

All In For Kansas Kids



Early Childhood Recommendations Panel



MEETING SEPTEMBER 20, 2024



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 September Agenda
- Approval of August Meeting Minutes
- Kansans' Open Forum
- *NEW: Family Strong Story Collection*
- Child Care System Improvement Team Update
- 2024 Strategic Plan Deep Dive
- Work Group Overview
- Work Group Orientation
- Bright Spots & Upcoming Meetings
- Adjourn (*work groups will meet following meeting*)

ACTION ITEMS

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

- Approval of September agenda
- Approval of August minutes



KANSANS' OPEN FORUM

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



STORY COLLECTION

What is it like for you and your family to live in your community? [Share Your Story!](#)

The University of Kansas Center for Public Partnerships and Research recently launched a statewide initiative to learn about family and community well-being directly from families across the state. When you [share a story with us](#), you are helping the entire state work towards a better Kansas for children and families. The survey takes approximately 20 minutes to complete. Our aim is to reach as many families as possible in order to fully understand the many experiences that impact and shape family and community well-being. **We invite you to share stories about your own experiences and share this survey with others!**

For more information, check out [How We Use Your Story](#).

Family Strong



All In For Kansas Kids



Child Care System Improvement Team Update

DERIK FLERLAGE, KDHE



REGIONAL ROUNDTABLE DISCUSSION

Concept: Host a roundtable discussion in each region of the state over the course of the next year

- Events will be open to the public
- Discussion will be focused on how local providers, families and communities experience Child Care Licensing
 - What is working?
 - Where are there pain points?
 - How can Child Care Licensing and its partners provide more support?

KDHE



REGIONAL ROUNDTABLE DISCUSSION

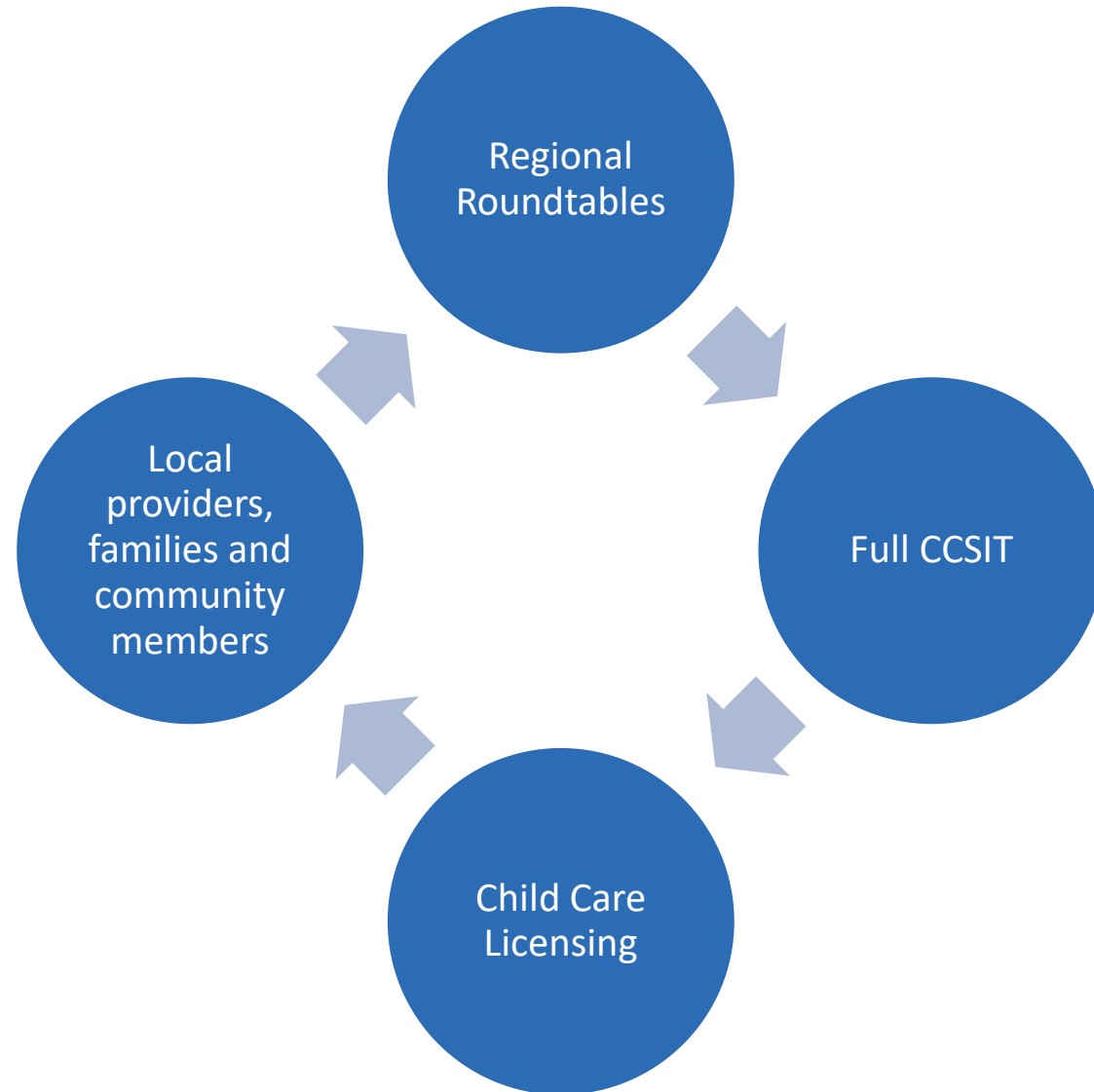
Role of this group:

