

# All In For Kansas Kids



## Early Childhood Recommendations Panel

**MEETING** MARCH 24, 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

- Welcome
- Approval of March agenda
- Approval of January meeting minutes
- Kansans' Open Forum
- Child Care Capacity Accelerator Grant
- CCL Regulatory Review Update
- Early Childhood Governance Summit Recap



# TODAY'S AGENDA PART II

- Tactic Work Group Orientation
- Early Childhood Education Shared Resources
- Infant Mental Health Endorsement
- Panel Updates
- 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 March agenda
- Approval of January minutes



# KANSANS' OPEN FORUM

*Kansans are encouraged to submit comments through the [Kansans' Open Forum Comment](#) Form by 5:00 p.m. on 3/16 to share written comments or to sign up to share verbal comments with the Panel during this portion of the meeting.*



# CHILD CARE CAPACITY ACCELERATOR OVERVIEW

**Purpose:** Support community-based applicants to build or make capital improvements that create additional licensed child care seats that align with health and safety requirements and address systemic challenges to sustaining those child care seats.

## **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

# ONLINE RESOURCES

- Webinar Registration Links
- Recordings for all webinars
- FAQ Documents
- RFP Guidelines
- Link to Online Application – Kansas CommonApp
- Community Planning and Data Resources
- Application Timeline
- Technical Assistance Portal (all TA requests)

**All information available:**  
[www.allinforkansaskids.org/communities](http://www.allinforkansaskids.org/communities)

# TIMELINE

- **Q&A Webinars:**
  - Tuesday, March 21<sup>st</sup> from 3-4pm
  - Friday, March 31<sup>st</sup> from 1-2pm
  - Thursday, April 6<sup>th</sup> from 1-2pm
- **Application Timeline:**
  - March 10 (RFP Guidelines Posted and Online Application LIVE)
  - **May 15 at 5pm – Applications due**
  - June 2023 (date TBD) – Awards announced

All information available:  
[www.allinforkansaskids.org/communities](http://www.allinforkansaskids.org/communities)

# CHILD CARE ACCELERATOR – FROM RFP

## Key Elements for Applications:

- Identified single fiscal agent
- Documented community support and local collaboration with decision-making processes
- Identified Community Champion throughout funding agreement
- 25% Project Match – no more than 10% of total project can count as in-kind match
- Reasonable Costs and Procurement Policies
- Facility documentation as outlined in RFP

All information available:  
[www.allinforkansaskids.org/communities](http://www.allinforkansaskids.org/communities)

# CHILD CARE ACCELERATOR – FROM RFP

## Who Should be Your Lead Applicant?

- Lead applicants may include: City & County Governments, Economic Development Organizations, Community-Based Organizations, Private Entities, Educational Institutions
- Have expertise and experience related to overseeing capital grant and community development projects, including reporting obligations
- Ability to ensure appropriate partnerships to meet full project needs (capital, fiscal, connect with other child care facilities, early learning programming, etc.)
- Can effectively track and utilize data to drive decisions and investments, as well as respond to reporting requirements
- Receive support from community partnerships

**All information available:**

**[www.allinforkansaskids.org/communities](http://www.allinforkansaskids.org/communities)**

# ONLINE APPLICATION COMPONENTS

- **Project Information** - Facility information, capacity goals, hours/days, staffing, assistance programs
- **Project Summary** - Detailed Goals and Objectives (min. of 3) – Measurable and Accountable
- **Project Need** - Community needs (data showing need for child care, connection to existing community plans, and/or community input) and need for capital improvements
- **Project Readiness** – Applicant expertise and experience, and Community Champion and Collaboration
- **Project Impact** - Slots added by age and Impact to Families, Workforce, Employers
- **Project Sustainability** - Long-term viability of project within community context (for workforce, communities, and families)

**All information available:**

**[www.allinforkansaskids.org/communities](http://www.allinforkansaskids.org/communities)**

# CCL REGULATORY REVIEW UPDATE

- Overview of Statutes and Regulations Review
- Guiding Framework and Scope of review process
- Those involved in the review
- Estimated Timeline for completion



# EARLY CHILDHOOD GOVERNANCE SUMMIT

- Friday, February 17
- The summit featured updates from 13 different groups who support and inform programs and services across the Kansas early childhood mixed delivery system.

# Successes



# EARLY CHILDHOOD GOVERNANCE SUMMIT

- Graphic recordings from the Summit by Sara O'Keefe
- Summary of the event can be found on the [Children's Cabinet website](https://www.kansas.gov/childrens-cabinet)

## Goals



# TACTIC WORK GROUP STRUCTURE

- **Goal** - Develop recommendations to implement tactics from the AIFKK Strategic Plan
- **Tactic Work Group Structure:**
  - Use [Panel SharePoint Hub](#) for resource sharing, document drafting, group notes
  - Outcomes/Next Steps may include formal recommendations to Children's Cabinet, delegation to another governance group, or action plans describing/requesting work to be done.
  - Work Groups will report out to full Panel at the beginning of each meeting.
- **Timeline** -Your tactic work group will convene following each monthly Panel meeting, but additional time may be scheduled by the group as needed. The **Early Childhood Recommendations Panel** is excited to receive your outcomes/next steps no later than **the June 16 Panel meeting**.

