



Child Care Quality Initiatives

2018 - 2019 Executive Summary

PROJECT HISTORY/OVERVIEW

In 2007-2008, Child Care Aware® of Kansas received funding from the Kansas Children's Cabinet and Trust Fund to carry out the Child Care Quality Initiative (CCQI) project, a program provided through Child Care Aware® of Kansas that focuses on improving child care quality. In addition to providing resources to families, the program offers professional development, coaching resources, and financial support to child care providers with the goal of making affordable, high-quality child care accessible to Kansas families. Child Care Aware® of Kansas contracts with the Child Care Resource and Referral Agencies (CCR&Rs) to carry out this project.

The year-long project engages family child care providers across the state in targeted activities. Activities include technical assistance consultations, professional development education, peer collaborative learning sessions, parent engagement events (Parent Cafes), quality assessments and resource support. Information and results included in this report cover the period from July 1, 2018 - June 30, 2019.

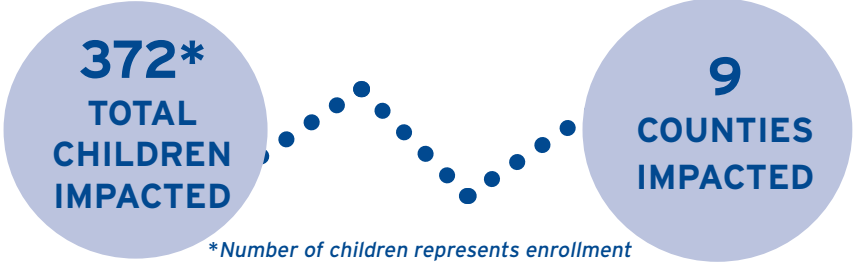
SUCCESS STORY

As a result of an ASQ screening conducted through the CCQI project, a child received follow-up services that led to his tonsils and adenoids being removed. The initial and follow-up screening indicated a need for a referral for speech/ communication which prompted the Specialist to have a conversation with the child care provider. The child care provider then had a discussion with the child's mother which provoked her to take her son to a speech pathologist where they found out that he needed his tonsils and adenoids removed. The child is still recovering however he has been talking more and is making great strides in his speech development. It's stories like these that remind us why our work matters and why early identification and screening is so important.

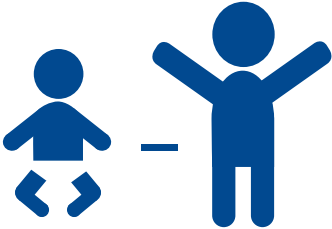


49 Family/Group Child Care Homes (100%)

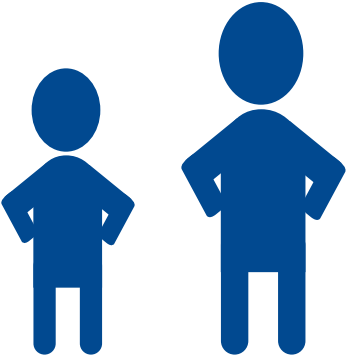
*9 received short-term support on specific adult-child interactions



**Number of children represents enrollment for family/group child care programs.*



0-5 YEARS **311**



5+ YEARS **61**

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.

78
PARENT CAFES ATTENDED BY **482**
ADULTS AND **545** CHILDREN

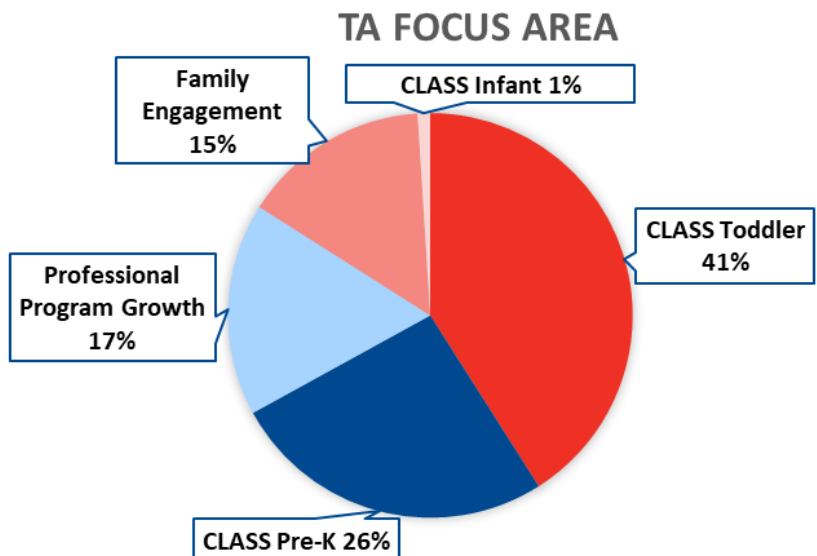
PROFESSIONAL DEVELOPMENT

Professional Development by the Numbers



TECHNICAL ASSISTANCE (TA)

586
TECHNICAL
ASSISTANCE
CONSULTATIONS
COMPLETED



PARTICIPANT FEEDBACK

"I very much enjoyed seeing the results of my initial CLASS assessment and then working with my coach to formulate goals related to areas I could improve upon. I feel that my coach helped show me areas of strengths in a positive way, then guided me to focus on ways to do better in other areas. I believe my post CLASS assessment showed that I was able to bring my scores up a bit in the areas I had set goals for, so I consider the goal setting process very effective."

"I loved getting a new perspective on how I communicate with the kids. I liked all the trainings and discussions that we have during trainings."

"All the resources were excellent. I enjoyed earning teacher sensitivity techniques in behavior management. This increased the children's language as well as let me better understand each child. I felt more relaxed talking to parents about their child's misbehaviors."

"I enjoyed the learning sessions. There were a lot of very encouraging moments between me and other child care providers."

"The Parent Cafe's were my favorite part of the project, I was able to provide time for all my daycare families to meet, socialize, and get to know each other better on a more personal level."

"I have a hard time just going with the flow. My Specialist helped me to let the kids' moods take the pace of the activity."



97%

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).

CLASS®

The CLASS is a standardized observational tool used to assess the quality of interactions between teachers and children in the child care setting. CLASS provides a broad perspective on the educational setting while accounting for emotional support and developmentally appropriate practices. The CLASS assessment is administered based on age group including three age specific tools: CLASS-Infant (CLASS-I), CLASS-Toddler (CLASS-T), and CLASS-PreK. Participants receive a baseline and follow-up assessment.

79%

of toddler environments (26 out of 33) were high quality by the final assessment of the 2018-2019 evaluation year, an increase of 12%.

WHAT PARENTS ARE SAYING...

As a result of the parent café...

- "Before - I thought I spent enough time with them, but we would just be around each other. Now we spend quality time and find new things to do."
- "It is fun to see how my child plays with the kids that she spends her days with. I usually don't get to see those interactions."
- "I got to see how my provider interacted with my children and it increased my trust."

SUCCESS INDICATORS

- 100% of quality improvement goals developed by participants were reported as completed or in progress.

PARTICIPANT SUMMARY EVALUATION

- Feedback was obtained from a total of 49 (100%) of the 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.

238

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

1. The support provided by the 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

92% Agreed or Strongly Agreed

2. The information and support received from the Specialist related to planning and conducting a Parent Café

92% Agreed or Strongly Agreed

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

95% Agreed or Strongly Agreed



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