- Help promote the events in your network
- Attend when they are in your region if possible

KDHE



REGIONAL ROUNDTABLE DISCUSSION



2024-2025 TENTATIVE SCHEDULE

- November 12, 2024 – First roundtable in Abilene (6:00-7:30 pm) (NC)
- January 2025 – Regional roundtable (date and location TBD in SC)
- March 2025– Regional roundtable (date and location TBD in SE)
- May 2025 - Regional roundtable (date and location TBD in SW)
- July 2025 – Regional roundtable (date and location TBD in NW)
- October 2025 – Regional roundtable (date and location TBD in NE)

KDHE



REGIONAL ROUNDTABLE DISCUSSION

Group discussion

- How can Panel members help promote and encourage engagement?
- How would you like to see information and updates shared back with attendees and governance groups?

KDHE



All In For Kansas Kids



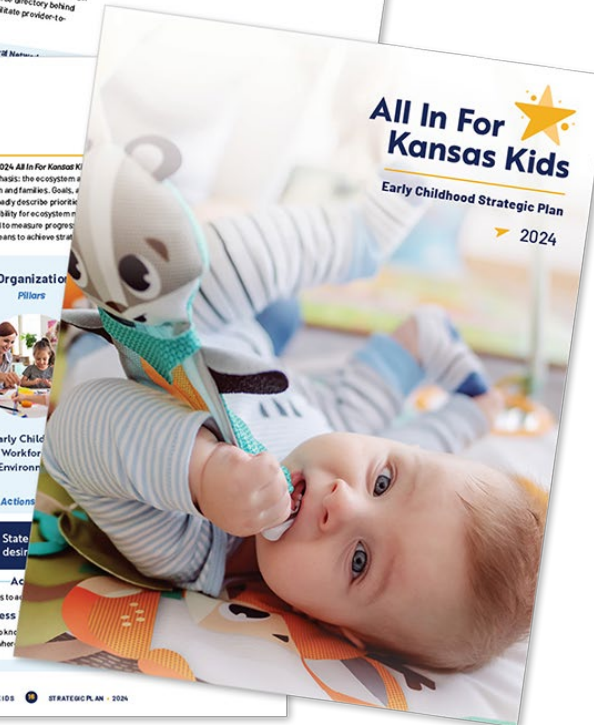
2024 Strategic Plan Deep
Dive

SARA GARDNER, KU-CPPR



ALL IN FOR KANSAS KIDS STRATEGIC PLAN

- 5-year time horizon
- Responsive to 2024 Needs Assessment (available online - want a hard copy?)
- Input from governance groups and professionals in the field
- Online Home – AIFKK Website
 - Full Document
 - One-page summary
 - Ongoing plan monitoring
- Hard Copies coming soon to all Panel members!



STRATEGIC PLAN DEEP DIVE

Highlights to Look For ...