Overview



# TACTIC WORK GROUPS

- **Strategy 4.2:** Promote family-friendly workplaces throughout the public and private sectors.
- **Tactic 6.1.1:** Develop recommendations to increase compensation and benefits for early childhood care and education professionals.
- **Tactic 6.1.5:** Document and address recruitment and retention challenges (includes all early childhood care and education professionals).
- **Tactic 7.1.2:** Study local zoning and homeowner associations across the state to identify laws that adversely affect the ability to operate a child care business in residential and commercial spaces.

Overview



# TACTIC WORK GROUP RESOURCES

- Resource Summary to get started:
  - Organization and Agency Websites
  - Articles, Briefs, and Multimedia
  - Examples from Other States
- Panel SharePoint Hub:
  - [Access/share](#) resources and documents

Resources



# ECE Resources Kansas



# Purpose

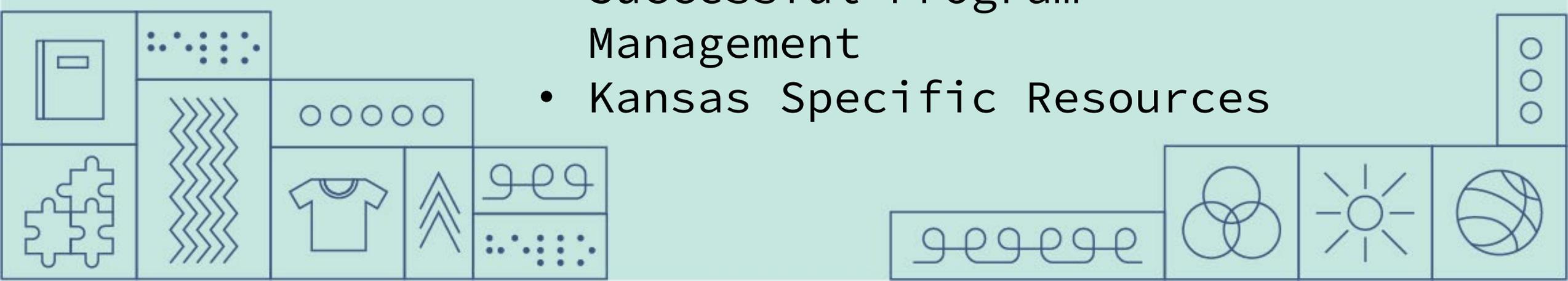


The purpose of ECE Resources Kansas is to have a plethora of resources for the ECE world in one place.



# What Kind of Resources Are Available?

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- Engaging Families
  - In the Classroom
  - Saving Money
  - Successful Program Management
  - Kansas Specific Resources
- 



# Engaging Families

The section regarding engaging families has resources available to help build positive and communicable relationships among families, providers, and staff.





# Examples

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## CARING & EMPATHY

### Raising Caring, Ethical, Respectful Children

The Harvard Graduate School of Education created a tip-sheet which provides a set of guidelines for raising caring, respectful, and ethical children, along with strategies for putting them into action.

Research in human development clearly shows that the seeds of empathy, caring, and compassion are present from early in life, but that to become caring, ethical people, children need adults to help them at every stage of childhood to nurture these seeds into full development. These resources would be appropriate if a parent asked "How can I teach my child to show compassion and demonstrate concern for others?"

Tip Sheets:

- [Raising Caring, Ethical, Respectful Children](#) ↗
- [Cultivating Empathy](#) ↗

