



Career Pathway Mini-Grant Impact Reports

2024

Career Pathway Mini-Grant Project

Funding Innovative Strategies that Address Recruitment and Retention

Introduction

One of the primary outcomes of The Career Pathway (CP) initiative is to engage institutions, organizations and community partners to address the challenges of recruitment for and retention of the early childhood care and education (ECCE) workforce and to build awareness of and support for Kansas' workforce. The CP team is pleased to announce mini-grant awards of up to \$10,000 for institutions, organizations and community partners that propose innovative strategies for recruitment, retention of ECCE professionals and promotion of the Career Pathway. All successfully funded projects will be designed for replication by others. This mini-grant is made possible by Kansas Department for Children and Families (DCF).

Below are impact reports from highlighted projects.

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Institutes of Higher Education

Allen County Community College Iola, KS

Project Lead: Elizabeth Toland toland@allencc.edu

Target: ECCE Professionals – Recruitment

Create up to ten 2-min testimonial-style videos utilizing alumni and current EC students to educate the workforce on the value of associate degree/higher ed.

Impact Report:

This project funded the recording and editing of testimonials of Allen Community College Early Childhood Education alumni and students.

The videographer traveled and captured video to the following:

- Kingman – family provider
- Nickerson – high school cohort and teacher
- Emporia – ECKAN head start teachers and program directors
- KCK – bilingual early head start assistant teacher at Project Eagle
- KCK – Child Care Aware of Kansas Child Care Health Consultant
- Topeka – Topeka Community Action teachers and coach
- Iola – Allen Program director, bilingual advocate, and Dean

Timing has been a problem in this project. The videographer has had several barriers with other contract work and child illness to completing the work and so the testimonials are not yet completed. The testimonials are expected to be 100% complete by June 7. Rough cuts have been provided to Allen and feedback has been given over the last two weeks. Progress is happening!

Continued work:

The complete testimonials will be shared with KCCTO as soon as they are received.

New opportunities:

With the completion of these testimonials and the success of the work with the marketing agency, Allen is spending an additional \$8,000 to promote the testimonials and the career pathway in early childhood education.

Institutes of Higher Education

Butler Community College Andover, KS

Project Lead: Cathy Gray Cgray5@butlercc.edu

Target: ECCE Professionals – Recruitment

Marketing campaign using print, social media, digital ads, materials for outreach events, and billboards to recruit students by showcasing career options in EC.

Impact Report:

Our grant activities involved a multifaceted marketing approach to reach several distinct audiences through print materials, emails, digital advertising, and digital billboards. We used the grant funds to create several marketing deliverables, including: Print materials: Grant funds supported the creation of informational program folders (quantity: 2,500; vendor: Got Print) and a push card (quantity: 1,500; vendor: City Print) to highlight career options in early childhood, the Career Pathway, and Butler's early childhood program. The folders have been printed and we are awaiting their delivery. The push cards have been printed and distributed to advisors and Early Childhood Department personnel at all 5 Butler campuses and at community enrollment and outreach events including the TOP mobile enrollment event on May 24, 2024.

All print materials were designed to target prospective and returning students. We will continue to distribute these materials at community enrollment and outreach events until they are gone. Images of the approved print materials are provided at the end of this report.

Digital video ads and a series of supporting still images were used to target childcare center employees, prior students, and prospective students utilizing digital platforms Facebook, Instagram, Snapchat, and StackAdapt. Geofencing enabled us to deliver targeted messages to specific geographical areas, and more specifically, child care centers in the Wichita metro area. These digital ads featured testimonials from students who have finished the program sharing the many ways that Butler can support them with their career goals. Video ad production used footage we collected between November 2023 and January 2024. One of the challenges we faced with the digital ads was the lengthy approval process, which impacted the amount of time that our ads could run. Approved digital ads have already been provided to the Career Pathways team.

Data from digital platforms:

META (Facebook and Instagram): 94,818 impressions

Snapchat: 63,857 impressions

Stackadapt: 101,719 impressions

Digital billboards mirrored the images and messaging from the digital ads and were displayed on four different billboards in the Wichita metro area. These billboards were targeted three distinct audiences: childcare center employees, prior students, and new prospects. The four digital billboards ran from April 22 through May 19, 2024. An image of the approved digital ad is provided at the end of this report.

Emails targeting prospective students that completed an interest form on the Butler website and previous students who did not finish their degree, received a certificate, or only took a few classes were sent out with information about the Career Pathway and a warm call to return or to continue along the pathway. A total of 78 emails were sent between March 20 and May 31, 2024.

Institutes of Higher Education

Cowley Community College Arkansas City, KS

Project Lead: Janet Clasen Janet.clasen@cowley.edu

Target: ECCE Professionals – Retention

In-person PD for approximately 50 rural ECCE professionals offering opportunities for networking; marketing materials, speakers, facility, etc. funded.