- Importance of Early Childhood (before TOC and p. 7): Do your communities know this?
- Ecosystem (p. 14-15): Who? Where? Are you connected? What questions do you have?
- Needs Assessment Highlights (p. 10-11): High level key findings. Do these resonate? Much more to pull from in the full NA.
- Key Data Points (p. 7, 19, 27, 33): Can you use these in your materials to raise awareness?
- Call-outs (multiple - example p. 29): Help deepen understanding of a concept.
- Definitions and Sources (p. 49-52): Navigate the acronyms, sources, and program names.
- Pathways and Funding (p. 41-44): Build understanding of the 'system' of Early Childhood

Strategic Plan



STRATEGIC PLAN – IMPORTANCE OF EC

THE FIRST 5 YEARS

1 MILLION

New neural connections happen every second during the first few years of life!

Early relationships, experiences, and environment all heavily influence this critical period of brain development. With more than 90% of a child's brain architecture developed by age five¹, there is no time to lose. Our efforts to prepare young Kansans for success hinge on the availability, accessibility, and quality of early childhood care and education. This early period of growth significantly impacts cognitive and social development, influencing future academic and lifelong success.

When we invest in our youngest children, they are...

20%
more likely
to be well-prepared
for kindergarten²

20%
more likely
to graduate from high school⁴

48%
less likely
to need special
education services³

70%
less likely
to be arrested for a violent crime⁵

Before TOC and p. 7

STRATEGIC PLAN - ECOSYSTEM

Child Care

- Family Child Care
- Child Care Centers
- Head Start
- Child Care Assistance
- Out-of-School Programming



Pre-K to 12 Education

- Preschool Education
- Early Childhood Special Education (Part B)
- Kindergarten Transitions
- Literacy and Reading Supports
- School Health



Health Care

- Family/Primary Care Doctors
- Pediatricians, OBGYNs, and Midwives
- Immunizations and Newborn Screening
- Food and Nutrition Resources
- Federally Qualified Health Centers



Family Supports

- Economic Assistance (TANF, etc.)
- Housing Supports
- Child and Family Well-Being
- Dept. of Corrections Programs for Parents
- Employment Services



Blueprint for Early Childhood Foundational Building Blocks



Crisis Services

- Care Coordination
- Child Abuse and Neglect Prevention
- Family Preservation Services
- Substance Use Disorder Supports



Prenatal and Maternal Support

- SIDS Network
- Kansas Perinatal Community Collaboratives
- Doula Services
- WIC Programs
- SUD Support for Pregnant Women



Home Visiting

- Parent Education
- Universal Home Visiting (MCH)
- Parents as Teachers
- Healthy Families Initiatives
- Early Head Start
- MIECHV and Family First
- 1-800-CHILDREN



Early Intervention/ Developmental Disability

- ASQ Screening
- Kansas Early Childhood Developmental Services (Part C)
- Infant/Toddler Specialist Network
- Kansas Inservice Training
- Special Health Care Supports



Mental/Behavioral Health

- Maternal Depression Screening
- Child Mental Health Specialists
- Mental Health Providers/Practices
- Local Health Departments
- Behavioral Health Specialists



STRATEGIC PLAN – NEEDS ASSESSMENT FINDINGS

Early Childhood Workforce and Environments

WORKFORCE RECRUITMENT, DEVELOPMENT, AND RETENTION

✓ *Integrated initiatives are being launched to recruit, retain, and elevate highly qualified early childhood professionals.*

! *Many early childhood professionals do not earn livable wages and question how long they can remain in the field.*



PROVIDER SUSTAINABILITY

✓ *Statewide strategies helped child care administrators keep their doors open despite workforce shortages, especially during the COVID-19 pandemic.*

! *Sustainability of child care businesses without long-term investment is questionable.*



Experiences of Children and Families

BASIC NEEDS ARE FUNDAMENTAL

✓ *Kansas implements services and supports to address individual child and family needs, such as improving family functioning, promoting mental health, and finding employment.*

! *Many families cannot thrive because of barriers such as inadequate health care, inflexible employment opportunities, and low wages.*



SUSTAINABLE FUTURES

✓ *Our youngest Kansans must have their basic needs met before they can lead future generations and thrive.*

! *Fragmented early childhood services and supports cannot ensure a desirable and sustainable future for children and families.*



Full NA – Cabinet Website under Resources

STRATEGIC PLAN – CALL OUTS

➤ When we invest in high-quality early childhood programs and services, we can expect a...