# Examples

## CULTURAL RESPONSIVENESS

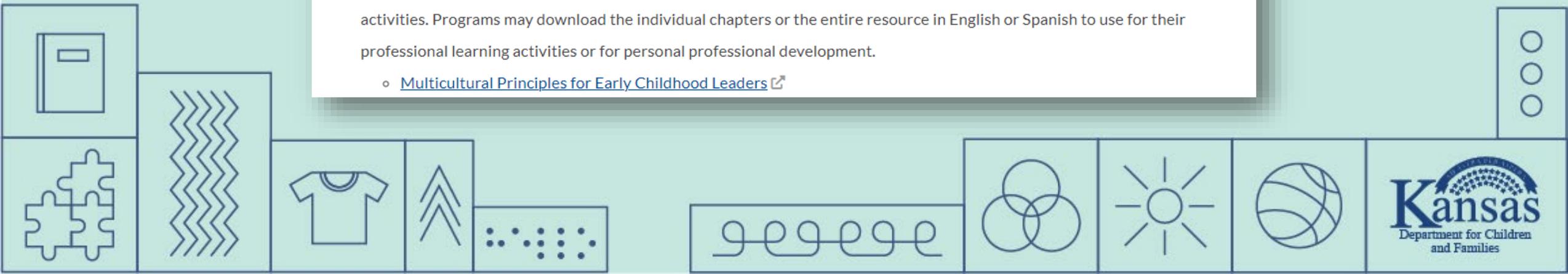
### Supporting Cultural Diversity

Early childhood programs are effective when their systems and services support the cultural diversity of enrolled families. Furthermore, individual staff members must be able to demonstrate their respect for and respond to the different cultures in their community and among their co-workers. The following resources from Head Start provide recent research and perspectives on key multicultural principles and offers guidance to staff on how to implement these principles in their programs.

### MULTICULTURAL PRINCIPLES FOR EARLY CHILDHOOD LEADERS

- This Head Start resource for programs serving children ages birth to five is divided into 10 chapters and each chapter presents one multicultural principle, the research and guidance to support that principle, and questions and or discussion activities. Programs may download the individual chapters or the entire resource in English or Spanish to use for their professional learning activities or for personal professional development.

- [Multicultural Principles for Early Childhood Leaders](#) 



# In the Classroom

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In the “In the Classroom” section, our aim is to provide providers and teachers with a wealth of practical resources that can be incorporated into the classroom. The goal is to offer easily accessible and printable materials that simplify their work and enhance their experience in child care.





# In the Classroom Resource Examples

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- Assessment
  - Curriculum
  - Literacy
  - Physical Activity
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# Examples

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## CHILD ASSESSMENT TECHNOLOGY TOOLS

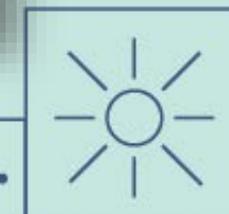
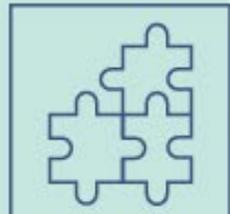
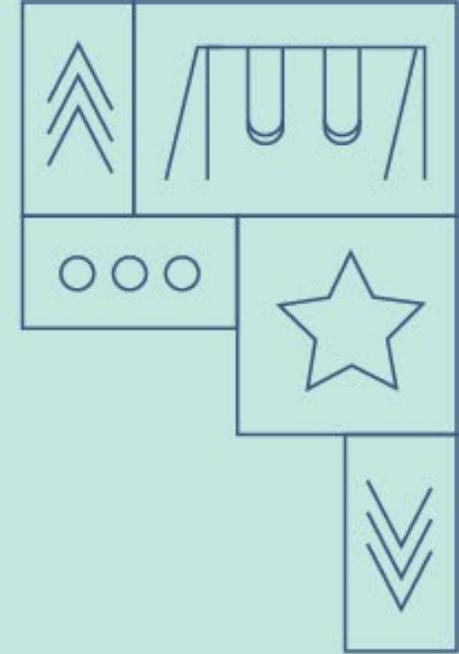
### A NEW WAY OF MANAGING ASSESSMENT

Child care assessment is a necessary, time-consuming and vitally important task in determining a child's abilities and skills. Software based assessment tools provide extensive guidance and help with the implementation of the assessment process which can require significant teacher time to assess each individual child's abilities and to complete manual write up for each child.

While there are many software-based assessment tools, there are few technology tools that will help reduce the amount of time that teachers spend on child assessment. The use of technology may be explored as a way to avoid subjective assessment and consider more objective tools that can strengthen this important aspect of tracking children's developmental progress while reducing the amount of time teachers spend on manual assessment reports.

This three-minute video features real-world application of Cognitive Toybox, a technology-based child assessment tool and shares the impact it has had on a child care program in a New York child care school.

- [Cognitive Toybox Child Assessment Impact Video](#)  . Duration: 3 minutes



# Examples

## BOOK LISTS

### Curated Lists

This section includes multiple book lists that will help you to enhance your classroom library center. Find lists by age groups, seasonal topics, multicultural and tender topics.

Lists are provided by:

- **Book Vine For Children:** Book Vine is well known in NAEYC circles for their passion, expertise and book knowledge. They are devoted to reviewing and promoting excellence in children's literature and good classroom practices in early reading.
- **Read Right from the Start:** Located on the Cox Campus by the Rollins Center for Language & Literacy, Read Right from the Start provides a list of storybooks, organized by thematic unit, appropriate to read with infants and toddlers.

### Children's Books for Social Development

The Center on the Social and Emotional Foundations for Early Learning at Vanderbilt University has created a list of children's books that support the social and emotional development of children.

