



**Child Care Quality Initiatives -  
Strengthening Families Project  
2016 - 2017 Executive Summary**

## OUR HISTORY

In 2007-2008, Child Care Aware® of Kansas received funding to carry out a project focused on reducing child abuse and neglect. The Child Care Quality Initiatives - Strengthening Families Project, funded by the Kansas Children's Cabinet and Trust Fund, is part of a Kansas plan that unifies efforts, coordinates resources, and strengthens and supports families. Child Care Aware® of Kansas contracts with the Child Care Resource and Referral Agencies (CCR&Rs) to carry out this project. In FY 2017, the Strengthening Families Program received a 14% budget reduction, resulting in fewer child care programs, children and families served.

## PROJECT OVERVIEW

The Strengthening Families Project seeks to reduce the risk factors associated with abuse and neglect for Kansas children by alleviating some of the pressures that can drive a family into crisis. Outreach (technical assistance) and instructional support (professional development) are offered to both child care providers and families, with an emphasis on encouraging parents' involvement in their child's learning and development. The project has identified five Protective Factors helpful in establishing a stable and nurturing early environment: parental resilience; social connections; knowledge of parenting and child development; concrete support in times of need; and the social and emotional competence of children. Services in support of these goals are developed by Child Care Aware® of Kansas and delivered by CCR&R Early Care & Education (ECE) Specialists.

The year-long project engages child care providers (family child care and center-based programs) across the state in targeted activities. Activities include: technical assistance visits, professional development education, peer learning community meetings, parent engagement events (Parent Cafes), quality assessments and resource support. Child care providers acquire the tools necessary to support families and build the Protective Factors. Information and results included in this report cover the period from July 1, 2016 - June 30, 2017.

**696\*** TOTAL CHILDREN IMPACTED

\*Number of children represents enrollment for family/group child care programs and center classrooms.



**0-24 MONTHS**

**172**



**2-5 YEARS**

**337**



**5+ YEARS**

**187**



**31** Family/Group Child Care Homes (79%)

**8** Child Care Centers (21%)



**14** counties impacted

**160** infants and toddlers screened using ASQ-3 and ASQ:SE-2

## PARENT CAFÉ EVENTS

Parent Café events provide a meeting time for parents to focus on relationship building, sharing parenting strategies and exchanging child development information.



## PROFESSIONAL DEVELOPMENT

Participants had access to training content centered on:

- Using the foundational framework and strategies from CSEFEL: Preventing Child Abuse and Neglect (Zero-Three)
- Embedding the Protective Factors with families, child care providers and the community
- Understanding brain development and the impact of trauma/stress
- Improving adult-child interaction

## PARTICIPANT FEEDBACK

*"The Ages and Stages questionnaire was very helpful to open communication with parents without pointing one child out that may have needed more attention."*

*"I think the CLASS assessment has had the most impact on me because it told me what I could do better as a teacher."*

*"Every time that I had a meeting with the specialist, she asked questions, and through the conversations about real situations, I learned new ways to handle daily situations with children and families."*

*"I have definitely enjoyed the peer learning and have gained a ton by going to those and bouncing ideas off another professional."*

*"I have very much enjoyed my Specialist visits. To have another person come in to my program to help me with my weaknesses and applaud my strengths has helped me to feel more confident as a provider, and continue to improve my program."*

*"I have planned more activities to encourage parent involvement in our classroom. We also plan to have Parent Cafes more often on topics that interest the parents."*

*"I feel more confident talking to parents about problem situations or trying to find out more information on certain things that involve their child. I also feel better with sending resources home and not stepping on toes."*

## Professional Development by the Numbers



## FAMILY SURVEY FEEDBACK

**116** Families completed a survey about the changes in their knowledge, skills and behaviors before and after participating in parenting activities. Questions asked correlated with the five Protective Factors.

1. Knowledge of how my child is growing and developing.

**Increased by 36%**

2. Knowledge of where to look for support if my family needs help.

**Increased by 31%**

3. Knowledge of how to help my child express his/her feelings through words, music, artwork, and play.

**Increased by 32%**

4. Knowledge of how to communicate effectively with my child.

**Increased by 31%**

5. The number of activities my child and I do together.

**Increased by 29%**



Between  
**90% - 95%** of  
all participants either  
agreed or strongly agreed  
that participation enhanced  
their knowledge, skills, attitudes,  
behaviors and/or practices related  
to providing quality child care  
services for children and/or  
parents (*information from  
the Participant Summary  
Evaluation*).

## SUCCESS INDICATORS

- **87% of quality improvement goals developed by participants were reported as completed or in progress.**

## CLASS®

The Classroom Assessment Scoring System (CLASS®) is an observation instrument used to assess the quality of teacher-child interactions. Participants receive a baseline and follow-up assessment.

- 100% of infant environments improved from pre- to post assessment
- 100% of pre-k environments met high quality standards across all domains
- 87% of toddler environments met high quality standards in all domains

(Data is based upon environments having matching pre- and post assessments)

## WHAT PARENTS ARE SAYING...

As a result of attending a Parent Café:

- "I will take more time to let my child explore new things, because it is ok to let them explore on their own."
- "I will try to make sure that what is being taught at daycare is being taught at home."
- "We will acknowledge our child's feelings instead of just saying 'What's wrong?' and 'It's ok.'"
- "It's a great way to receive information, tips and ways to handle topics relevant to children and parents/caregivers."

## PARTICIPANT SUMMARY EVALUATION

Feedback was obtained from a total of 39 (100%) of the Strengthening Families Project participants. Participants were asked on the Participant Summary Evaluation whether the services provided enhanced their knowledge, skills, attitudes, behaviors and/or practices related to providing quality child care services for children and parents.

1. The support provided by my Specialist regarding how to talk with/involve parents in the use of Ages & Stages Questionnaire (ASQ-3 or ASQ-SE) to screen, and, if necessary, refer children with potential delays for additional assessment or service

**90% Agreed or Strongly Agreed**

2. My participation in the Peer Learning Community/Group

**90% Agreed or Strongly Agreed**

3. The overall support provided by the Specialist related to the use of the CLASS Assessment

**93% Agreed or Strongly Agreed**



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