grant Evaluation

LYNN SCHREPFERMAN, WSU



ECBG

2022-2023

Evaluation Report



WICHITA STATE
UNIVERSITY

COMMUNITY ENGAGEMENT INSTITUTE
CENTER FOR APPLIED RESEARCH AND EVALUATION



ECBG By the Numbers



19 Grantees throughout the state

7,062 Children served

61 Counties served by
ECBG programs

66% Qualified for free/reduced
priced lunch

49% At risk & established
developmental delay

91% With at least one risk factor

42% With three or more risk factors

Outcomes By the Numbers



18% Increase in observed positive parenting

3% Decrease in parental stress

18% Increase in full-time care in the last 2 years

77% High-quality classrooms

80% On track in early communication

75% 3-year-olds on track in early literacy

74% On track in language comprehension

73% On track in early numeracy

Range of ECBG Services



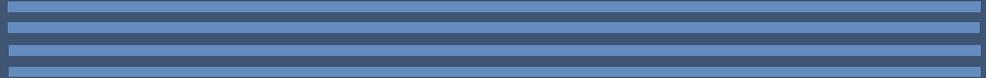
CAREGIVERS

Home Visits

Case Management

Parent Education

Mental and Behavioral Health Services



PRENATAL

Depression Screening
Home Visits



0 – 3 YEARS OLD

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



3 – 5 YEARS OLD

PreK
PreK Infrastructure
Literacy Activities
Home Visits
Social-Emotional Consultation

ECBG Risk Factors

This report contains descriptive information for children and families served during the 2022-2023 grant year as well as historical data from 2018-2023.



- 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 care/DCF
- Caregivers with less than a high school education
- Teen parents
- Families without stable housing
- Custodial parent is unmarried

Early Childhood Block Grant

Counties Served



CHILDREN

7,062

children served
2022 - 2023

Risk Factors

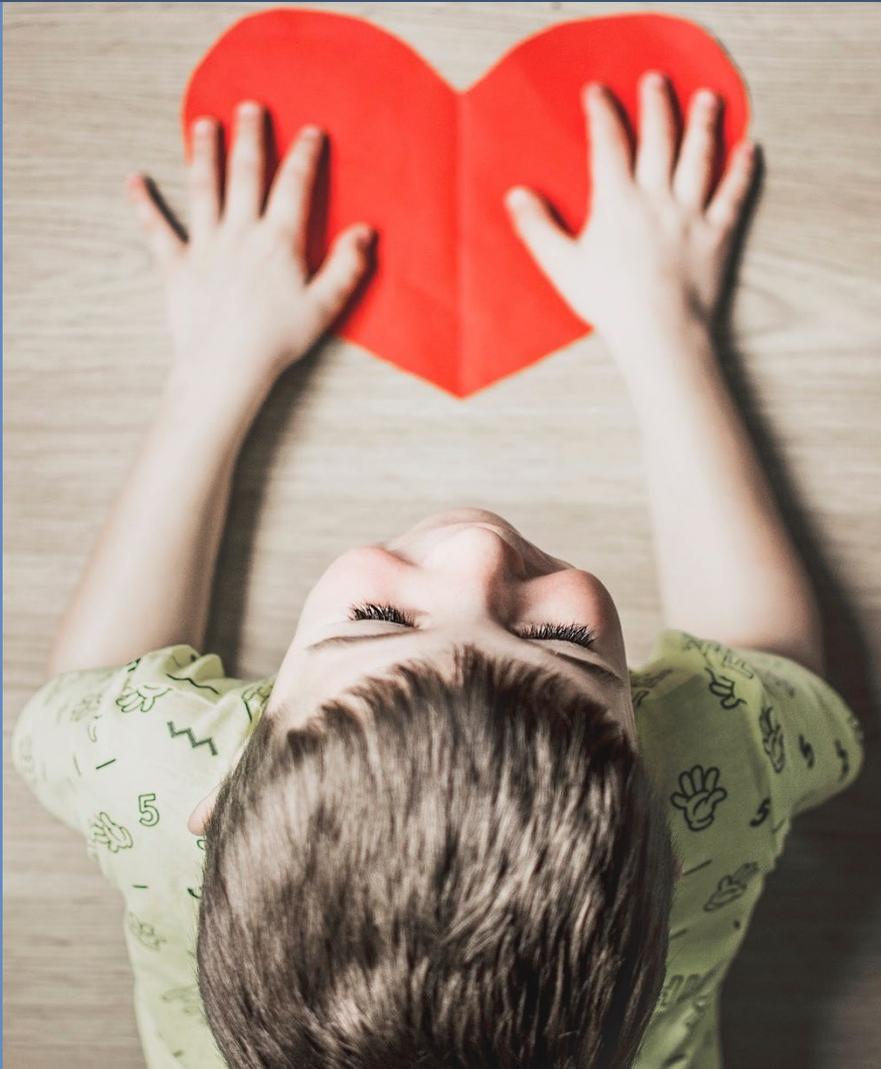
7% Foster care / out of home care

4% Children without health insurance

23% Children whose first language was not English

49%

At risk & established developmental delay



FAMILIES

6,143

families served
2022 - 2023

Caregiver Education

11% Less than a high school education

29% High school diploma / GED

36% Tech training / associate's degree / some college

24% Bachelor's degree or higher



FAMILIES

6,143

families served
2022 - 2023

Risk Factors

- 48% Unmarried
- 7% Teen parents
- 1% Migrant families
- 5% Without stable housing
- 66% Free & reduced-\$ lunch
- 27% English second language

54%

Earned less than \$40,000 annually



PROCESS

The design and implementation
of a statewide evaluation
in Kansas



What are ECBG programs?



First Step

- Review each grantee's programs
- What current measures were collected?

How are programs similar?



Second Step

Develop a Common Language

Categorize Similar Programs

Connect Similar Goals

How to measure program goals?



Third Step

Grantee programs were assigned to a program type based upon short-term one-year goals.

Based on the goals identified by the grantees, we reviewed the measures available to assess the desired outcomes.

What are the criteria for measures?

Measures are required to have:

- Established Reliability
- Established Validity
- Sensitivity to Change



Measures must also have empirically derived benchmarks.

What measures fit the program goals?



Develop a list of recommended measures and alternatives.

- Narrow down measures by comparing those used by grantees & by other early childhood programs in the state.
- Measures that took the least amount of time and cost to administer were given priority.
- The measures that best inform program staff on progress were prioritized, providing data for continuous quality improvement.

Recommended measures were endorsed and assigned based on program type.

The intensity of the measures was designed to match the cost and intensity of the program.

How were the measures implemented?



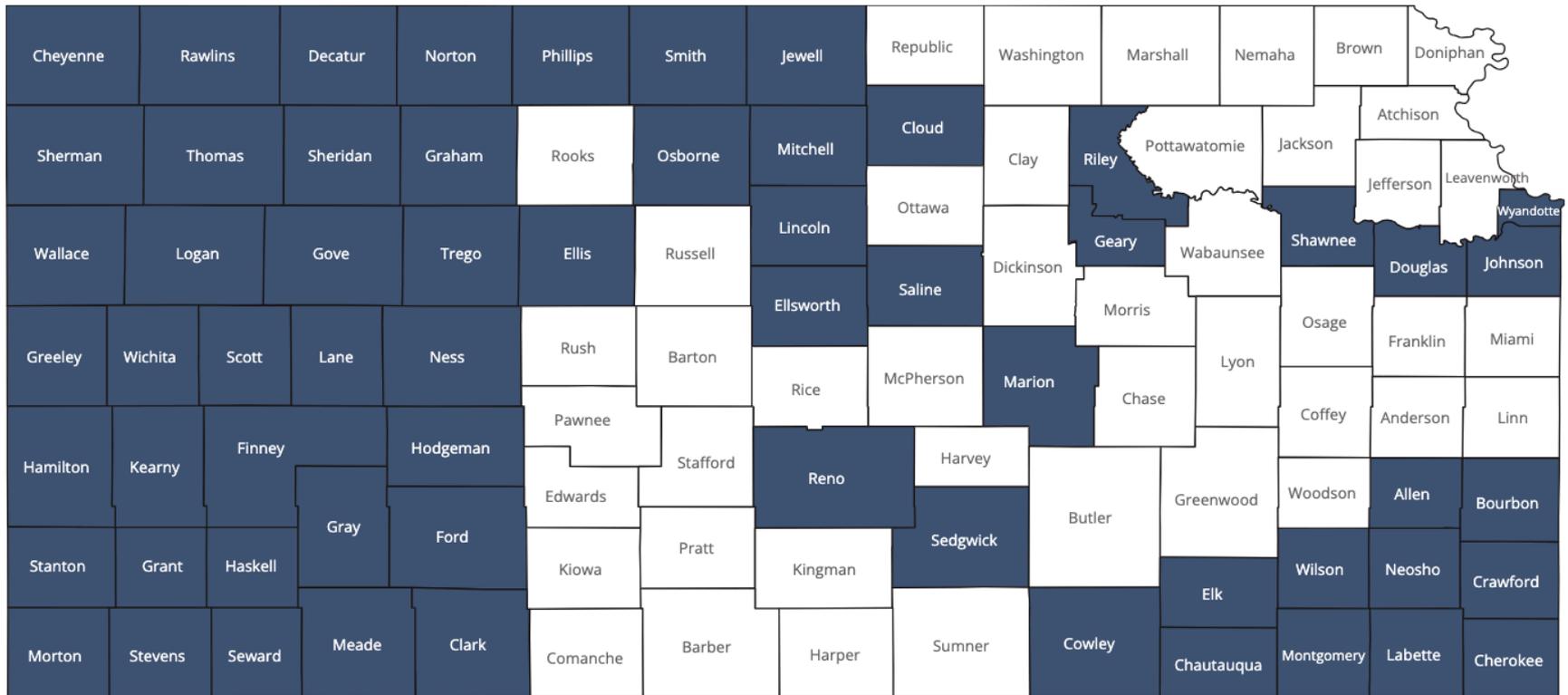
- The measures were introduced in a Pilot Phase to assist in the introduction of the measures.
- Evaluation of the measures as evidence of desired outcomes is an ongoing annual process.

Healthy Development



Healthy Development

Counties Impacted



Healthy Development



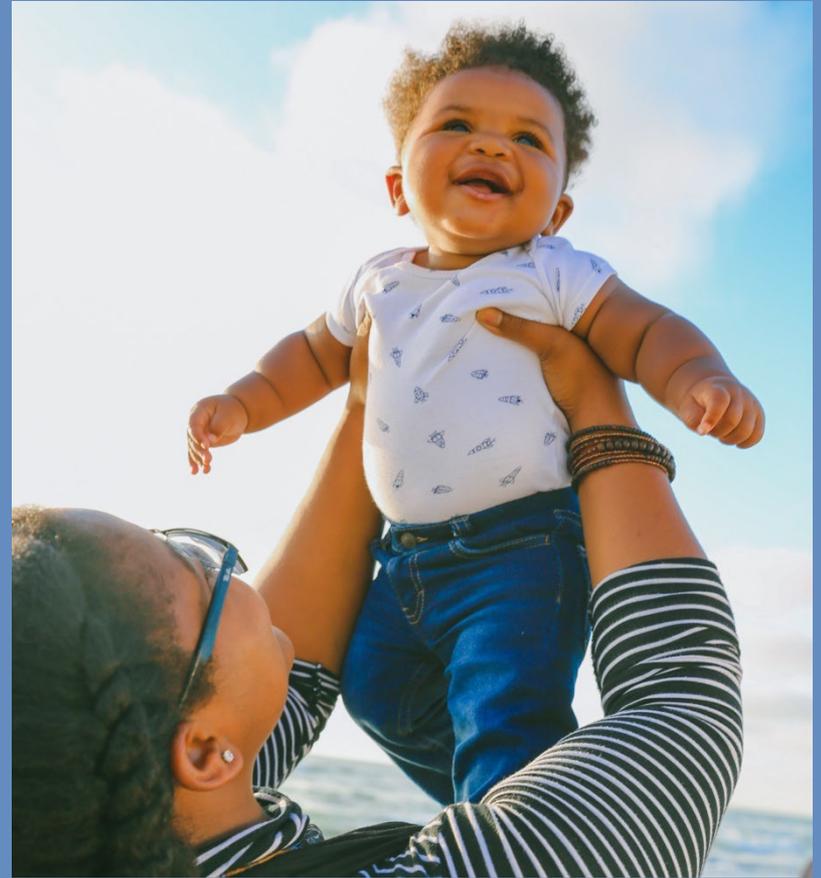
EARLY & FREQUENT SCREENING



EARLY INTERVENTION

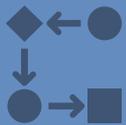


BETTER OUTCOMES & LOWER COST



Healthy Development

Programs use screenings to:



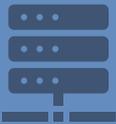
Educate parents on developmental stages



Address and inform parent and teacher concerns



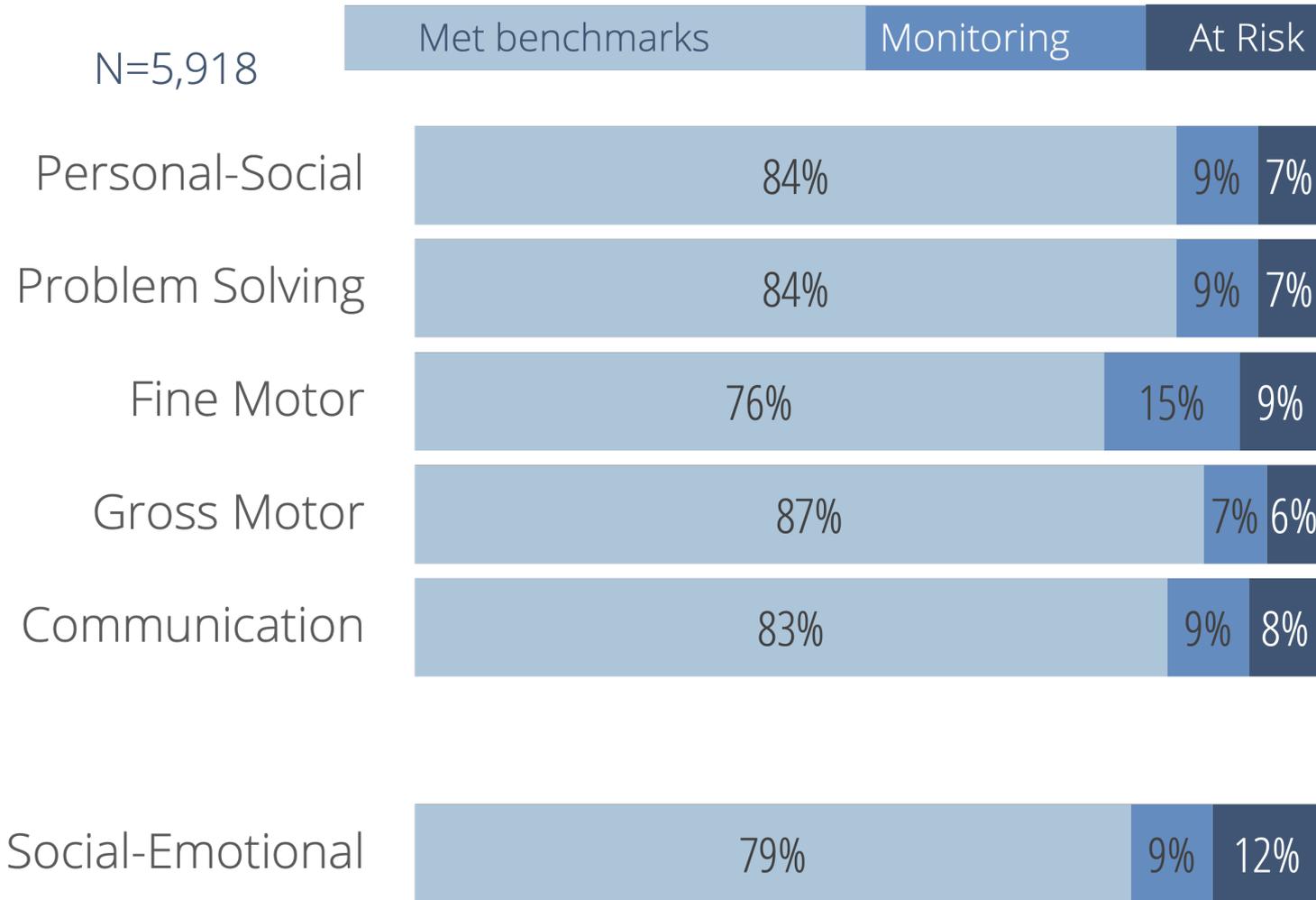
Promote activities and interactions to encourage development of skills



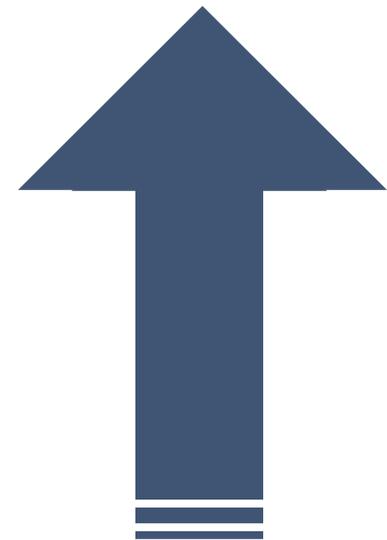
Make referrals to additional services as needed

Healthy Development

N=5,918



Compared to 2021-22, more children met benchmarks in all five domains.



ASQ: SE 2 remained the same

Healthy Development



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

Why is a measure of social-emotional development so important?

Understanding and regulating feelings are important social-emotional skills that contribute to a child's ability to effectively interact and focus in the classroom. Social-emotional competence provides a strong foundation for school readiness.^{2,3,4,5}

The DECA is a strengths-based measure of:

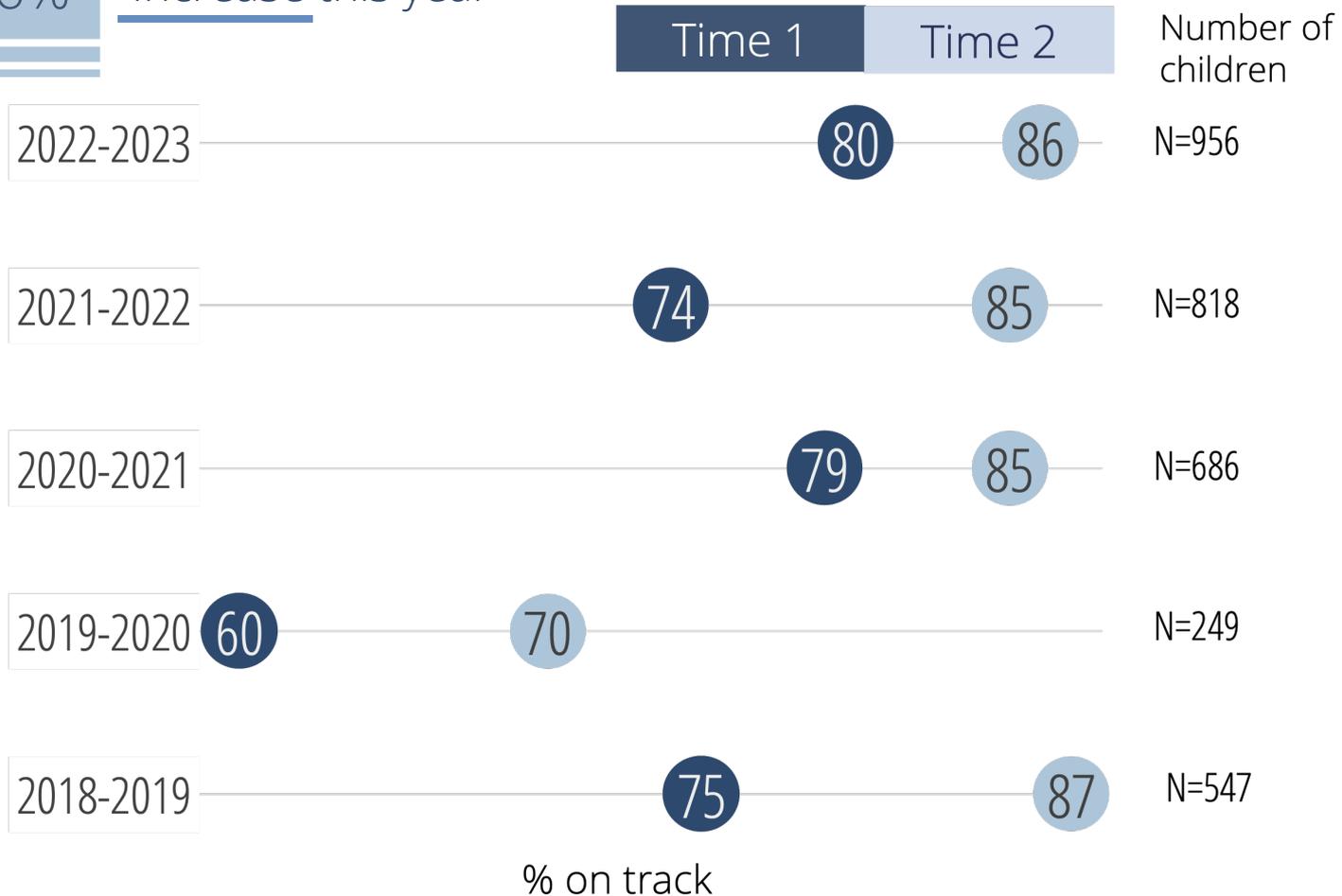
- Attachment/Relationships
- Self-Regulation
- Initiative¹

Healthy Development

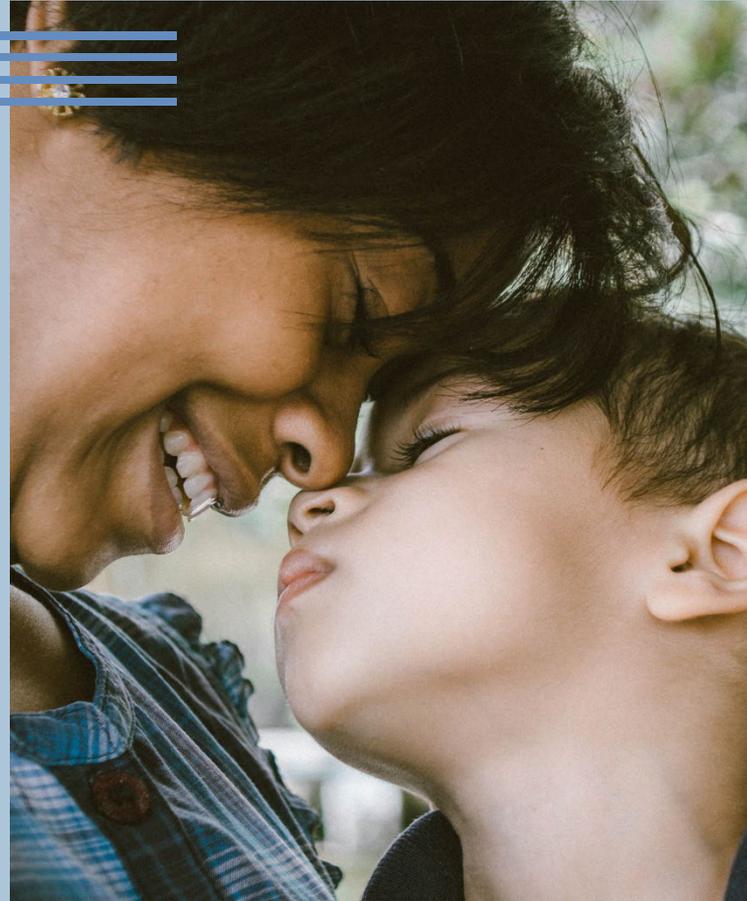
Devereux Early Childhood Assessment (DECA)

6%

Increase this year



Strong Families



Strong Families



Home Visits

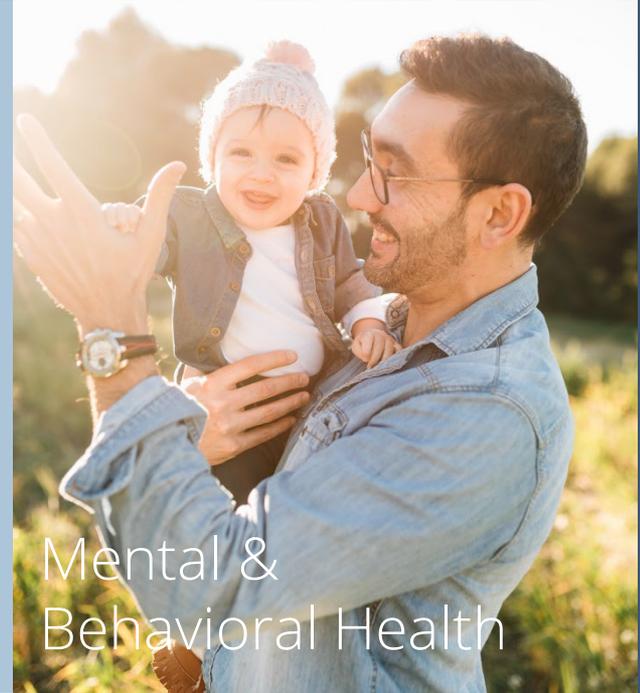


Parent Education



Case Management

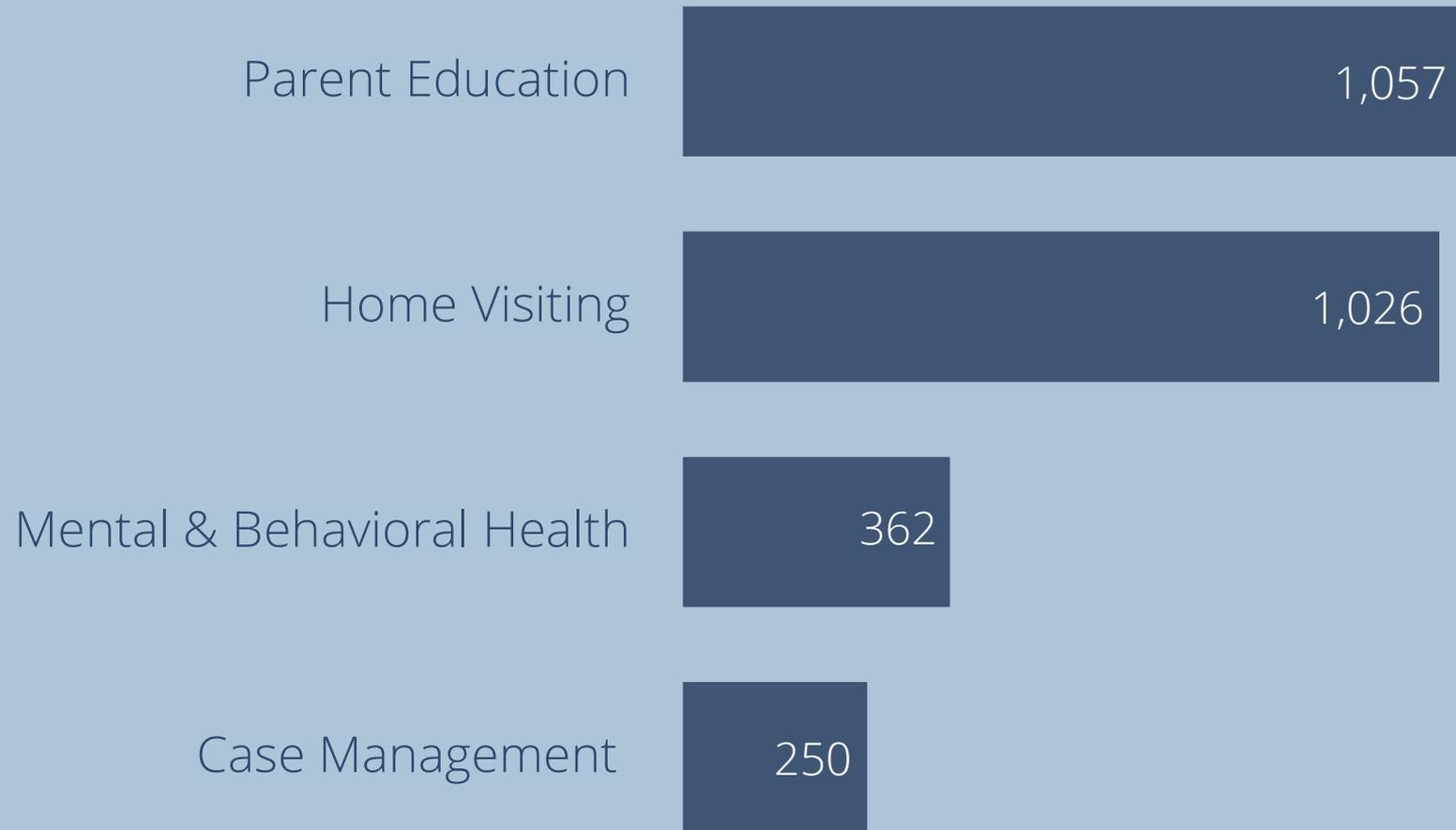
- Family programs meet a variety of needs, vary in intensity as needed, and are selected based on the needs of the community.
- These programs can ameliorate the impacts of trauma and toxic stress.
- They also positively impact communication, social-emotional skills, and brain development for children.