[VIEW LIST](#)

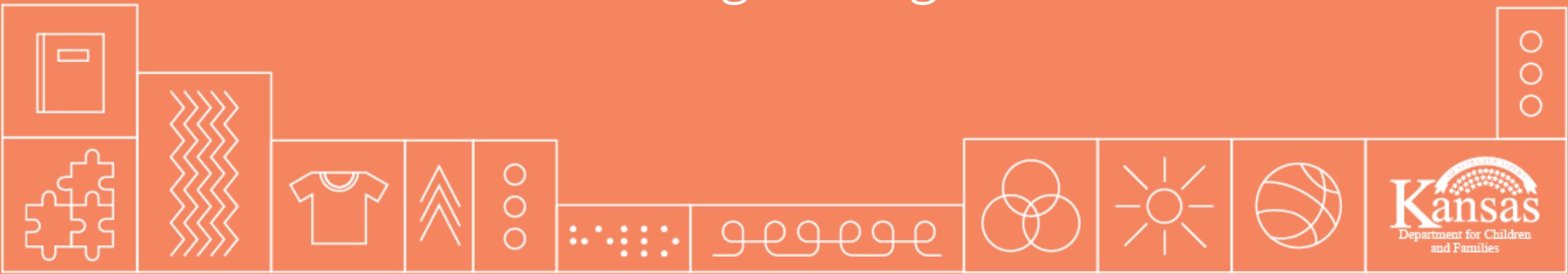
## Saving Money

The idea for the Saving Money section is to do exactly that, save the provider and teachers money!

This is done by showing local and national opportunities to cut costs in child care.

# Saving Money Resource Examples

- Local Vendors
- Where To Get Started
- Calculating Savings
- Savings Programs



## Examples

# CALCULATE YOUR SAVINGS

## Exclusive Cost Savings Programs

Use the Calculate Your Savings form below to see how much you can save on products or services that you need most.

Simply enter your average monthly expenses and submit the form to see your savings!

- Calculate your Savings ([English](#)) ([Spanish](#))



## Examples

# ALL SAVINGS PROGRAMS

## Exclusive Discounts

Take advantage of exclusive discounts on products and services specific to early childhood. Vendor programs include everything from classroom supplies and indoor and outdoor equipment to facility services, uniforms, food ordering and delivery, and payroll and HR management.

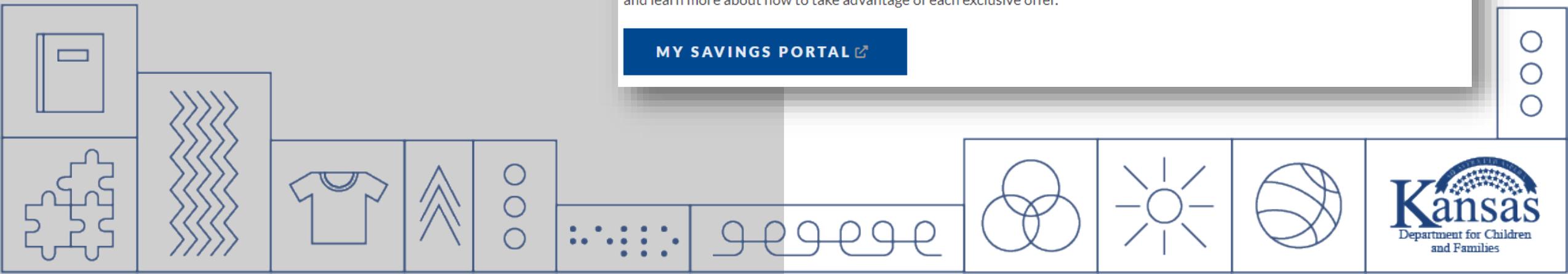
Simply click on the "My Savings Portal" button below, and you will be taken to your custom savings4members vendor listing. Here you'll find important program details and learn more about how to take advantage of each exclusive offer.

[MY SAVINGS PORTAL](#)

### More Savings

Take advantage of additional discounts available to you and your staff!

**TEACHER  
DISCOUNTS**



# Successful Program Management

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The Successful Program Management portion of the ECE Resources Kansas website helps providers to make their child care business as successful as possible.

Trainings, tax information, insurance, quality, are just a few of the resources available at the providers' and teachers' fingertips.

# Successful Program Management

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## Examples

- Forms
- Policies
- Templates
- Reducing Risk
- Business and Strategic Plans
- Compliance and Policy

# Successful Program Management

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## Examples

### CLASSROOM

- Daily Report: Infant ([English](#)) ([Spanish](#))
- Daily Report: Infant - Full Page ([English](#)) ([Spanish](#))
- Daily Report: Pre-K ([English](#)) ([Spanish](#))
- Daily Report: School Age ([English](#)) ([Spanish](#))
- Daily Report: Toddler ([English](#)) ([Spanish](#))
- Event Headcount Form ([English](#)) ([Spanish](#))
- Event Permission Slip ([English](#)) ([Spanish](#))
- Field Trip Planning Proposal & Checklist Form ([English](#)) ([Spanish](#))
- IEP Request Form ([English](#)) ([Spanish](#))
- Outside Resources Documentation Form ([English](#)) ([Spanish](#))
- [Staff Observation Tool](#)
- Transfer Records Form ([English](#)) ([Spanish](#))
- Transportation Permission Form ([English](#)) ([Spanish](#))