13% Return on investment
through better education, health, and social outcomes.



Participants in high-quality early childhood programs demonstrate higher educational and employment outcomes, reduced school suspensions, and greater physical and relationship health compared to peers.¹⁶

➤ The benefits of high-quality early childhood programs have also been shown to carry on to the next generation.



Early childhood education strengthens families and can break the cycle of poverty.¹⁷

➤ When children experience high-quality early childhood opportunities, they are...



23% less likely to be removed
from the home into foster care.⁴⁴



More likely to develop the cognitive and social-emotional skills that benefit them in school and life.⁴⁵

Pages 7, 19, 27, 33. Citations for each data point – Endnotes (p. 49+)

STRATEGIC PLAN – KEY DATA POINTS

- 2.3 Coordinate with the Kansas Department of Commerce to ensure economic development projects are supported in planning for the early childhood needs of working families.
- 2.4 Research and evaluate unique approaches for growing the workforce in rural regions experiencing shortages in services for expecting families and those with young children.
- 2.5 Routinely conduct exit interviews for professionals leaving the early childhood workforce to identify common challenges to remaining in their field and/or position.
- 2.6 Explore ways to reduce the impact of burnout, stress, and/or mental health challenges on the retention and turnover of early childhood professionals.

Small Center Pilot

The Kansas Department of Health and Environment (KDHE) child care licensing team established the Small Center concept in response to the unique child care challenges of rural communities, which often have fewer resources to meet the child care needs of multiple age groups in their communities. Four providers are in the pilot phase (launched early 2024), which is being evaluated from both the provider and family perspective. Providers in the Small Center Pilot can serve up to 24 children with different age groups without the requirement of separate classrooms that come with large center licenses. Pilot facilities partner with KDHE child care licensing to determine the right spacing needs and access points to effectively support a larger group of mixed-age children.

retention tactic.

- 2.9 Expand innovative and effective child care initiatives, like the **Small Center Pilot**,³⁵ to provide more flexible work environments for child care professionals.
- 2.10 Pilot and expand successful approaches to collaborative home visiting funding models that increase the percentage of aid-to-local funding used for direct staffing supports.
- 2.11 Evaluate aid-to-local funding for early childhood services to identify efficiencies that can be re-allocated to increase staffing capacity.
- 2.12 Develop resources for state agencies, partners, and early childhood programs to support contingency plans for operating during or after major disruptions.

- 1.4 Pilot targeted strategies for **incorporating family voices in early childhood ecosystem decision making** that minimize the burden on families.

- 1.8 Turn family input and feedback into action and positive change.

Incorporating Family Voices in Early Childhood Ecosystem Decision Making

The Family First Family Council is a body of 20 community members with lived expertise who coordinate with the Kansas Department for Children and Families to provide oversight and strategic direction on programs supported by Family First funding.⁴⁷ The Family Council drives their own agenda as a group, reviews and interprets data, engages in community education, and makes recommendations to federal, state, local, and agency policy. Members also represent their regions on the Kansas Interagency and Community Advisory Board to drive regional decision making from the family perspective.

- 4.3 Expand **mandated supporter** training programs to include guidance on responding to substance use concerns during periods of pregnancy and postpartum.

mental health needs.

- 4.7 Identify strategies to address behavioral and mental health care deserts for parents and young children.

Mandated Supporter

A mandated supporter refers to an individual who plays a crucial role in maintaining the well-being and safety of children. By providing families with resources such as counseling, financial assistance, and substance abuse treatment, mandated supporters help create a stable and nurturing environment for children. Mandated supporter is a term used in child welfare in place of "mandated reporter" to signal a shift in practice. Mandated reporters are professionals required by law to report suspected child abuse and neglect. While this statutory requirement still applies to those professionals, the term mandated supporter recognizes the dual role of these providers to also deliver support. It also recognizes the role of the community in meeting family needs and preventing crises that can lead to child welfare system involvement. This shift is helping us transition from a system that merely reacts to problematic home situations to a true prevention system. Meeting needs within the community proactively reduces stressors and risk factors within the family, thereby preventing situations that might otherwise lead to crises and the necessity of a mandated report.