Impact Report:

On April 20, 2024 Cowley College Child Development Program hosted a Cowley CARES Conference for area Childcare Providers/Teachers within our area. This event was huge success. With fifty-two early childhood educators in attendance, the event provided a valuable opportunity for professionals to come together, learn, and share their experiences. The theme of "Together We Build" seemed fitting for an event focused on teamwork and enhancing the quality of early childhood education.

The well-organized schedule offered a variety of presentations covering topics like infant and toddler development, meal planning, managing chaos, and fostering creativity through art and storytelling. An additional benefit to the conference was the attendees receiving a total of six Professional Development hours.

Janet Clasen's leadership as the Director of Early Childhood Education undoubtedly played a key role in the conference's success. Her emphasis on collaboration, networking, and celebration reflects a commitment to fostering a supportive and enriching community for early childhood educators.

Events like these are essential for promoting continuous learning, sharing best practices, and ultimately improving outcomes for young children.

Video <https://drive.google.com/file/d/1DSymz0Aqjv1Ds8LUdv3TkxeOaaPcqWW7/view>

Institutes of Higher Education

Emporia State University, Emporia, KS

Project Lead: Sandra Bequette Sbequett@emporia.edu

Target: Higher Education – Field Experience Supervision

Create modules to recruit and educate Part C Early Intervention Mentor Teachers to support teacher candidates in community infant toddler settings.

Impact Report:

A set of universal training modules that can be accessed by all ECCE educator preparation programs in Kansas were created in collaboration with KU, K-State, and WSU early childhood faculty.

The primary investigator on this grant acted as the development consultant and was paid the following for development of training videos/modules.

Materials are housed within an open-source site for easy access for participants.

- o Video 1: Enhancing Fieldwork Supervision: ESU Site Specific Requirements for Field Mentors

- o Video 2: Practice-Based Coaching

- o Video 3: The Power of Early Intervention

How the Grant Contributed to the Advancement of the Project

The grant opportunity contributed to forming mutually beneficial partnerships between Emporia State University and identified Part C/community-based agencies :including Tiny K, Rainbows United, TARC, Inc., and Parents as Teachers. In the past, ESU has sought clinical placements for our ECU candidates at different sites throughout Kansas. However, these ventures were often one-sided with the bulk of the placement falling on the part of the Part C agency. While information was shared about the clinical, an opportunity to impact the ESU clinical requirements was not provided. This grant provided us with a means to interact more closely with Part C agencies, forming partnerships through the community that will continue in future years. We are adding the stipend amount of \$200 to our Clinical course to ensure that funds are available to continue the training that resulted from this grant. We greatly value the expertise of our Part C agencies in terms of Early Intervention for children ages 0-3 years and the Grant provided ESU a means to contribute to enhancing the partnership between Higher Education and Part C agencies.

Directors provided feedback about the 0–3-year-old clinical, helping ESU make revisions that were not only sound but also helped advance the partnership "feel" this entire project has had. I believe directors and field mentors are feeling "heard" and that their suggestions are being put into place. We are excited with the new networking avenues that have opened up, including increased dialogue on course design and assessment, ensuring that our ECU candidates leave our program with a solid understanding of early intervention. We are also thrilled that we were able to pay our field mentors a nice stipend for their training and commitment in working with our ECU candidates in addition to the stipend for site directors for their consultation on the clinical requirements. We think this summer's clinical will be the best ever with enhanced knowledge about how all constituents involved in the process operate, ensuring high-quality learning for young children.

Quotes from Participants

“Thank you for putting the time into guiding us so that we could become better mentor coaches.” Lori Soo Hoo, Marion County Infant/Toddler Services

“Thank you for putting this together. It has helped me see more clearly what my role is as a mentor.” Tami Nichols, Parents as Teachers

“The training module was clear and concise and easily applicable to the Parents as Teachers model. I am looking forward to helping the mentee learn, grow, and understand the importance of early intervention. I am hoping this will strengthen the bond between the Parents as Teachers program and the school setting.”

Lori Combs, Parents as Teachers

<https://kccto.instructure.com/courses/7110> (see Emporia State University Modules)

Institutes of Higher Education

Flint Hills Tech College, Emporia, KS

Project Lead: Nancy Robinson Narobinson@fhc.edu

Target: ECCE Professionals – Recruitment & Retention

Flint Hills Tech will host “Celebrating Child Care Providers: Filling Your Bucket”; Informative booths, workshops, networking opportunities; opportunities for businesses to showcase services and explore ways to align with child care providers and families they serve.