## HEALTH

- [Asthma Action Plan](#) 
- [Care Plan for Children with Special Health Needs](#) 
- [Cleaning Checklist -](#)
- [Cleaning Checklist - Classrooms during hours of operation](#) [\(English\)](#) [\(Spanish\)](#)
- [Cleaning Checklist - Classrooms after children have gone home](#) [\(English\)](#) [\(Spanish\)](#)
- [Cleaning Checklist - Entryways, Hallways, Common Areas after children have gone home.](#) [\(English\)](#) [\(Spanish\)](#)
- [Cleaning Checklist - Kitchen after children have gone home](#) [\(English\)](#) [\(Spanish\)](#)
- [Cleaning Checklist - Offices and break rooms after children have gone home](#) [\(English\)](#) [\(Spanish\)](#)
- [Cleaning Checklist - Playgrounds - during hours of operation](#) [\(English\)](#) [\(Spanish\)](#)
- [Consent and Information Exchange on Children with Health Concerns Forms](#) 
- [Environment Audit Checklist](#)
- [EPA: Lead Poisoning Home Checklist](#) 
- [Exposure to Communicable Disease Notification Form](#) [\(English\)](#) [\(Spanish\)](#)
- [FARE Emergency Care Plan](#) [\(English\)](#)  [\(Spanish\)](#) 
- [Health & Safety Checklist for ECE Programs](#) 
- [Health Risk Disclosure Form](#)
- [Injury & Illness Tracking Form](#) [\(English\)](#) [\(Spanish\)](#)

# Successful Program Management

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Examples

# Additional Information

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Telehealth services provided for both physical and mental health at a low monthly rate!

HR hotline just added for the low cost of \$300/year!

# What's Next?

Kansas Specific Resources! This section is in the process of being built. The idea for the Kansas Specific Resources section will be to help providers and teachers with finding local resources that can help their classroom and business, as well as support our local community partners.

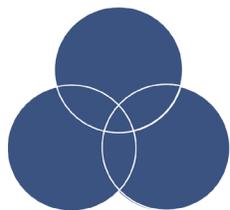
We are always striving to find new ways to improve the forementioned concepts. Please reach out with any ideas you may have.



# Questions?

## ECE Resources

K A N S A S



For questions or feedback,  
please email me at  
[Caroline.Ireland@ks.gov](mailto:Caroline.Ireland@ks.gov)

To visit the website:  
[eceresourcesks.org](http://eceresourcesks.org)



## In Partnership With:

Child Care Aware of Kansas

Kansas Child Care Training Opportunities

Kansas Department of Health and Environment

KU-Center for Public Partnerships and Research

# Nurturing Healthy Early Relationships



**All In For**  **Kansas Kids**

# Who We Are

KAIMH's mission is to advance the field of infant and early childhood mental health.

Accomplished through...



Promoting and advocating for public policies that advance the importance of social and emotional development of infants and young children.



Professional recognition and connection through the KAIMH Infant Mental Health Endorsement®



Providing educational opportunities on infant and early childhood mental health.



# What is IMH Endorsement<sup>®</sup> ?

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- The Endorsement for Culturally Sensitive, Relationship-focused Practice Promoting Infant and Early Childhood Mental Health (IMH-E<sup>®</sup>) documents **competency** in the infant, young child-family field.
- It **recognizes** professionals who understand these concepts and apply them to their work with families.