STRATEGIC PLAN – DEFINITIONS AND SOURCES

ENDNOTES

- 1 Center on the Developing Child (2007). The Science of Early Childhood Development (In developingchild.harvard.edu).
- 2 The Early Childhood Longitudinal Study reports that 70% of children in high-quality early rated as well-prepared for kindergarten, compared to 50% of their peers in lower-quality of Early Child Care and Youth Development shows that children participating in early child more likely than control groups to achieve higher scores in reading and math in element
- 3 Participation in early childhood programs reduces the likelihood of needing special educ Abecedarian Project demonstrated a 48% reduction in special education placements ar of a high-quality early childhood program in Kansas—The Opportunity Project—were 36% need special education services throughout their schooling.
- 4 The HighScope Perry preschool experiment reveals that individuals who participated in school graduation rate compared to 45% for non-participants. Children who participate Study had a high school completion rate of 71.4%, compared to 54.5% for those who did
- 5 The Abecedarian Project has shown that individuals who received high-quality early chil likely to engage in criminal activity as adults. Participants in the project had significantly and felony arrests. The HighScope Perry preschool experiment shows that children who learning programs had 19% lower arrest rates and 70% fewer arrests for a violent crime i not participate.
- 12 *All In For Kansas Kids (All In)* is the official strategic plan and package of comprehensive early childhood initiatives aimed at optimizing our state’s early childhood ecosystem to help ensure every child thrives. The *All In* initiative is led by a group of state agency directors responsible for various aspects of early child and family services. Collaboration among state agencies, local communities, providers, educators, and families through *All In* is key for realizing a more cohesive and effective system.
- 13 The Kansas Early Childhood Recommendations Panel (Panel) is the working group of the Kansas Early Childhood Advisory Council. The Panel plays a key role in enabling our state to implement the *All In For Kansas Kids Strategic Plan* respond to challenges, elevate recommendations from communities, and make decisions that help us achieve the vision of every child thriving.
- 14 The Child Care Systems Improvement Team (CCSIT) is an advisory group to KDHE that focuses on child care licensing. CCSIT membership includes leaders from across the state and early childhood care and education system.
- 15 The Workforce Development Advisory Group (WDAG) is comprised of subject matter experts who review and recommend best practices, tools, and processes for the early childhood workforce in Kansas. The goal is to strengthen professional development, core competencies, and infrastructure to empower the workforce.
- 27 The Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV) is a fede home visiting for expectant and new parents with children up to kindergarten-entry are at-risk for poor maternal and child health outcomes. Families voluntarily partici partner with health, social service, and child development professionals to set and and well-being. The program builds upon decades of research showing that home v childhood improve the lives of children and families. Home visiting helps prevent ct positive parenting, improves maternal and child health, and promotes child develop The MIECHV Program is administered by the Health Resources and Services Admin Administration for Children and Families.
- 28 The Child Care Development Fund (CCDF) is the largest federal funding for states to child care. CCDF provides families with child care assistance; assists with quality im professional development for the early childhood care and education (ECCE) workfo education to help parents select child care that meets their needs. Every state admi Development Block Grant, with the lead agency for CCDF designated by the Governo Children and Families is the Kansas CCDF lead agency.

STRATEGIC PLAN – PATHWAYS & FUNDING

Community-led Child Care Coalitions

These coalitions are usually formed with the purpose of addressing child care capacity within their communities as well as working towards quality childcare and smooth kindergarten transitions. For a list of some of these local coalitions, please visit: ks.childcareaware.org/childcare-coalitions.

Local Interagency Coordinating Councils (LICCs)

LICCs are made up of community members with a vested interest in system improvement of services for children birth to 5 and their families. LICCs are responsible for many things, from screening and identification services to communication and collaboration among community partners on issues pertinent to the population they represent. For more information on LICCs please visit: kansasicc.ksde.org/local-icc/licc-contact.

Family Resource Centers (FRCs)

Family resource centers are community or school-based drop-in centers located in a variety of settings including schools, libraries, community centers, housing complexes, and faith-based buildings. They offer a safe, strength-based setting for family-oriented on-site programs, resources, activities, and classes designed to strengthen families. FRCs provide multiple services for diverse families and children that help increase protective factors and reduce the likelihood of child abuse and neglect.