Mental & Behavioral Health

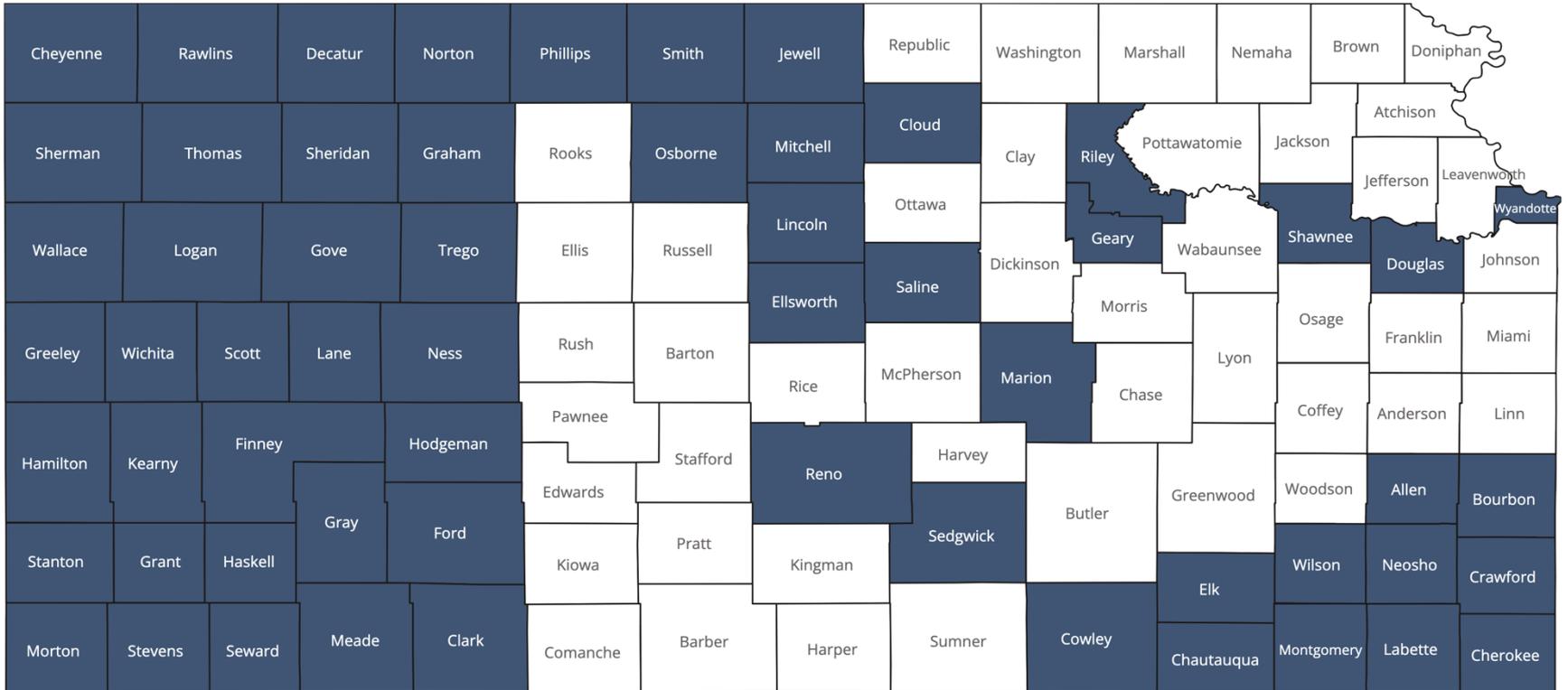
Strong Families

Families Served by Program Type



Strong Families

Counties Impacted



Strong Families Outcomes

Parental Stress



Why is a measure of parental stress so important?

- Parental stress impacts children's socio-emotional and cognitive/language development.⁶
- Parents and children impact each other; attributes of both are important in forming healthy relationships.⁷
- Parenting stress has been found to impact the quality of caregiving, parent-child interactions, and child behavior.⁸

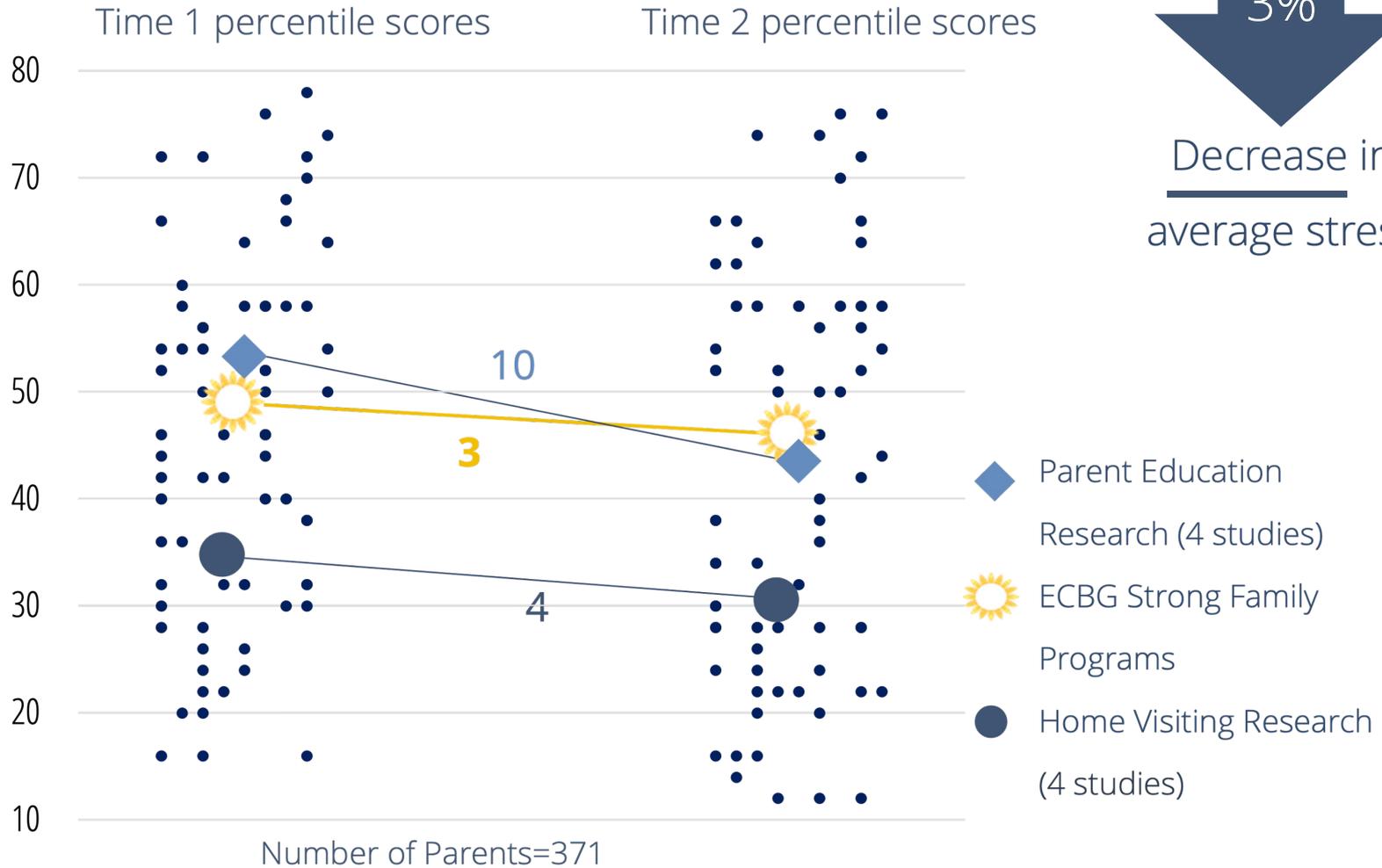
The PSI focuses on four areas:

- Parental Distress
- Difficult Child
- Parent-Child Dysfunctional Interaction
- Overall Stress⁹

Strong Families Outcomes

Parental Stress

3%
Decrease in
average stress



Strong Families Outcomes

Positive Parenting Outcomes

The KIPS is a strengths-based assessment of positive parenting and parent-child interactions. It provides observations of responsive parenting.¹⁰

Why is a measure of positive parenting so important?

Parental encouragement and the ability to set consistent age-appropriate limits and consequences as measured by the KIPS promote social-emotional and cognitive development.^{11,12,13,14}

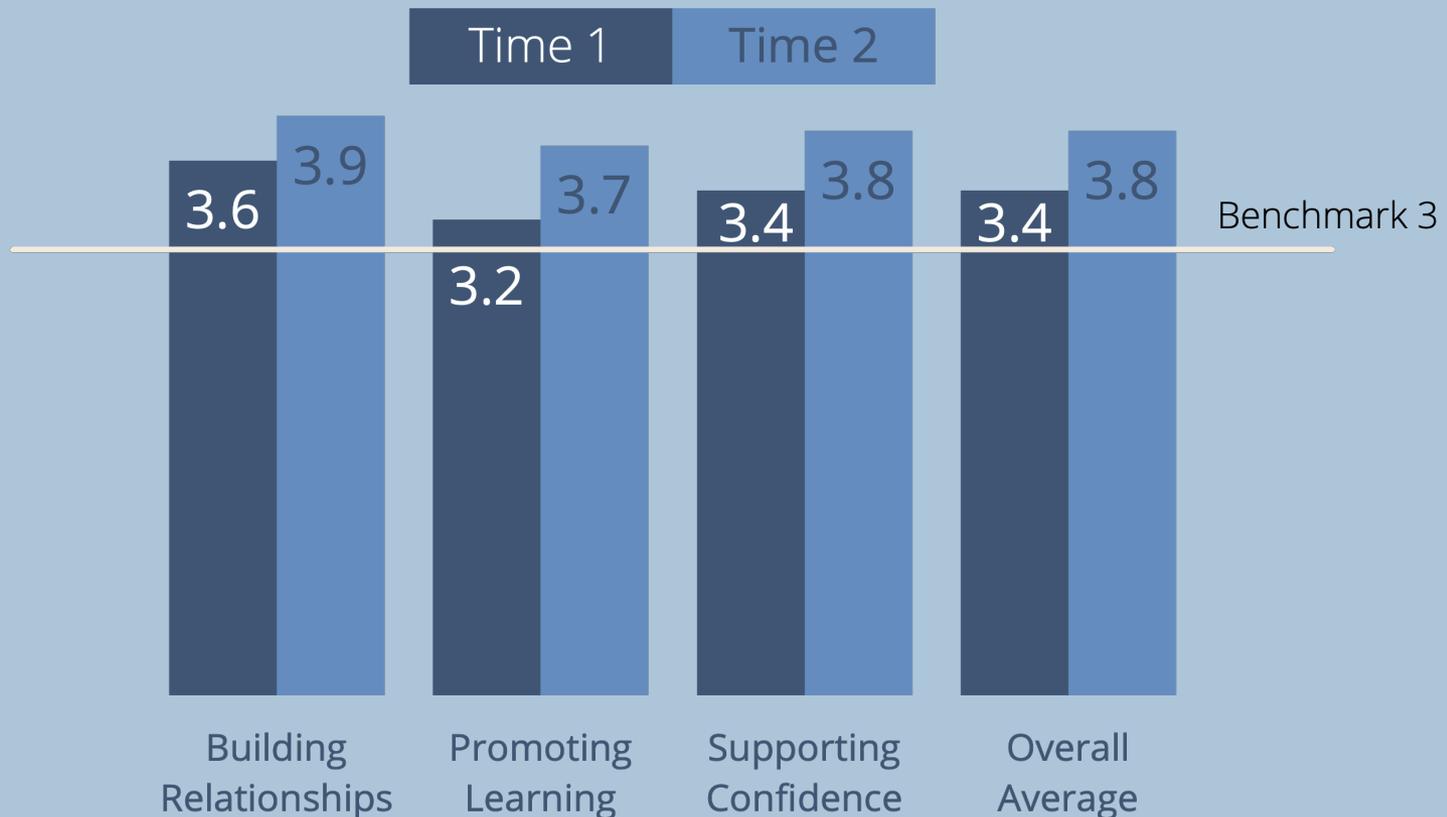
The KIPS is an observational measure of parenting:

- Sensitivity
- Support
- Involvement
- Adaptability
- Engagement
- Limit Setting
- Encouragement
- Promoting Exploration¹⁵

Strong Families Outcomes

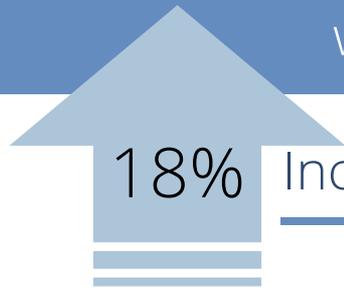
Observations of positive parenting showed improvement in all areas.