# Infant Mental Health Endorsement: Why Kansas?

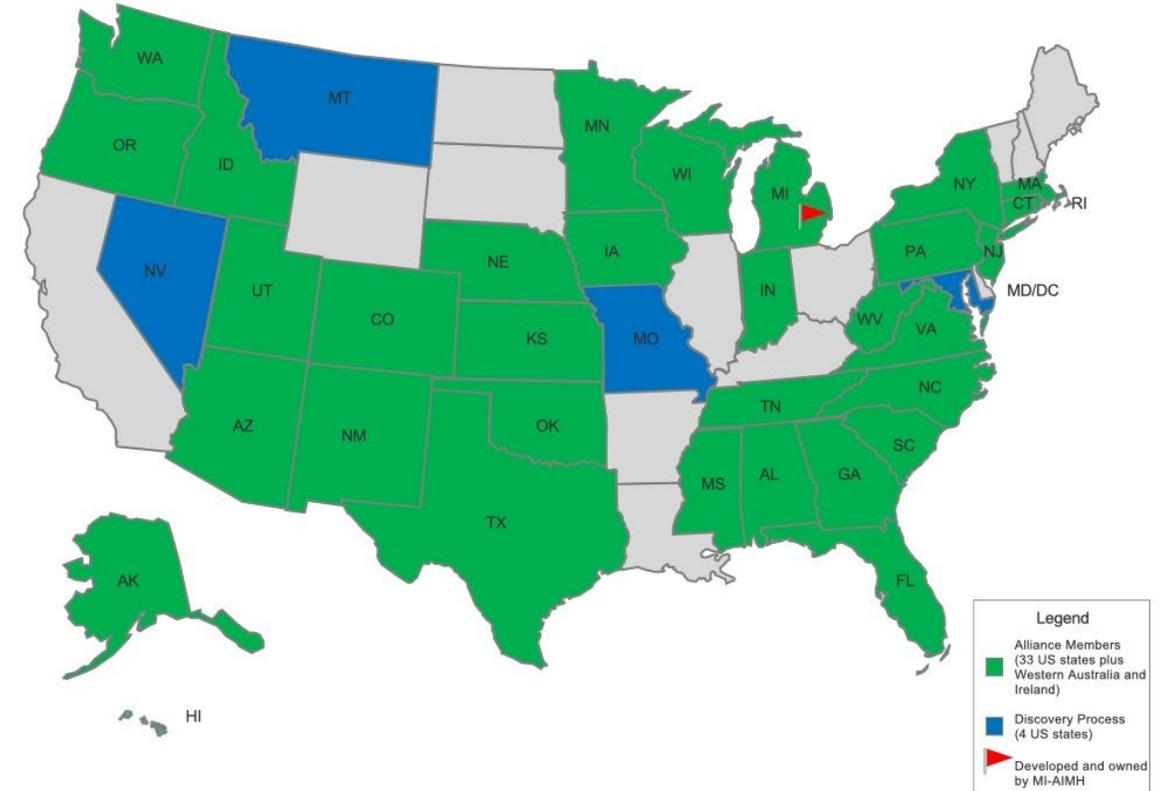
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- Professionals focusing more specifically on issues of infancy and early childhood mental health.
- Cross-disciplinary relevance of infant and early childhood mental health.
- Provides credibility for professionals engaged in the critical work of supporting young children's social-emotional health & well-being.
- Formally recognizes infant and early childhood mental health expertise across the state.

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# Alliance for the Advancement of Infant Mental Health

Currently there were a total of **5296** Infant *Mental Health* Endorsed® professionals!  
**131** of these professionals are in Kansas.



Alliance for the Advancement of  
Infant Mental Health



Alliance for the Advancement of  
Infant Mental Health

## Infant Mental Health Endorsement (IMH-E ®)

- Recognizes *achievement* of knowledge and training
- Recognizes *specific work* with infants and toddlers (ages 0-3) and their caregivers
- Identifies *best practice* competencies at multiple levels and across disciplines
- Offers a *pathway* for professional development in the infant, early childhood and family field

# Why is the *IMH* *Endorsement*<sup>®</sup> Important to Me & My Professional Development?

"It holds us to a higher standard; being Endorsed means you may be able to educate families better on infant mental health."

Having a grounding and being knowledgeable in Infant Mental Health changed the way I work – 180 degrees. Going through the process...refreshed my thinking and re-inspired my work."

"...with and Endorsement, it guarantees you have a certain amount of experience, training and education, and reflective supervision. You're held to these competencies..."

"I have noticed the shift that the Endorsement has had in the workforce. People are taking it seriously and using it to plan their professional development and seek out additional skills. It is such an important support for us. Thank you!"