Federal Sources

Administered by the Kansas Department of Health and Environment

- Maternal Child Health (MCH)
- Maternal, Infant, Early Childhood Home Visiting (MIECHV)
- Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)

Early Childhood Recommendations Panel

- Working group of the Kansas Children's Cabinet in its role as Kansas Early Childhood Advisory Council⁵⁰
- Made up of key program and state agency staff and parents, as defined in executive order
- Identifies and responds to challenges across the ECE ecosystem
- Utilizes a working group structure to tackle Strategic Plan actions
- Strengthens connections and awareness between community- and state-level efforts

Maternal Child Health Council

- Advisory group to KDHE Title V/Maternal Child Health programs (prenatal to age 18)
- Made up of state partners, local public health entities, community-based organizations, medical professionals, and families
- Elevates maternal health needs of Kansans and offers ideas for improving outcomes

Home Visiting Leadership Group

- Made up of state Home Visiting (HV) administrators (MIECHV, Family First, etc.) and program leads from the different HV models, including Parents as Teachers, Head Start, and Healthy Families America
- Reviews HV needs assessment and outcomes data, and recommends improvements to HV

Child Care Systems Improvement Team

- Made up of state agency staff, state partners, and community leaders involved in child care policy, licensing, workforce supports, and capacity building
- Reviews and recommends quality improvement efforts for KDHE Child Care Licensing, including on regulations, resources and toolkits, and communications

State Interagency Coordinating Council

- Provides guidance and recommendations to state agencies on services for children birth to age 5 with, or at risk of, developmental delays or disabilities
- Membership established in federal law and state statute⁵¹

SP ALIGNMENT WITH PANEL WORKING GROUPS

WF: Exit Interviews

- Eco-Goal: 3.1
- WF-Goal: 1.1, 1.6, 2.1, 2.4, 2.5, 2.6, 2.8, 3.7, 3.9

2.4 Research and evaluate unique approaches for growing the workforce in rural regions experiencing shortages in services for expecting families and those with young children.

2.5 Routinely conduct exit interviews for professionals leaving the early childhood workforce to identify common challenges to remaining in their field and/or position.

2.6 Explore ways to reduce the impact of burnout, stress, and/or mental health challenges on the retention and turnover of early childhood professionals.

3.1 Identify and adopt quality indicators and targets for early childhood services in key outcome areas. Include, among others, metrics on family engagement, healthy development, early childhood literacy, child care licensing, workforce development, maternal/child health, child care quality, home visiting, and family well-being

3.7 Establish a routine quality improvement process for early childhood professional development offerings. Include feedback from professionals and families with young children, and focus on:

- easing the process for accessing professional development and getting training approvals,
- completeness/accuracy of Child Care Core Competencies,
- effectiveness of professional development promotional efforts, and
- adequacy of higher-level offerings for professionals with significant tenure in the field.



SP ALIGNMENT WITH PANEL WORKING GROUPS

WF: Mental Health Supports

- Eco-Goal 1.6, 3.1, 5.6
- WF-Goal 1.4, 1.5, 2.6, 2.11, 2.12, 3.7, 3.8, 3.9, 4.4, 4.6, 4.8
- Families-Goal: 4.1, 4.2, 4.4, 4.5, 4.7, 5.5

1.6 Ensure early childhood providers and families are included in all local or state emergency response planning efforts to help young children and families navigate and recover from disruptions (e.g. natural disasters, pandemics, cyber-attacks).

1.5 Support policies that increase availability of benefit packages (e.g. paid leave, health insurance) for all early childhood professionals.

2.6 Explore ways to reduce the impact of burnout, stress, and/or mental health challenges on the retention and turnover of early childhood professionals.

3.8 Increase the number of professional development opportunities that integrate best and/or evidence-based practices into service delivery. Focus on trauma-informed care, maternal and early childhood mental health, behavioral health, special health care needs, and early literacy.

3.9 Establish mentorship and coaching offerings to integrate best practices into service delivery and support knowledge transfer.

4.4 Conduct an environmental scan of available behavioral health services for new and expecting parents, infants, and young children, and identify policies and strategies, such as expanding Medicaid codes, to make these services more widely available and accessible to all.

4.5 Train early childhood primary care providers across the state to better recognize and effectively make referrals around parent mental health.