Parent education promotes supportive and nurturing parent-child relationships. Evidence-based parent education programs promote positive parenting and reduce developmental risk.^{10,16}

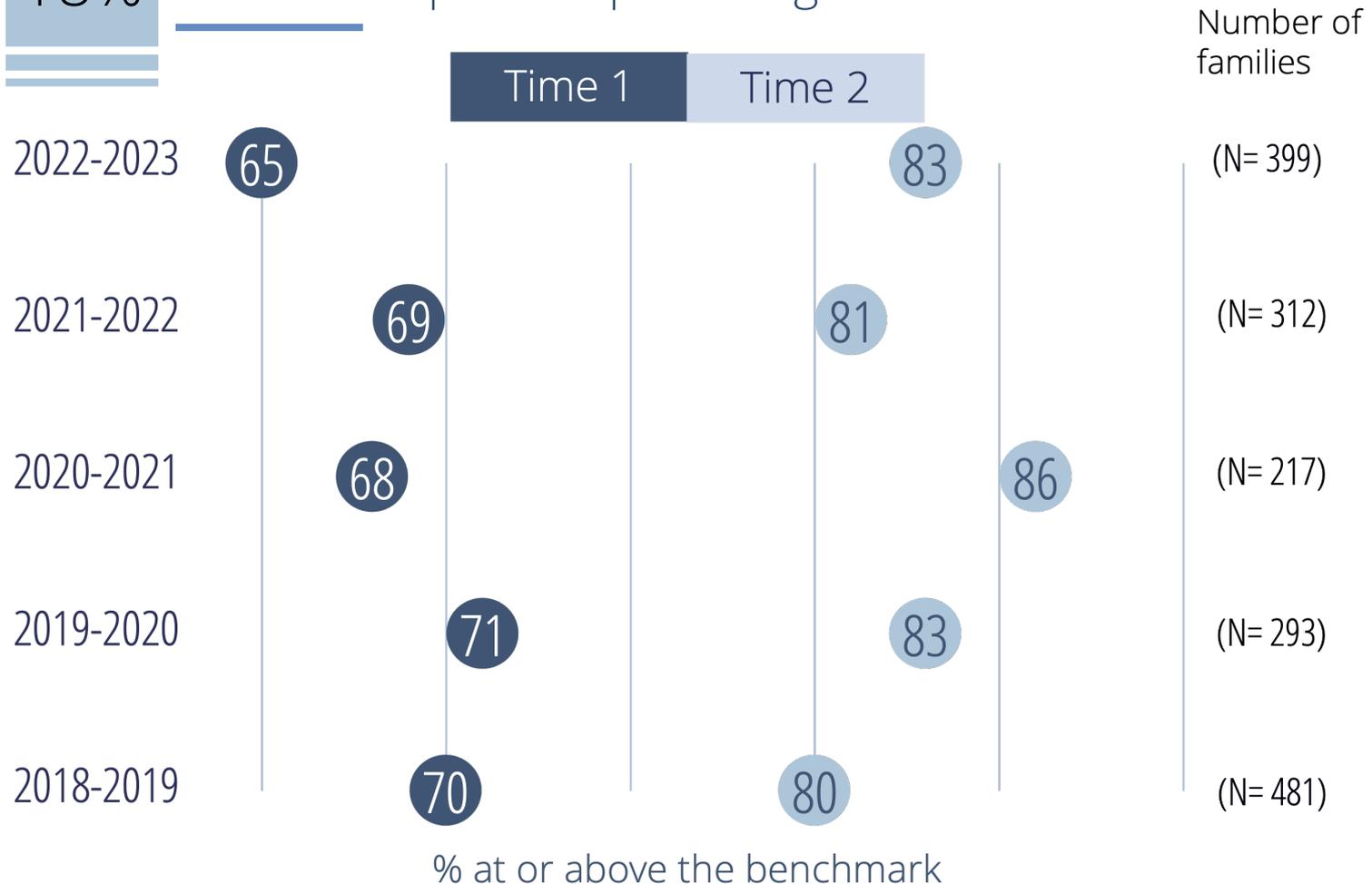


Strong Families Outcomes

There was a sizable increase in the percentage of parents who were above the benchmark for positive parenting.



18% Increase in positive parenting!

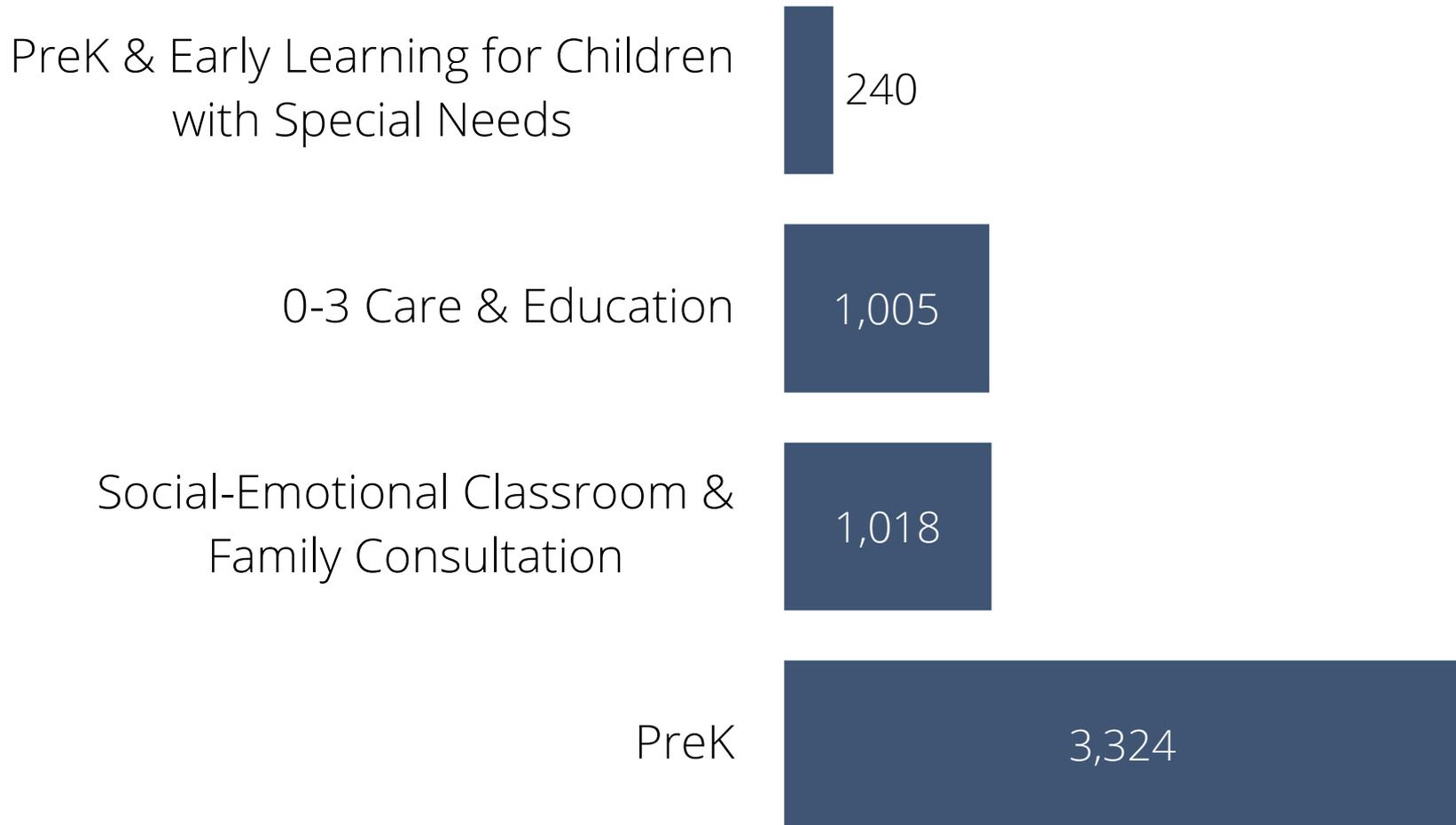


Early
Learning



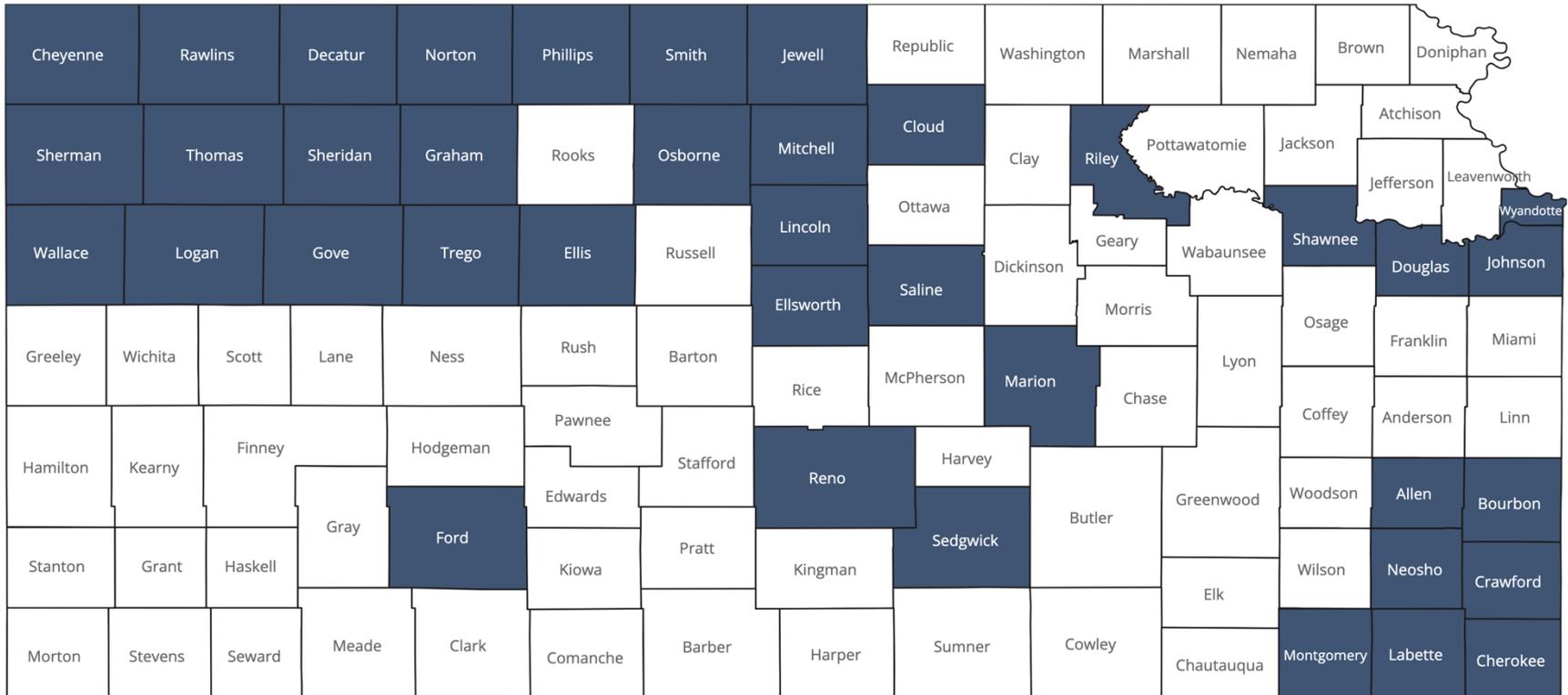
Early Learning Programs

Children Served by Program Type



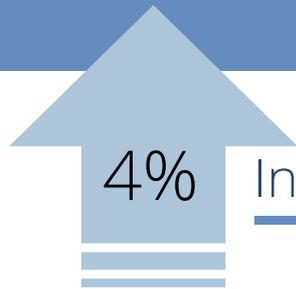
Early Learning

Counties Impacted

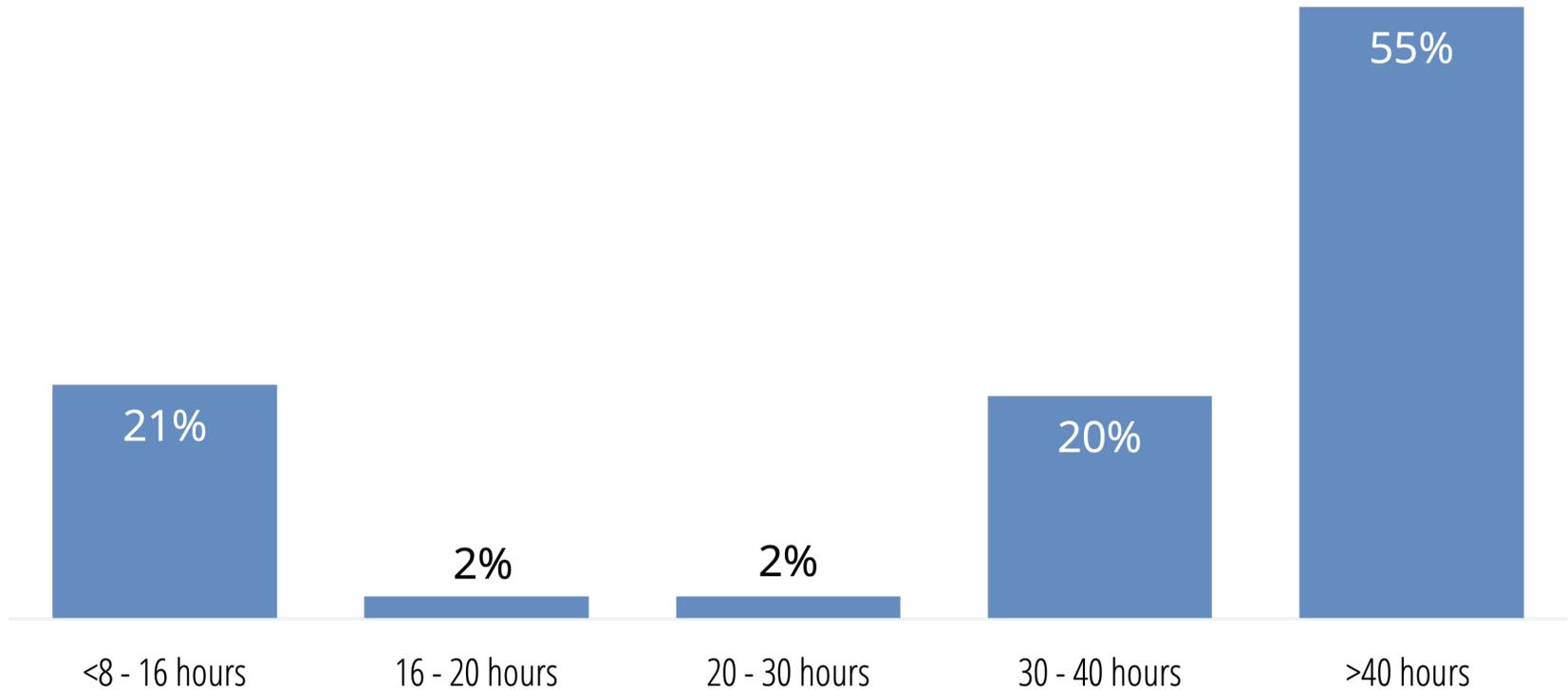


Early Learning

Full-Time Care



Increase in full-time care from last year



Early Learning Programs

CLASS – Classroom Quality

Why are observations of classroom interactions so important?