# Endorsement<sup>®</sup> IMH-E<sup>®</sup>

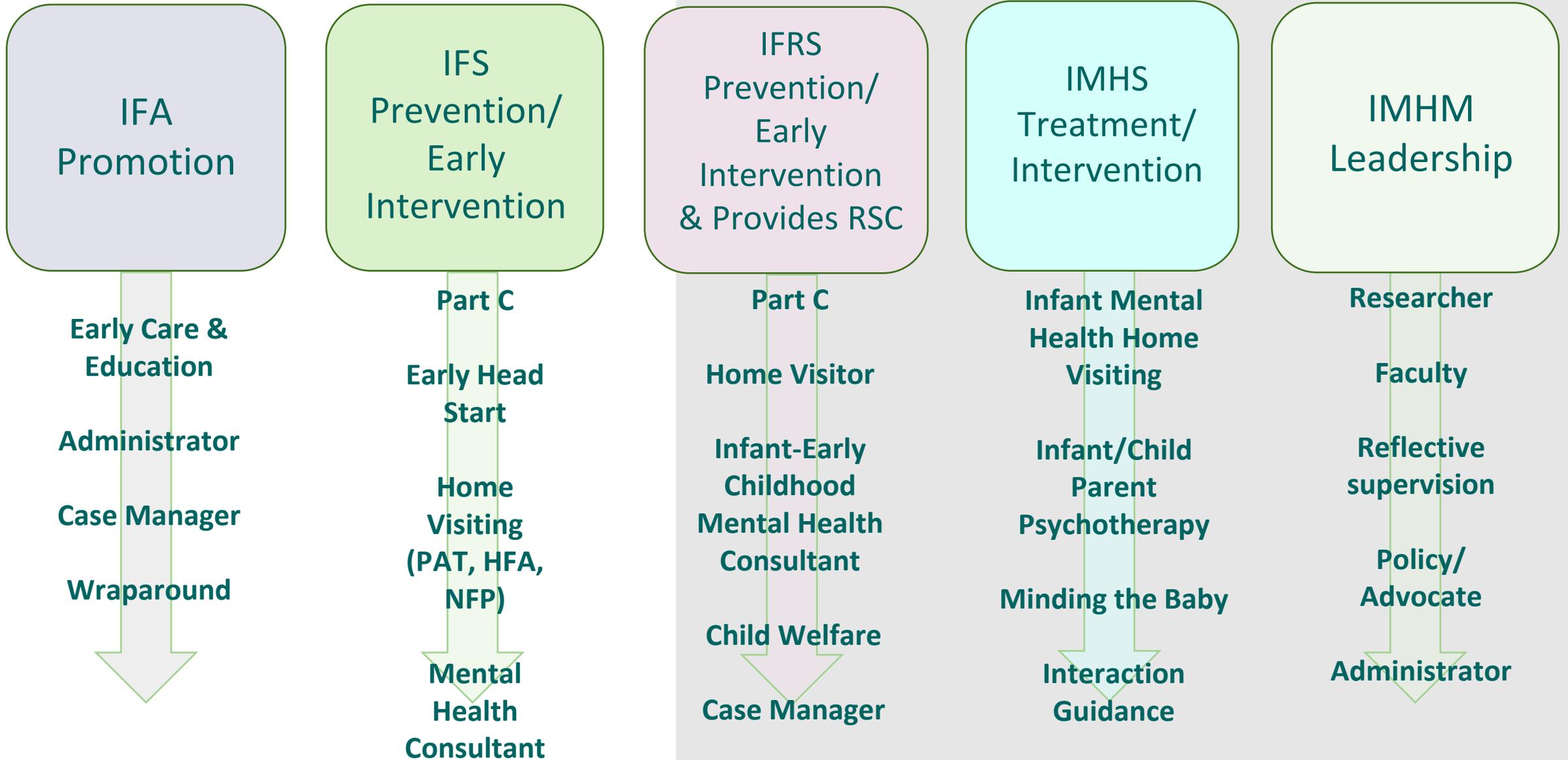
## Infant Mental Health Endorsement

- Infant Family Associate (IFA)
- Infant Family Specialist (IFS)
- Infant Family Reflective Supervisor (IFRS)
- Infant Mental Health Specialist (IMHS)
- Infant Mental Health Mentor (IMHM)

\*Clinical, Policy, Research/Faculty

Also available: Spanish-language versions of *Competency Guidelines*<sup>®</sup>, IMH Endorsement<sup>®</sup>, and EASy application

# Endorsement® 5 Career Pathways



# 8 Endorsement® Competencies

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- Theoretical Foundations
- Law, Regulation & Agency Policy
- Systems Expertise
- Direct Service Skills
- Working with Others
- Communicating
- Thinking
- Reflection





# Reflective Supervision/Consultation

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- Specific type of supervision that is the standard of practice in the early childhood field.
- Distinction due to the shared exploration of the parallel process.
  - **All of the relationships are important**
  - How do each of these relationships affect the others?
  - Attend to the **emotional content of the work and how reactions to the content affect the work.**