4.7 Identify strategies to address behavioral and mental health care deserts for parents and young children.



SP ALIGNMENT WITH PANEL WORKING GROUPS

System Progress Communications

- Eco-Goal: 1.5, 1.7, 2.2, 3.1, 3.3, 3.4, 4.1, 4.2, 4.5
- WF-Goal: 2.1, 2.4, 2.10, 4.8,
- Families-Goal: 1.2, 1.6, 1.8, 2.4, 5.3

1.5 Identify Strategic Plan Action Leads and develop a transparent, adaptive, and inclusive process for enacting the plan and monitoring progress toward goals.

1.7 Ensure all state agencies and departments understand their impact and connection to the early childhood ecosystem.

3.3 Establish and implement a statewide quality indicators communication plan that increases transparency, generates more robust data, and supports greater understanding of priorities and impact. Target communications by audience: families, providers, state leaders, and community decision makers.

4.1 Develop a resource hub—using *All In For Kansas Kids* communication channels—of strategies and successful approaches to public-private partnerships in Kansas communities.

4.2 Document the necessary resources and policy improvements to scale local partnership models designed to expand family access to child care.

2.10 Pilot and expand successful approaches to collaborative home visiting funding models that increase the percentage of aid-to-local funding used for direct staffing supports.

1.6 Look for and celebrate bright spots in communities around co-creating with families.

1.7 Create safe spaces and accessible ways for families to share stories of lived experiences. Routinely invite participation and develop reliable methods to act on insights and barriers.

1.8 Turn family input and feedback into action and positive change.

Strategic Plan



All In For Kansas Kids



Work Group Overview

CORNELIA STEVENS, CHAIR



WORK GROUP CREATION LOGISTICS

- 8/16 Panel Meeting:
 - Two discussion groups to brainstorm work group topics bridging previous work group efforts and new Strategic Plan
 - Panel members had the opportunity to submit additional ideas by email
- Work Group Preference Survey
 - Panel members identified their top three work group topics and indicated whether they would be willing to serve as co-lead

Overview



WORK GROUPS

- Each work group needs confirmed co-leads
 - Facilitate group meetings
 - Identify someone to take notes and someone to report back to full Panel
- Full Panel Meeting Reports
 - Work groups will have time at each monthly Panel meeting to share a report about progress the previous month
 - Opportunity to engage the full Panel with questions, input, feedback, or requests

Overview



WORK GROUPS

- Family Friendly Workplaces
- Work Force: Exit Interviews
- Work Force: Mental Health Supports
- Work Force: Targeted Journey Recruitment
- System Progress Communications

Overview



KEY TOPICS OF INTEREST

- Topics identified that were not selected as work groups. Will hold agenda space for updates and opportunities for engagement.
 - Paid Leave - Brenda Bandy
 - State Health Insurance Access for Child Care Providers - Amy Gottschamer
- Other topics Panel members want to elevate for discussion can be shared during meetings or added to the agenda.

Overview



FAMILY FRIENDLY WORKPLACES

- Research shows family-friendly policies lead to higher employee retention and recruitment, increased productivity, lower healthcare costs, and a more satisfied and motivated workforce. The broader community also gains economic growth and stability from increased workforce participation and improved early childhood outcomes.
- The Panel work group dedicated to family-friendly workplaces will create and refine a comprehensive roadmap for establishing a Family Friendly Workplace (FFW) Designation in Kansas, including forging essential partnerships and initiating the implementation process. Additionally, the group may identify and engage key marketing audiences to promote both the importance of the designation and its practical use, while executing foundational marketing strategies to support these efforts.

Overview



FAMILY FRIENDLY WORKPLACES

- Possible Co-Leads
 - Brenda Bandy
 - Dana Book
- Members
 - Mallory Arellano
 - Kerri Falletti
 - Malissa Martin
 - Bethany Samuel
 - Natalie Sollo
 - Christie Wyckoff

Membership



WORK FORCE: EXIT INTERVIEWS

- The early childhood workforce encompasses a range of professional fields including child care workers, early educators and administrators, early intervention specialists, and home visitors. Highly qualified and valued professionals are key to creating the consistent, safe, and high-quality experiences we want for our young children. Shortages in the number of highly qualified early childhood professionals is a particular point of emphasis in this plan, as it has implications for child and family well-being and the Kansas economy at large.
- The Panel work group focused on exit interviews will assess current practices within Kansas's early childhood ecosystem to identify effective strategies for capturing and analyzing data on challenges faced by EC professionals leaving the field.