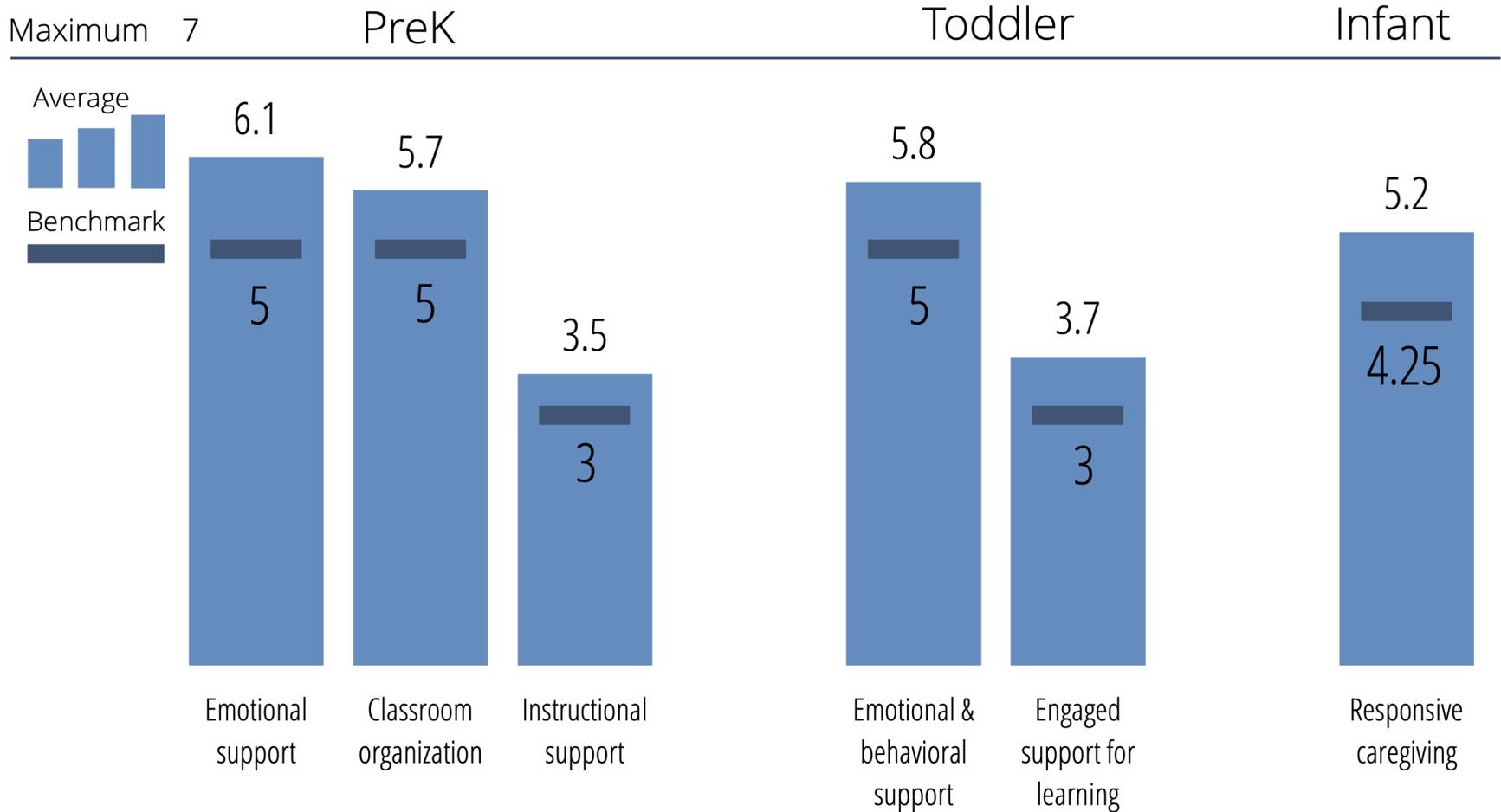
Observations that measure high-quality, responsive teacher-child interactions/relationships are most predictive of positive change in academic outcomes and social skills.^{17,18}

Children who experience high-quality relationships and care from infancy through PreK have higher cognitive, language, pre-academic, and social-emotional skills upon school entry.^{19,20}

Quality early care is defined as positive, responsive serve and return relationships with adults.²¹

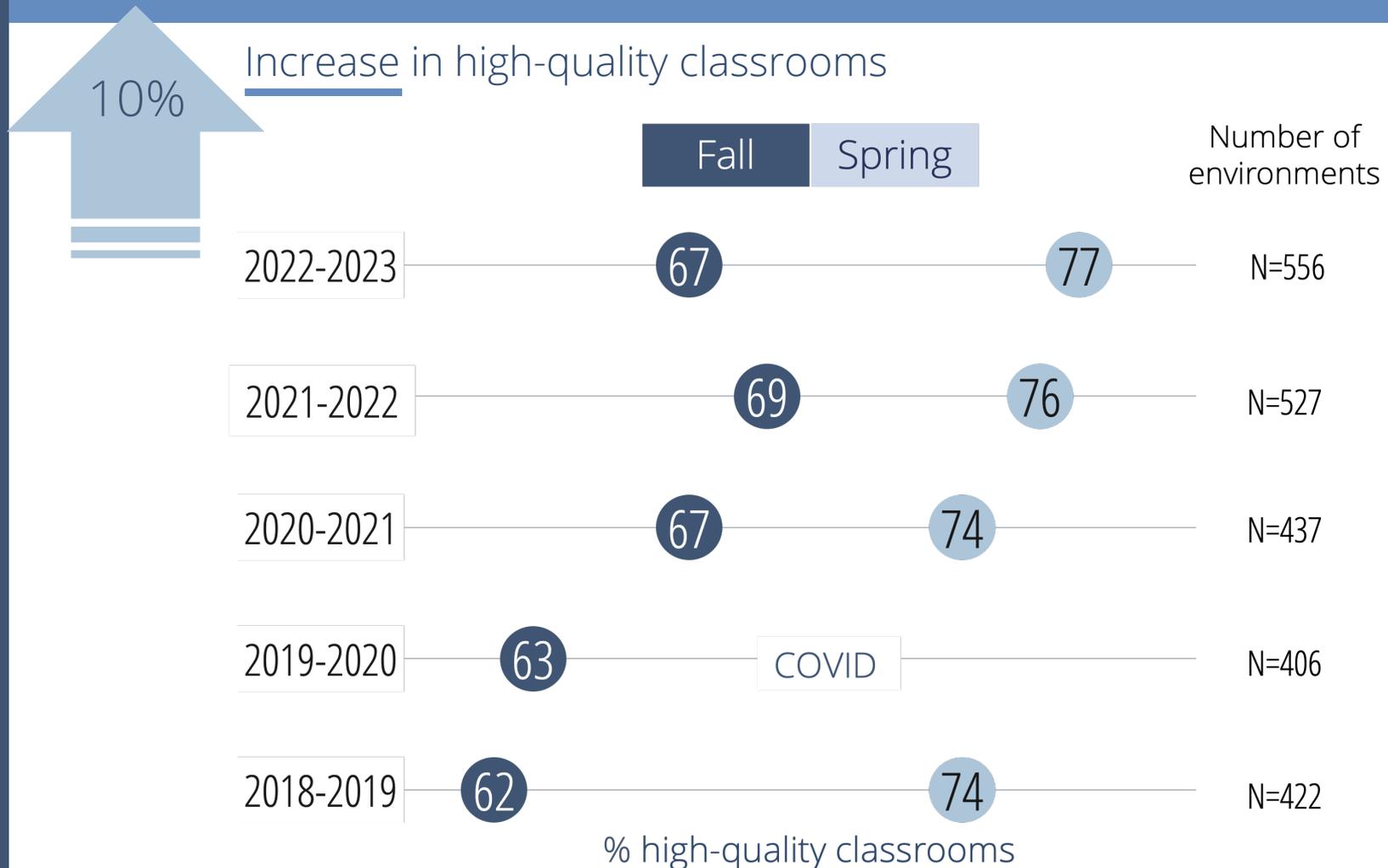
Early Learning Programs

Quality averages were above benchmarks for all CLASS indicators.



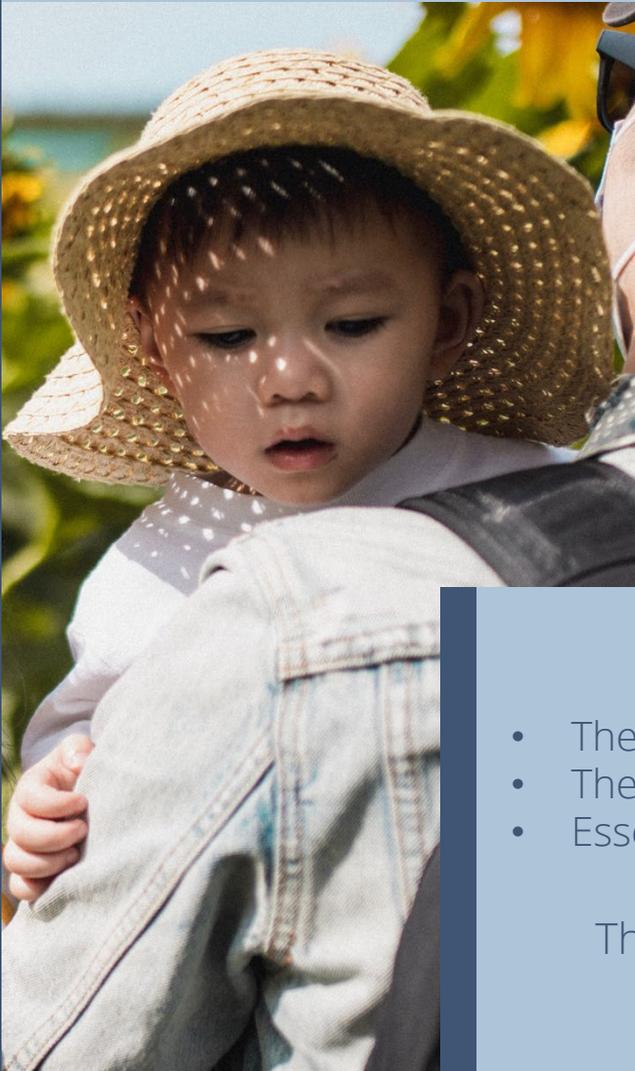
Early Learning

Quality serve and return teacher-child interactions were most predictive of positive academic and social skills outcomes when compared to group size, family partnership, staff education and training, or alternate classroom environment ratings.^{17,18}



Early Learning

0 – 3 Early Communication



The IGDIs Early Communication Indicator is a developmentally sensitive, brief, play-based observation of early communication.²²

Why is a measure of early communication important?

Early language is:

- The best predictor of future school readiness for this age group.²³
- The best predictor of academic success.²³
- Essential for early identification and intervention.²⁴

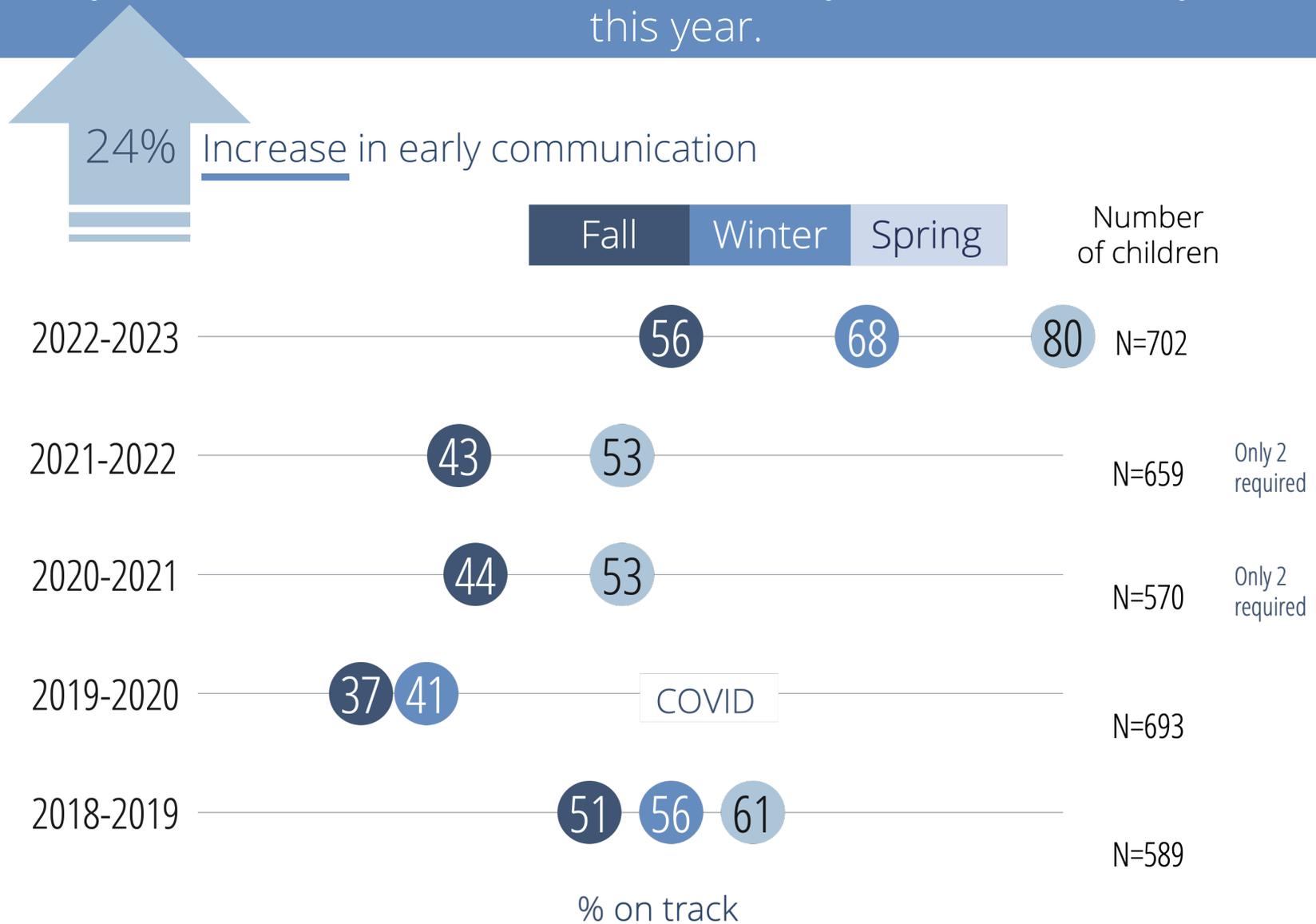
The IGDIS ECI

focuses on:

- Gestures
- Single Words
- Vocalizations
- Multiple Words²²

Early Learning

Early communication outcomes for 0 to 3-year-olds were very strong this year.