# Reflective Supervision/ Consultation

- Release
- Reframe
- Refocus
- Respond



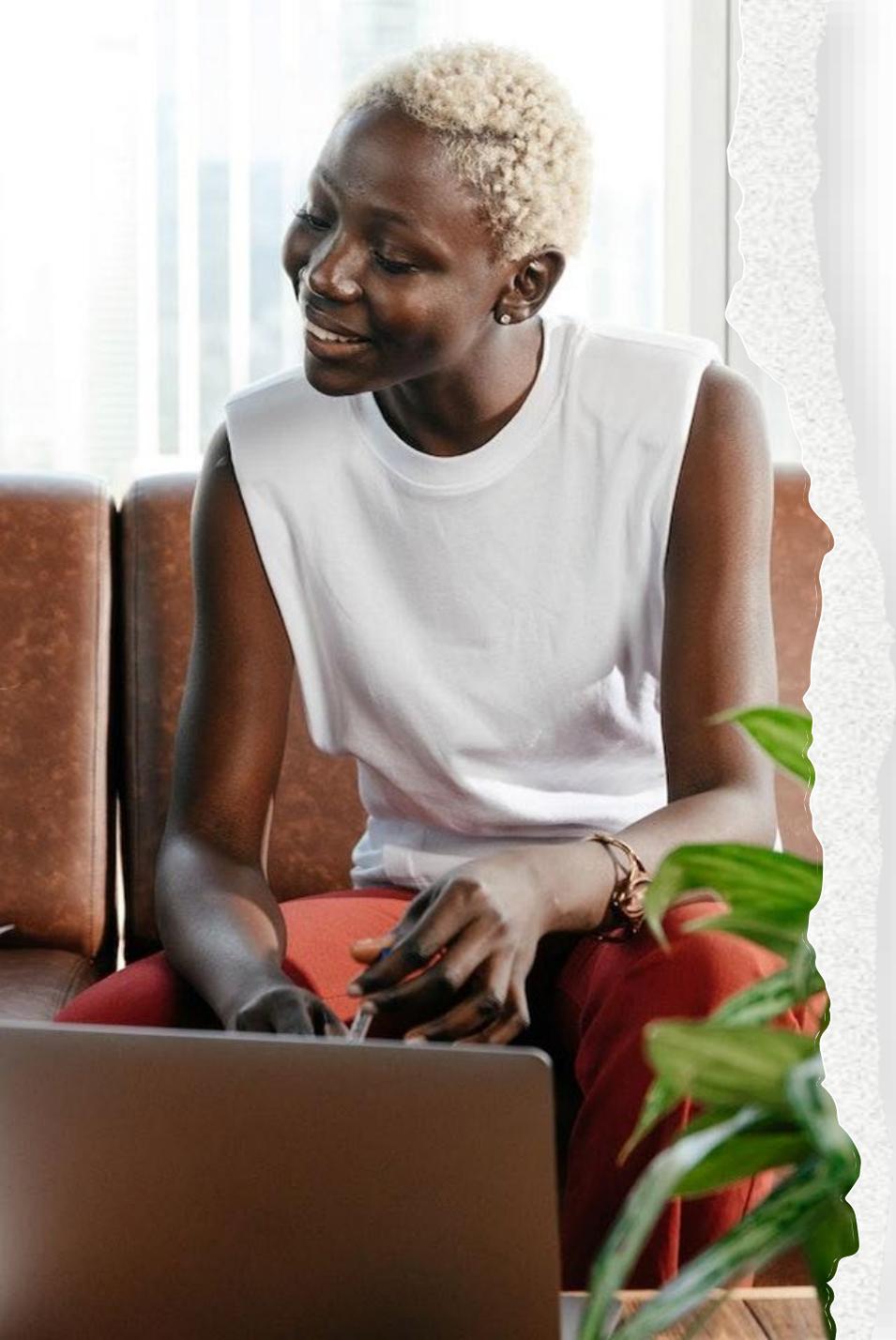
# Reflective Supervision/Consultation



Requirements to provide RS/C include:

- KAIMH Endorsement® at:
  - Infant Family Specialist
  - Infant Family Reflective Supervisor
  - Infant Mental Health Specialist
  - Infant Mental Health Mentor - Clinical
- AND training specific to the provision of Reflective Supervision





# Components of Reflective Supervision/Consultation

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- 1) Regularity
- 2) Collaboration
- 3) Reflection

RSC is the ability to use emotional responses as data.

# Growing Capacity IECMH

1. Expand training
2. Fund infrastructure
3. Purchase preschool-age Endorsement.
4. Embed Endorsement in the Early Childhood System



# All In For Kansas Kids

## 3 Years of Progress & Activities:

- ★ 48 Newly Endorsed Professionals
  - 73 more in process
- ★ 18-Month RSC Learning Collaborative
  - 12 new RSC Groups
- ★ Professional Development:
  - Annual Conference & Fall Learning Series
- ★ Updated Website, Media & Marketing
- ★ Strengthened Statewide Partnerships



ANNUAL  
**CONFERENCE**

April 27-28, 2023



**Registration  
Now Open!**



Keynote  
Allie Ticktin, MA,  
OTD, OTR/L

Occupational  
Therapist &  
Founder of  
Play2Progress

“Understanding the Sensory System and Its Importance in Early Childhood Development and Social-Emotional Regulation.”

Keynote  
George Thompson, MD

“Who Decides If I’m Safe: Polyvagal Theory in Infant Mental Health”



# For More Information:

[www.kaimh.org](http://www.kaimh.org)    [info@kaimh.org](mailto:info@kaimh.org)

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# PANEL UPDATES

## Discussion: April-June Agenda Items

- [Agenda/Resource form](#) available on Panel SharePoint Hub

## 2023-2024 [Panel Applications](#)

- Available in April, due May 5
- One year term
- Panel members encouraged to re-apply and share with others



# UPCOMING MEETINGS AND BRIGHT SPOTS

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

Upcoming Meetings (all via Zoom):

- Children's Cabinet and Trust Fund meeting – Friday, April 14, 9:00 a.m. - 12:00 p.m.
- Early Childhood Recommendations Panel, Friday, April 21, 9:00-11:30 a.m.





**Adjourn**