Overview



WORK FORCE: EXIT INTERVIEWS

- Possible Co-Leads
 - Holly Frye
 - Stephanie Wiggins
- Members
 - Jarvis Doleman
 - Karen MacCrory
 - Natalie McClane
 - Lisa Schmidt
 - Cornelia Stevens

Membership



WORK FORCE: MENTAL HEALTH SUPPORTS

Given the high stress and emotional demands of the early childhood profession, effective mental health supports are crucial to ensure the well-being of professionals, which in turn enhances the quality of care and education provided to young children. The Panel work group focused on mental health supports may compile and disseminate a comprehensive list of free resources for Kansas early childhood professionals, while analyzing qualitative data from the Workforce Survey to uncover key insights and needs.

Overview



WORK FORCE: MENTAL HEALTH SUPPORTS

- Possible Co-Leads
 - None identified yet
- Members
 - Teresa Houston
 - Hilary Koehn
 - Larry Lewis
 - Leigh Anne Neal
 - Paty Peschel
 - Marie Treichel

Membership



WORK FORCE: TARGETED JOURNEY RECRUITMENT

Kansas faces an aging early childhood workforce, and significant barriers to recruiting new EC professionals to the field (competition with school districts, lack of benefits and health insurance, adequate compensation, home ownership barriers for family cc). Additionally, professionals change career paths more often than previous generations. What strategies can we identify/implement to target recruitment to new professionals? Paid internships, scholarships and access to higher education are some options to be explored.

Overview



WORK FORCE: TARGETED JOURNEY RECRUITMENT

○ Possible Co-Leads

- Bronwyn Fees
- Amy Gottschamer
- Cheisa Myles

○ Members

- Janine Foth
- Cathy Gray
- Lisa Jeanneret
- Talia Juiliano-Myers
- Kimberly Kennedy
- Charlotte Neuschafer
- Tabatha Rosproy
- Brett Schmidt
- Stephanie Waterman
- Amber Wheeler

Membership



SYSTEM PROGRESS COMMUNICATION

This work group will focus on identifying key system elements and initiatives that require effective communication, such as community efforts to address staffing concerns or innovative approaches to compensation. They will assess how the Panel can help members and communities stay informed about ongoing work across the state, learn from successful local solutions, and apply these lessons broadly. This may include evaluating pain points in current system-level communications, exploring how stakeholders access and utilize updates, and determining the most effective communication strategies to share specific, actionable insights and scalable solutions.

Overview



SYSTEM PROGRESS COMMUNICATION

- Possible Co-Leads
 - Kelly Frantz-Langford
 - Lisa Gehring
 - Tanya Koehn
 - Heather Schrotberger
- Members
 - Nichelle Adams
 - Marites Altuna
 - Sheila Bertelsen
 - Mandi Waugh

Membership



All In For Kansas Kids



Work Group Orientation

SARA GARDNER, KU-CPPR

WORKING GROUP APPROACH

- **Tips and tricks**

- Build a workplan
 - Identify What Success Looks Like in June 2025 – be specific.
 - Identify realistic milestones to reach that success point – break down monthly
 - What are connection points to look/listen for throughout the year?
- Clarify roles – Co-Leads, Note-takers, etc.
 - Look ahead at calendars, identify note-taking and report-out format.
 - What are the asks of the full Panel?
 - Use SharePoint to post documents, etc.

- **Facilitation support to build a work plan**



BRIGHT AND SPOTS UPCOMING MEETINGS

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

Reminder: Post Meeting Survey

- Look for an email from Lindsay for an opportunity to provide feedback

Upcoming Meetings:

- Early Childhood Recommendations Panel – October 18, 9:00 a.m.
- Children’s Cabinet and Trust Fund – October 4, 9:00 a.m. – 12:00 p.m.
 - Livestream via [KCCTF YouTube](#)





Adjourn





[All In For Kansas Kids Newsletter](#)



[@KCCTF Twitter](#)



[kansaschildrenscabinet YouTube](#)

Stay Up to Date



WORKGROUP MEETING TIME

- Workgroups will begin at 10:45 a.m. in this same Zoom meeting link
- Select your group from the Breakout Room pop up list
 - If it doesn't show up for you, click on "More" or "...", then Breakout Rooms
 - If you need assistance, just let Lindsay/Breana know and we can manually add you to a group.