Early Learning

3-Year-Old Literacy

Why is a measure of 3-year-old literacy important?

- Oral language has been found to predict literacy and reading outcomes.²⁵
- Phonemic awareness abilities have been observed in children as young as 2.5 years old.²⁶
- In previous analyses of ECBG data, children assessed as 3-year-old PreK students were significantly more likely to reach benchmarks in 4-year-old PreK than their peers in early literacy (effect size for the model = .55, $p < 0.00001$).²⁷

Early Learning

3-Year-Old Literacy

Age 3 IGDIs focuses on:

Letter Knowledge – Fridge Letters

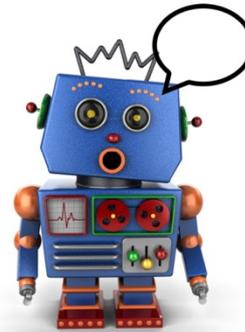
M

A

F



Sound Matching



Mixed Oral Language

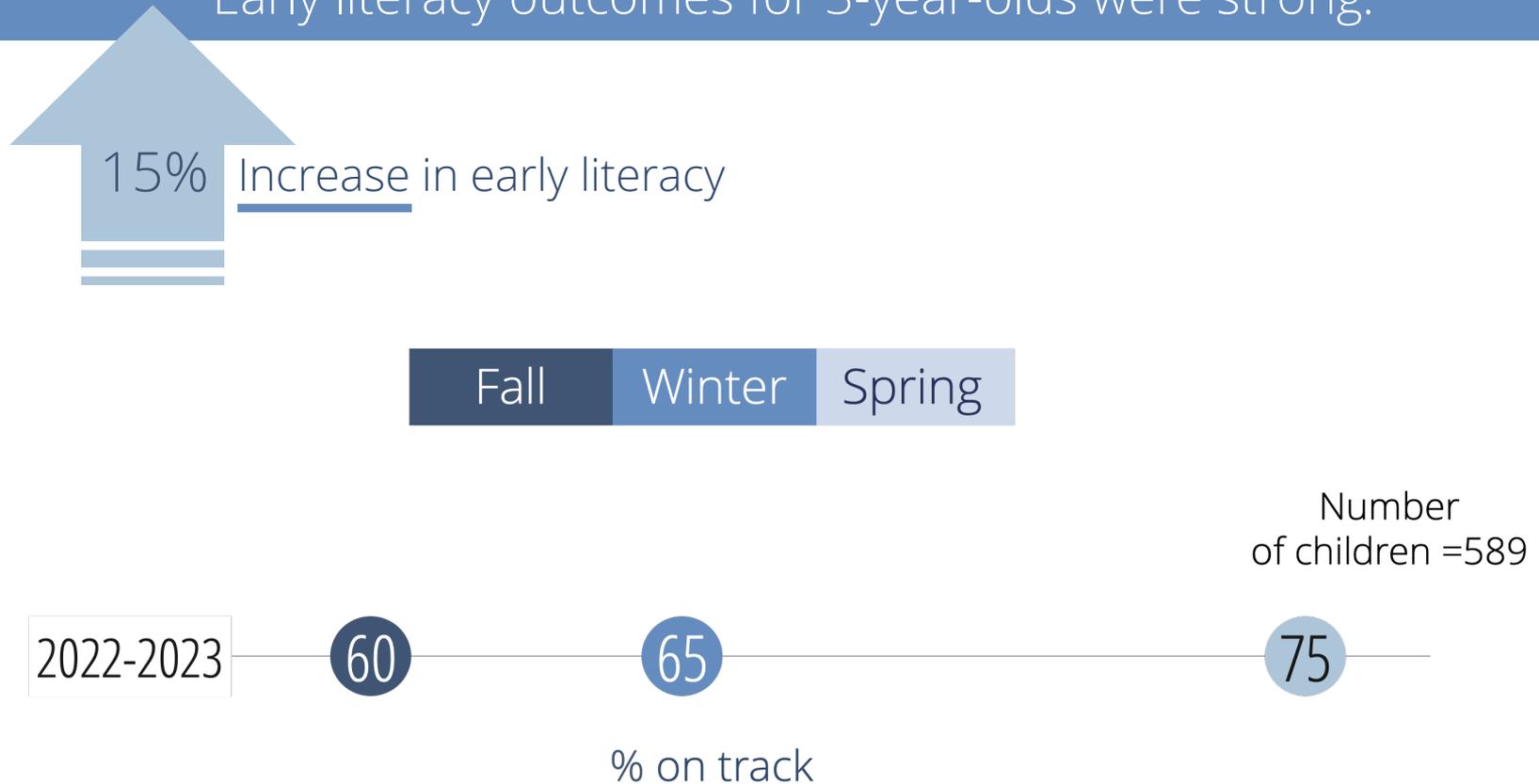


Mixed Oral Language



Early Learning

Early literacy outcomes for 3-year-olds were strong.



The measure has been in development so historical data are not comparable.

Early Learning

4-Year-Old Literacy

Why is a measure of language comprehension important?

- Language comprehension predicts literacy and reading outcomes.²⁶
- This refers to the ability to derive meaning and draw inferences from written and spoken language.²⁶
- Larger vocabularies at school entry predict stronger acquisition of new words and language comprehension.²⁸

myIGDIs Language Comprehension focuses on:

Picture Naming



Which One Doesn't Belong

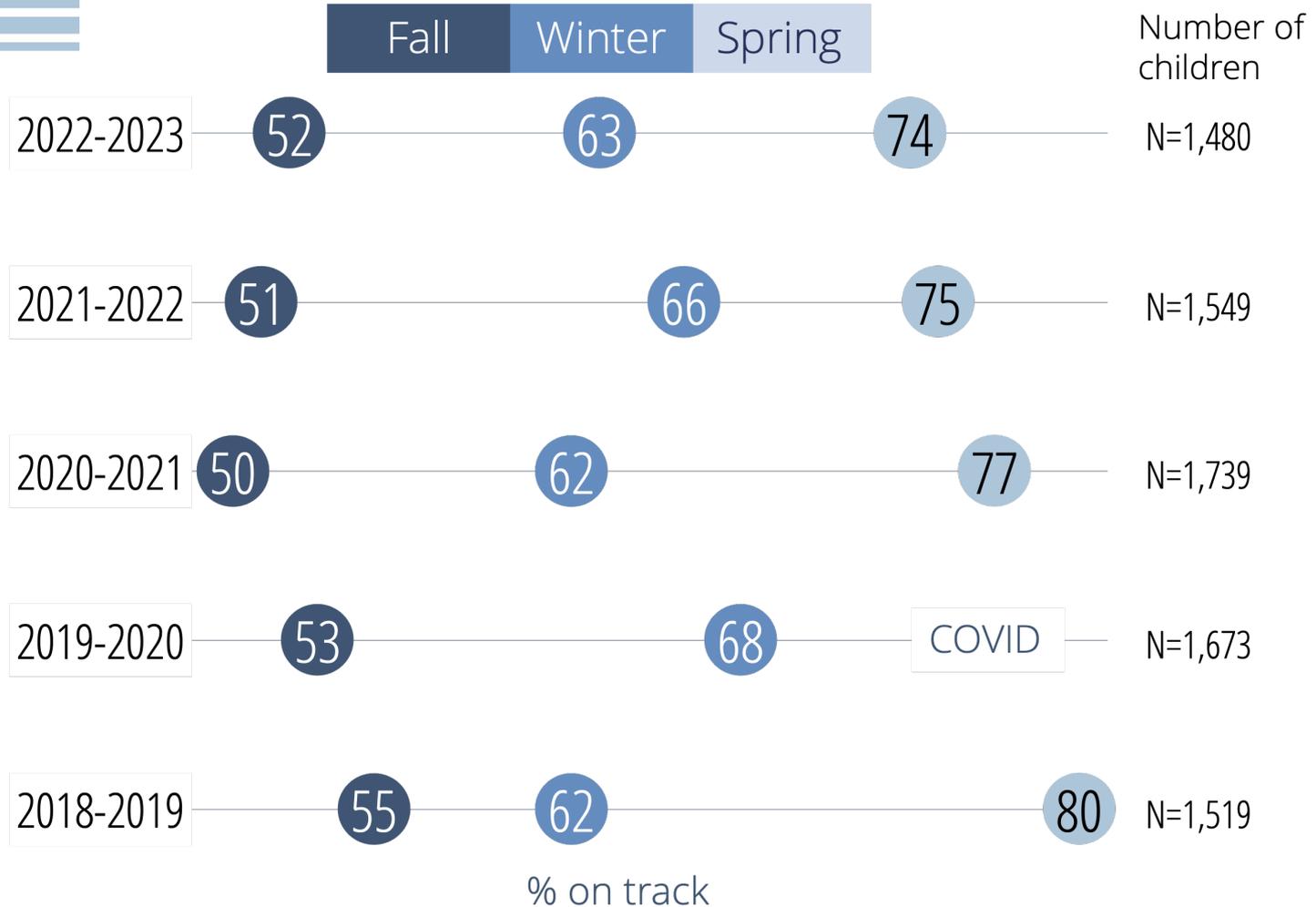


Early Learning

4-Year-Old Language Comprehension

22%

Increase in language comprehension



Early Learning

4-Year-Old Literacy

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.²⁹
- Strong phonological awareness in PreK predicts third-grade reading proficiency.^{29,30}
- It is vital for teacher-child interactions in small group instruction to support these emergent skills and provide frequent opportunities to practice.³¹

myIGDIs Phonological Awareness focuses on:

Rhyming



Alliteration



Sound Identification

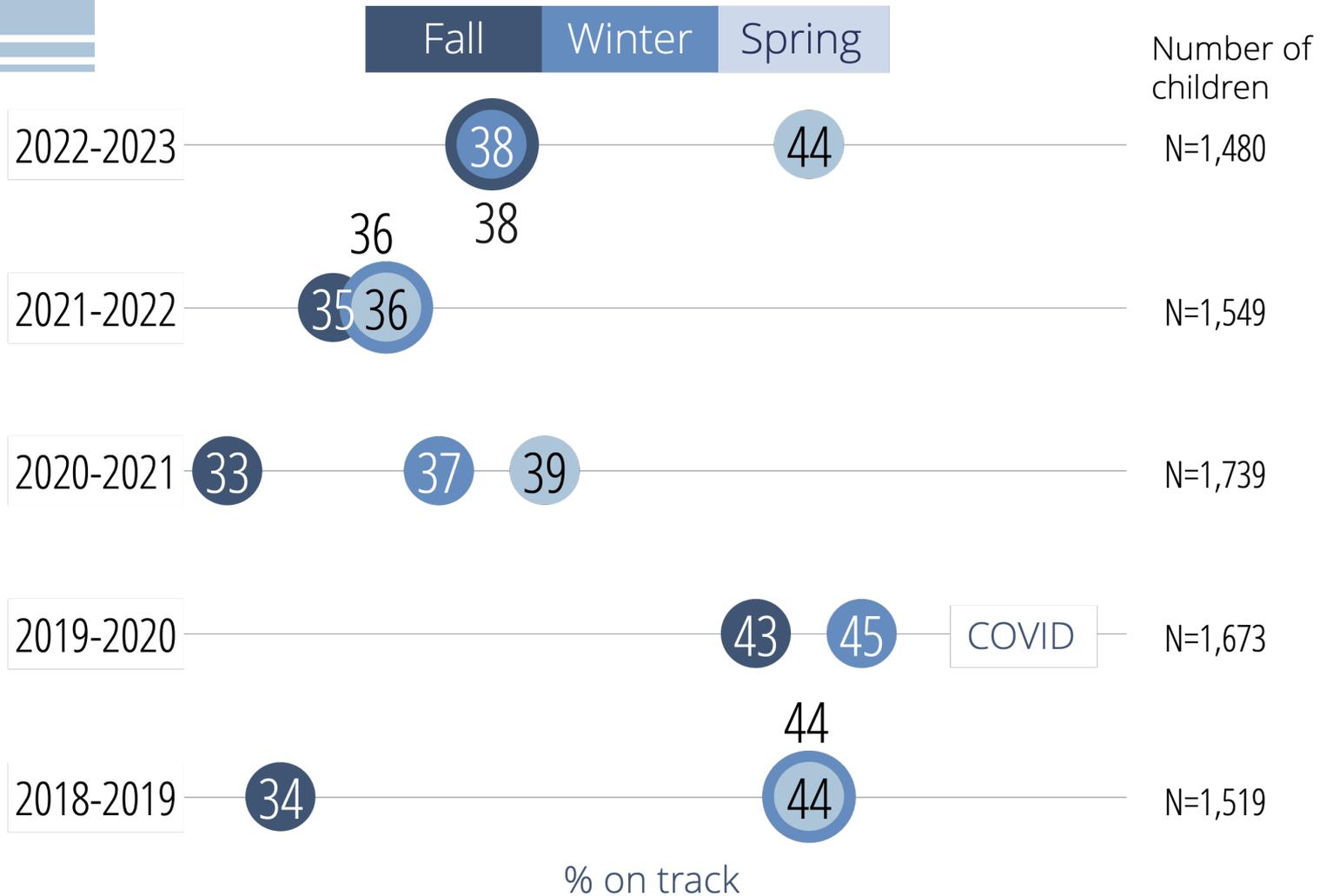
U Z B

Early Learning

4-Year-Old Phonological Awareness

6%

Increase in phonological awareness

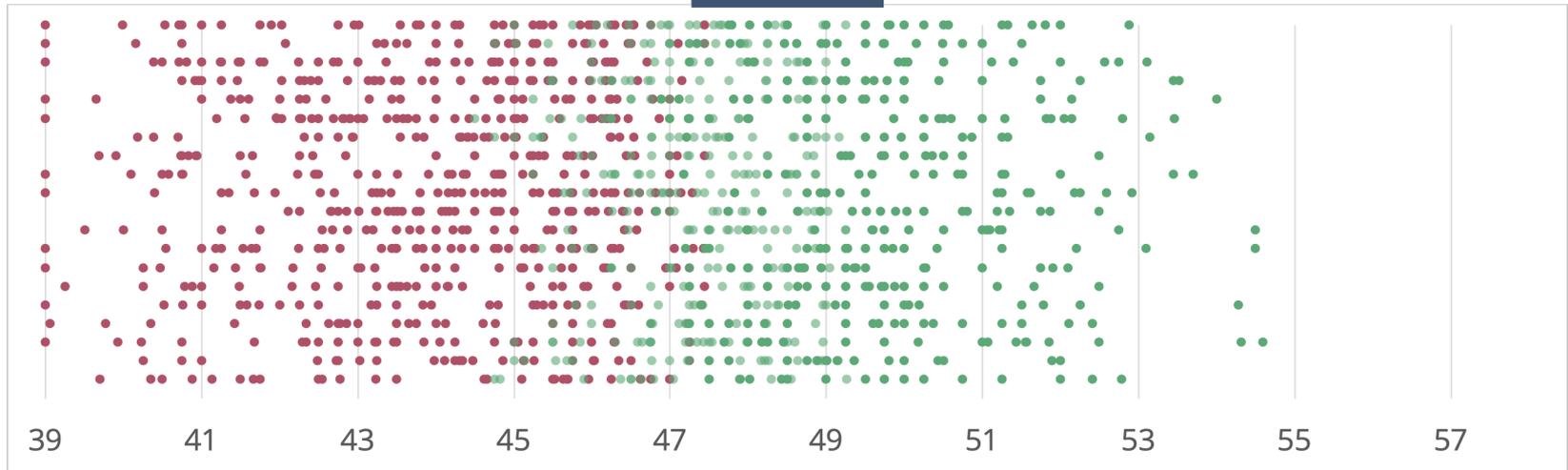


Early Learning

Overall Literacy

Many of the 4-year-olds who were still at risk in literacy are close to being on track!

Fall



Spring



Early Learning

3- and 4-Year-Old Numeracy

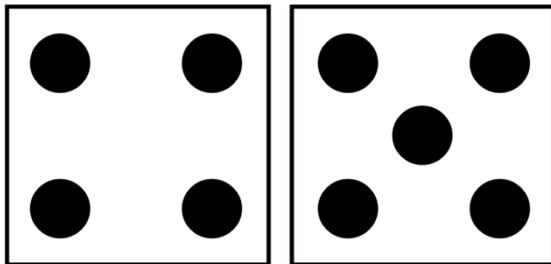
Why is a measure of numeracy important?

- Multiple longitudinal studies demonstrated preschool numeracy skills are strongly associated with future academic success.^{32,33}

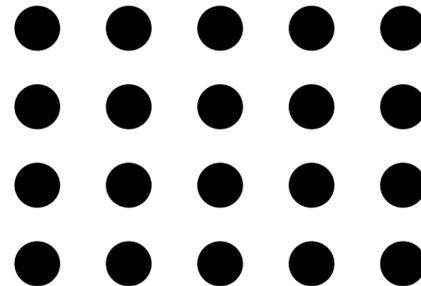
myIGDIs Numeracy focuses on:

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

Quantity Comparison



1-to-1 Correspondence Counting

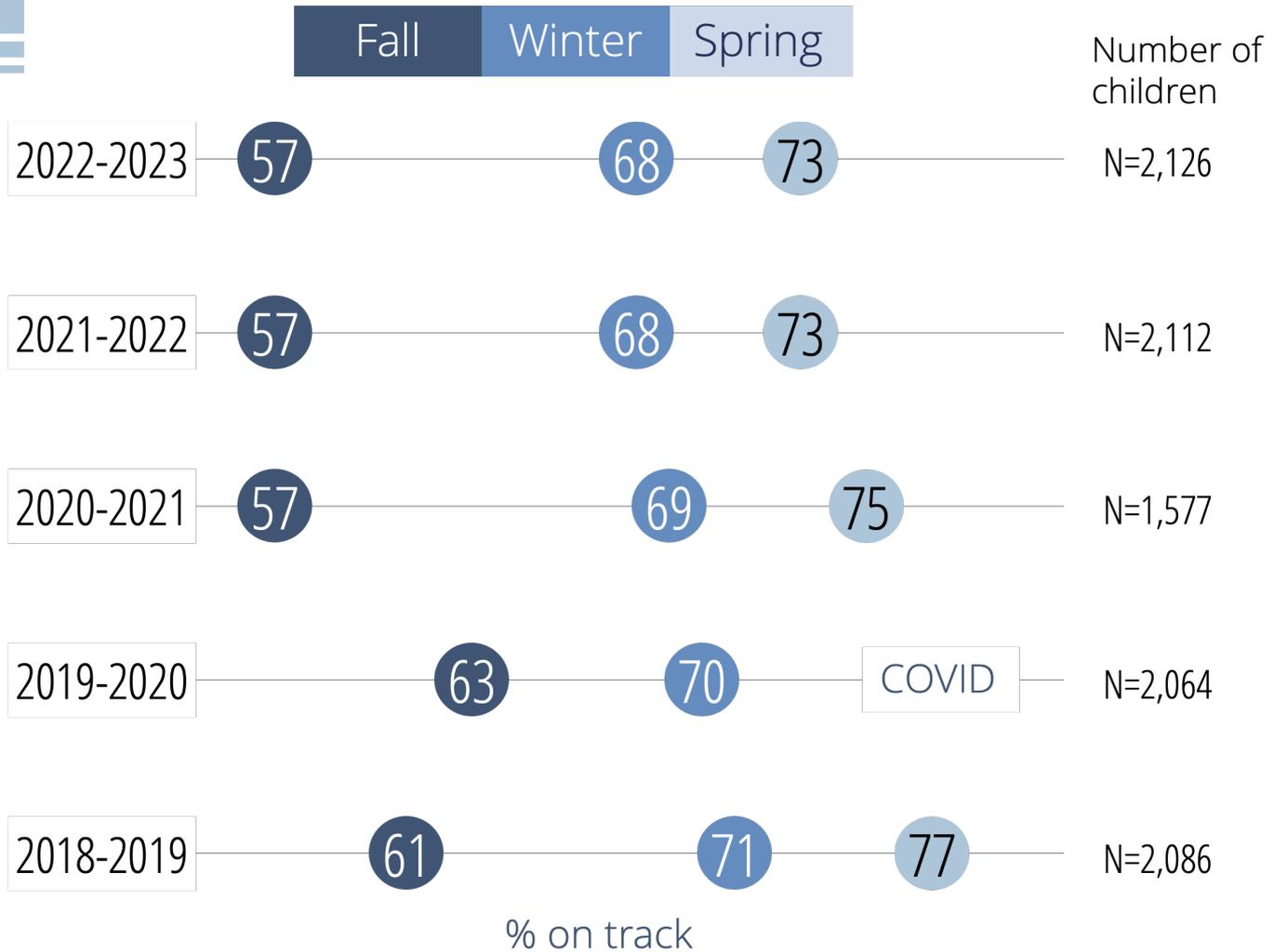


Early Learning

3- and 4-Year-Old Numeracy

16%

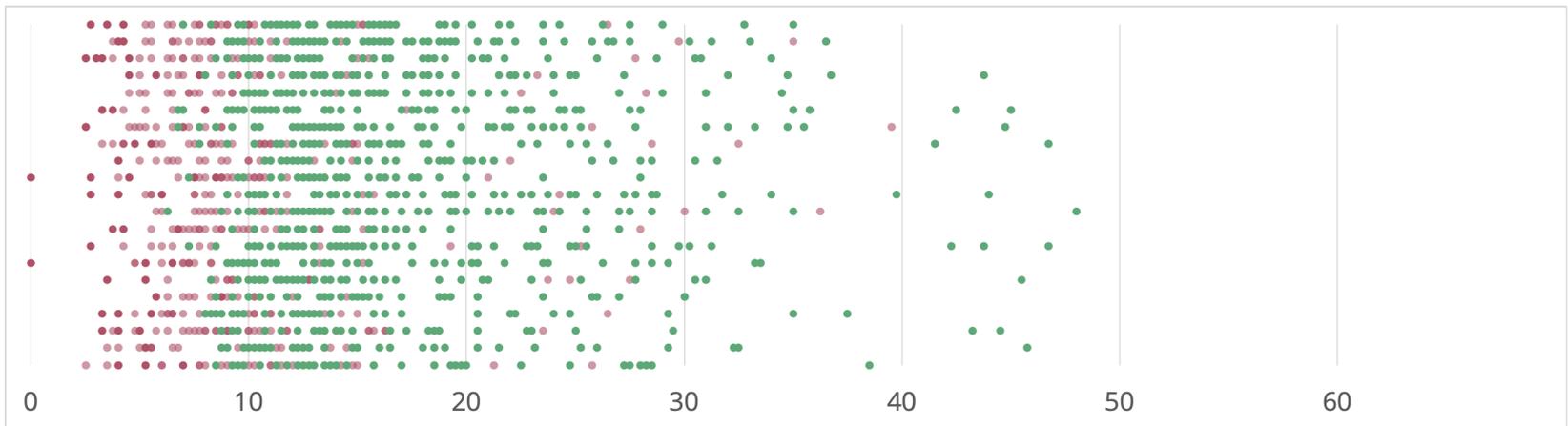
Increase in early numeracy



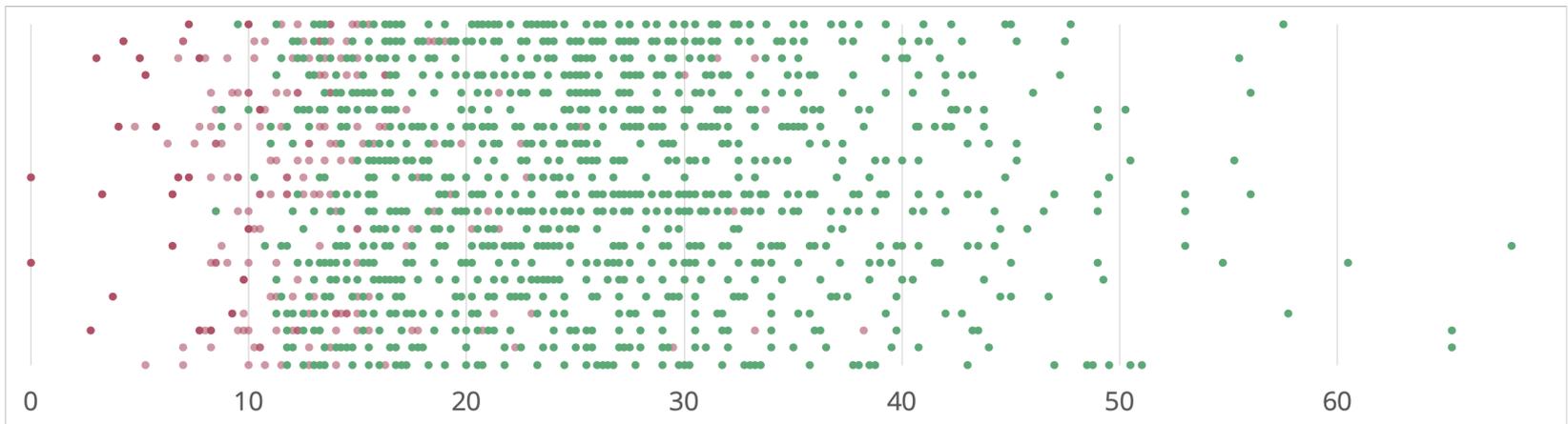
Early Learning

By spring, most 4-year-olds were on track or close to on track in numeracy.

Fall



Spring



Summary and Conclusions

Child and Family Risk

- There was an increase in the number of children and families served.
- Children and families served were at risk with 91% having at least one risk factor.
- 54% of families served earned less than \$40,000 annually.

Healthy Development

- 49% of children served were at risk or had an established developmental delay.
- There was a 6% increase in the children on track in the DECA measure of social skills development.

Strong Families

- Parents indicated a decrease in parental stress following services.
- There was a large increase in the parents observed to be engaged in positive parenting following parent education services.

Summary and Conclusions

Early Learning

- 55% of children served in PreK or 0-3 Care and Education received full-time care, this is an 18% increase in the last two years.
- Classroom quality was at the highest level with 77% of classrooms observed to be high quality.
- 80% of 0 to 3-year-olds were on track in early communication skills.
- 75% of 3-year-olds in PreK were on track in early literacy skills.
- 74% of 4-year-olds in PreK were on track in language comprehension.
- 44% of 4-year-olds in PreK were on track in the key skill of phonological awareness. Although this is lower than we would like it represents a return to pre-COVID levels.
- 73% of 3 and 4-year-olds in PreK were on track for early numeracy.
- Many children who were still at risk in literacy or numeracy were quite close to the cut-off.

References

1. <https://centerforresilientchildren.org/>
2. Eisenberg, N., Sadovsky, A., & Spinrad, T. L. (2005). Associations of emotion-related regulation with language skills, emotion knowledge, and academic outcomes. *New Directions for Child and Adolescent Development*, 2005(109), 109-118.
3. Denham, S. A. (2006). Social-emotional competence as support for school readiness: What is it and how do we assess it? *Early Education and Development*, 17(1), 57-89
4. Denham, S. A., Bassett, H. H., Brown, C., Way, E., & Steed, J. (2015). "I Know How You Feel!": Preschoolers' emotion knowledge contributes to early school success. *Journal of Early Childhood Research*, 13(3), 252-262
5. Wenz-Gross, M., Yoo, Y., Upshur, C. C., Gambino, A. J. (2018). Pathways to kindergarten readiness: The roles of second step early learning curriculum and social emotional, executive functioning, preschool academic and task behavior skills. *Frontiers in Psychology*, 9.
6. Chamberland, C., Lacharité, C., Clément, M., & Lessard, D. (2015). Predictors of development of vulnerable children receiving child welfare services. *Journal of Child and Family Studies*, 24(10), 2975-2988. doi:<https://doi.org/10.1007/s10826-014-0101-7>
7. Smith, M. (2011). Measures for assessing parenting in research and practice: Measures for assessing parenting. *Child and Adolescent Mental Health*, 16(3), 158-166. <https://doi.org/10.1111/j.1475-3588.2010.00585>.
8. Crawford, A. M., & Manassis, K. (2001). Familial predictors of treatment outcome in childhood anxiety disorders. *Journal of the American Academy of Child and Adolescent Psychiatry*, 40(10), 1182-1189. <https://doi.org/10.1097/00004583-200110000-00012>
9. <https://www.parinc.com/products/pkey/335>
10. Comfort, M., & Gordon, P. R. (2006). The Keys to Interactive Parenting Scale (KIPS): A practical observational assessment of parenting behavior. *NHSA dialog: A research-to-practice journal for the early intervention field*, 9(1), 22-48.
11. Bernier, A., Carlson, S. M., Deschênes, M., & Matte-Gagné, C. (2012). Social factors in the development of early executive functioning: A closer look at the caregiving environment. *Developmental science*, 15(1), 12-24.
12. Hughes, C., & Ensor, R. (2009). Independence and interplay between maternal and child risk factors for preschool problem behaviors?. *International Journal of Behavioral Development*, 33(4), 312-322.
13. McCabe, K. M., & Clark, R. (1999). Family protective factors among urban African American youth. *Journal of clinical child psychology*, 28(2), 137-150.
14. Kilgore, K., Snyder, J., & Lentz, C. (2000). The contribution of parental discipline, parental monitoring, and school risk to early-onset conduct problems in African American boys and girls. *Developmental Psychology*, 36(6), 835.
15. <https://www.cebc4cw.org/assessment-tool/keys-to-interactive-parenting-scale/>
16. Comfort, M., Gordon, P.R., English, B., Hacker, K., Hembree, R., Knight, R., & Miller, C. (2010). Keys to Interactive Parenting Scale: KIPS Shows How Parents Grow. *Zero to Three Journal*, 30(4), pp 33-39.
17. Hong, S. L. S., Sabol, T. J., Burchinal, M. R., Tarullo, L., Zaslow, M., & Peisner-Feinberg, E. S. (2019). ECE quality indicators and child outcomes: Analyses of six large child care studies. *Early Childhood Research Quarterly*, 49, 202-217.

References

18. Sabol, T. J., Hong, S. S., Pianta, R. C., & Burchinal, M. R. (2013). Can rating pre-K programs predict children's learning? *Science*, 341(6148), 845-846.
19. Li, W., Farkas, G., Duncan, G. J., Burchinal, M. R., & Vandell, D. L. (2013). Timing of high-quality child care and cognitive, language, and preacademic development. *Developmental psychology*, 49(8), 1440-1451.
20. Shonkoff, J. P. (2017). Breakthrough impacts: What science tells us about supporting early childhood development. *YC Young Children*, 72(2), 8-16.
21. National Scientific Council on the Developing Child. (2012). *The Science of Neglect: The Persistent Absence of Responsive Care Disrupts the Developing Brain: Working Paper 12*. <http://www.developingchild.harvard.edu>
22. <https://igdi.ku.edu/what-are-igdis/general-description-of-the-igdis/key-skill-elements-of-early-communication/>
23. Hoff, E. (2013). Interpreting the early language trajectories of children from low-SES and language minority homes: Implications for closing achievement gaps. *Developmental Psychology*, 49, 4-14.
24. Missall, K. N., Carta, J. J., McConnell, S. R., Walker, D., & Greenwood, C. R. (2008). Using individual growth and development indicators to measure early language and literacy. *Infants & Young Children*, 21(3), 241-253.
25. Neuman, S., & Dickinson, D. (2001). *Handbook for research in early literacy*. New York: Guilford.
26. Poe, M. D., Burchinal, M. R., & Roberts, J. E. (2004). Early language and the development of children's reading skills. *Journal of School Psychology*, 42(4), 315-332.
27. Schrepferman, L. (2019). *Early Childhood Block Grant 2018-2019 Report [KCCTF Presentation]*. Center for Applied Research and Evaluation, Wichita State University. <https://earlychildhood.caretools.org/system/files/2019-09/KCCTF%20ECBG%20Annual%202018-2019%20Report.pdf>
28. Fernald, A., Perfors, A., & Marchman, V. A. (2006). Picking up speed in understanding: Speech processing efficiency and vocabulary growth across the 2nd year. *Developmental psychology*, 42(1), 98.
29. Double, K., McGrane, J., Stiff, J., & Hopfenbeck, T. (2019). The importance of early phonics improvements for predicting later reading comprehension. *British Educational Research Journal*, 45(1), 1220-1234.
30. Muter, V., Hulme, C., Snowling, M. J., & Stevenson, J. (2004). Phonemes, rimes, vocabulary, and grammatical skills as foundations of early reading development: evidence from a longitudinal study. *Developmental psychology*, 40(5), 665.
31. Phillips, B. M., Clancy-Menchetti, J., & Lonigan, C. J. (2008). Successful phonological awareness instruction with preschool children: Lessons from the classroom. *Topics in early childhood special education*, 28(1), 3-17.
32. Duncan, G. J., Dowsett, C. J., Claessens, A., Magnuson, K., Huston, A. C., Klebanov, P., ... & Sexton, H. (2007). School readiness and later achievement. *Developmental psychology*, 43(6), 1428
33. Hojnoski, R. L., Silbergitt, B., & Floyd, R. G. (2009). Sensitivity to growth over time of the preschool numeracy indicators with a sample of preschoolers in Head Start. *School Psychology Review*, 38(3).



Child Care Capacity Accelerator

LUCAS NEECE, GRANT COORDINATOR



CHILD CARE CAPACITY ACCELERATOR

Accelerator Grantees: Support community-driven approaches to addressing child care capacity, specifically through capital and operational investments that **create additional and sustainable licensed child care slots**.

Innovation Community Cohort: A competitive add-on to the Accelerator to **pilot strategies** in six categories: Infant/Toddler Incentives, Child Care Plus Models, Workforce Recruitment and Retention, Non-Traditional Hours or Target Populations, Rural Child Care, Public/Private Funding Partnership

Outcomes:

- Increased number of licensed child care facilities
- Increased recruitment and retention of child care providers
- Increased number of licensed child care seats
- Improved community ratio of licensed child

Purpose





Dane G. Hansen Foundation Presentation

BETSY WEARING



CHILDCARE ENDOWMENT PROPOSAL

A proposed public-private partnership to provide a sustainable funding source for childcare operations in the 26 Northwest Kansas counties.

THE ENTITIES

- *Dane G. Hansen Foundation*
 - *Private Foundation serving 26 counties in Northwest Kansas.*
 - *Awards approximately \$23 million in annual grants*
 - *Created multiple grant programs to assist with childcare expansion and sustainability*
- *Northwest Kansas Economic Innovation Center, Inc. d/b/a The Innovation Center*
 - *Private operating foundation dedicated to economic development in 26 counties in Northwest Kansas.*
 - *Employs a childcare program specialist who provides support to communities and childcare providers.*
 - *Supports childcare providers who are not eligible for Hansen Foundation grants.*

SUPPORT FOR CHILDCARE: AN IDENTIFIED NEED

ALL IN FOR KANSAS KIDS STRATEGIC PLAN FOR EARLY CHILDHOOD:

- *4.1.1 Explore public-private partnership models around the country and identify elements that reflect Kansas values and priorities.*
- *4.1.3 Connect local government officials, nonprofit leaders, chambers of commerce, the economic development community, and business leaders with opportunities to support families, such as wage support and scholarships for early childhood care and education professionals, expanded broadband access, and community service tax credits.*
- *4.2.1 Identify and leverage resources, programs, and policies that bolster efforts to create family-friendly workplaces in Kansas.*
- ***Measures of Success** Overall amount and percent of private investments relative to the Children's Budget type and percent of early childhood care and education services funded by private investments, relative to all early childhood care and education investments.*

CHILDCARE AVAILABILITY AFFECTS THE WORKFORCE

AN EXAMPLE: CITIZEN'S MEDICAL CENTER IN COLBY

Citizen's Medical Center in Colby opened a new childcare facility in 2019, serving children ages 0 to 5 as well as a summer program for older children.

- All 35 new slots filled upon opening and there was an immediate waiting list.
- As hospital staff moved children to the employer-sponsored facility, it created 35 open slots to community members.
- Typical childcare operates from 8-5pm. Citizens Clubhouse operates from 5:30am-6:30pm, offering extended hours for healthcare staff. (In a survey conducted, 100% surveyed said they were satisfied with the hours).
- Citizens Clubhouse offers daily activities and enrichment programs aligned to state standards. In a survey conducted, 95% surveyed said the teachers provide enriching activities for their child. 100% stated that they are satisfied with the services
- 17 new jobs created.
- Parent survey results:
 - 45% stated the center played a role in their decision to work for CMC.
 - 45% stated that the center prevented them from leaving their job with us. 50% stated that they were able to pick up more shifts due to the center and 86% said having childcare on campus has been a huge convenience.

The success of this program encouraged Citizen's to expand to now providing 109 slots for infants, toddlers, preschoolers and a classroom for school-age children that is open for school breaks and summer.

THE PROPOSAL IN SHORT

- A Regional Childcare Endowment will be established to provide ongoing, sustainable community-level childcare solutions to the 26 counties in Northwest Kansas.
- The endowment will be held, invested and administered by the Greater Northwest Kansas Community Foundation (GNWKCF). A regional nonprofit foundation.
- Distributable funds will be based on 5% of the average fund balance.
- Applications will be accepted monthly.
- Application review will be provided by the Innovation Center and GNWKCF to ensure applicants and requests meet the requirements. A grant review committee will determine awards.

ELIGIBILITY GUIDELINES

- Located in the 26-county service area defined as Northwest Kansas
- Be licensed with KDHE and always follow staff/child ratios.
- Provide care for at least 8 children. *Exception: providers temporarily holding a space for a sibling of a currently served child.*
- Must accept infants.
- Must employ at least one full-time childcare provider.
- Must be open year-round. *Exception: if the provider is directly funded by a school district and childcare was not needed during the summer.*
- Must accept families receiving the DCF childcare subsidy. *Full tuition for DCF families may be more than the childcare subsidy.*
- Must agree to share financial information as a part of the grant review process.

THE IMPACT

- When fully established, the endowment will provide a source of revenue to SUSTAIN childcare facilities that does not require raising funds or tax dollars.
- Childcare providers will have a better quality of life due to appropriate wages, the potential for benefits and job security.
- Kansas employers will benefit by an increase in available employees as parents who currently cannot work due to lack of childcare can enter the workforce.
- Kansas children benefit by receiving quality, stable early childhood education, and by increased economic opportunities due to higher family wages.

THE DOLLARS AND THE ASK

- The goal is \$25,000,000, raised over a five-year period.
- The Dane G. Hansen Foundation has committed \$5,000,000 over five years.
- The Dane G. Hansen Foundation is committed to approaching other potential funders to match or contribute. (The Patterson Family Foundation is currently considering matching the Hansen gift.)

A match by the state of Kansas would be leveraged –
at the minimum 100%, and potentially 400%.

THE POTENTIAL

Once established and successful, the Northwest Kansas Regional Endowment can be used as a model which could be replicated in other regions of Kansas using a similar public-private approach.

One-time designations of state dollars would provide ongoing support for childcare – a critical service that will always need financial support and will always be needed for growth of Kansas communities.

QUESTIONS/DISCUSSION

Betsy Wearing
Coordinator of Programs, Communications and New Initiatives
Dane G. Hansen Foundation
betsy@danehansenfoundation.org



Agency Updates



EX OFFICIOS

- **Amy Meek**

- Kansas Children's Cabinet and Trust Fund

- **Amanda Petersen**

- Kansas State Department of Education

- **Jessie Piper**

- Kansas Department of Health and Environment

- **Justice Keynen Wall**

- Kansas Supreme Court Justice

Children's Cabinet





Director's Update

MELISSA ROOKER



UPCOMING MEETINGS

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

October 6 – In-Person meeting and afternoon Board retreat

2023 Meeting Schedule

- October 6
- December 1

Children's Cabinet

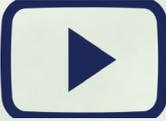




[All In For Kansas Kids Newsletter](#)



[@KCCTF](#)



[kansaschildrenscabinet](#)

Stay Up to Date