Impact Report:

The Early Childhood Education program at Flint Hills Technical College is hosting the Fill Your Bucket: A Child Care Providers Appreciation Event on Wednesday, May 8th from 6-8 pm at the Trusler Conference Center at Flint Hills Technical College. This event will offer participants opportunities to visit booths of local businesses and support services for childcare and preschool providers. Further, childcare and preschool providers will receive a Resource Notebook filled with valuable information about educational & professional development opportunities, provider resources, and child & family resources, as well as an opportunity to win door prizes, and much more!

Buckets, books, and name tags have been ordered and are awaiting the date in storage at the Main Campus. An adjustment had to be made when we realized that we had not allowed for shipping costs during the initial budget. We pivoted and ordered the books with Amazon Prime instead of through Kaplan or Lakeshore. The buckets were delivered free of charge because of our local Walmart store. Receipts for the printing and ordering of materials are all being saved in a shared file so we have a checks and balances system. Five local businesses have offered door prizes to support the event. Those items have been picked up. Another local business gave a \$50 gift card to provide snacks during the event. Media release, booth registration, and participant sign-in forms have been printed, along with information about how to access the Wi-Fi.

Currently, we have filled 16 booths and have over 60 participants signed up. We have contacted area and state support services requesting them to join us as well as send information about their organization to fill the Resource Notebook. The information has been received and printed. We are waiting on 4 Imprint to deliver the notebooks. CareArc, Mobilizing Literacy, and other area services have helped spread the word to child care and preschool providers about the event. The local radio station KVOE 101.7 FM hosted an interview with Nancy Robinson about the Early Childhood Education program and the Fill Your Bucket Event to help spread the word as well. Reminders have been sent to those registered for booths and as participants. As new participants sign up, they receive a reminder.

FHTC students have signed up to help set up the conference room, place items in buckets, and work the event. Post-event surveys will go out after the event to judge its success and to determine what will need to be changed if the event continues into the future.

View [photos](#) from the event.

Institutes of Higher Education

Hutchinson Community College, Hutchinson, KS

Project Lead: Jennifer Forker Forkerj@hutchcc.edu

Target: ECCE Professionals – High School Recruitment

Funding to travel and promote the early childhood profession. Faculty will visit local high schools including CTE programs bringing recruitment materials

Impact Report:

Hutchinson Community College was awarded the Career Pathway Mini-Grant in the amount of \$10,000 in April, 2024. This grant allowed the college to promote the importance of early childhood education and celebrate the pre-service ice teachers as they train to go into the field. Jennifer Forker, lead instructor at HutchCC, visited several Reno County high schools and talked to over 100 students about the importance of early childhood education and what was needed to gain entry into the various job settings. These students were exposed to not only the educational requirements but also some of the daily activities a lead teacher would be doing in an early childhood education setting, such as singing songs and fine motor skills. The high school students were left with their own jar of playdough after learning about the importance of this medium in the early childhood setting. The grant also funded one year memberships to NAEYC for current college students enrolled in ECE courses at HutchCC, as well as t-shirts promoting the field. College students were also given the book *Developmentally Appropriate Practices*, 4th ed., by Copple and Bredekamp, 2024. Left over funds will be used to continue to replenish these marketing and consumable items in the coming school year.

Institutes of Higher Education

Kansas State University, Manhattan, KS

Project Lead: Jennifer Francois jfrancois@ksu.edu

Target: Training for University and Clinical Supervisors

Collaborative project with multiple IHEs to develop training modules to recruit and train supervisors; funding for travel, reviews, and consultation.

Impact Report:

Training modules were developed in partnership with Wichita State University, University of Kansas, and Emporia State University. The intent was to support the education of field mentors and university supervisors in infant-toddler and preschool settings through provision of training on key aspects of field supervision. The funding for this grant focused on preschool university supervisors. Feedback was gathered about modules through an iterative process.

Materials/Resources:

Training Modules to support field mentors and university supervisors are available in an online, asynchronous format. These modules are housed by KCCTO on an open access LMS that can be viewed via a shared link.

<https://kccto.instructure.com/courses/7110>

Multimedia Format:

The instructional videos/training modules included enhanced visuals and graphics to illustrate concepts and leading to retention of the material.

Modules went through an iterative process which included feedback from experts in the field. Reviewers provided comments on instructional design, flow of materials, and whether the information was relevant to university supervisors. Special attention was given to making this training module general enough to be used by other programs.

Quotes from Field Experts:

“This will be a wonderful resource.” “The main emphasis of the training module is clear cut and thoroughly discussed for the purpose and time frame. The information provided is relevant, straightforward and connects back to the emphasis on relationships with all three parties and the understanding they have moving into the student time on site.”

“I love the heavy emphasis on building and maintaining relationships between supervisor, student and mentor. I know that is what drove me to take feedback in a way that was productive and not detrimental to my confidence as a teacher in training. Addressing expectations of the site mentor and coordinating with the university expectations was mentioned, and making sure sites are a good fit for the goals and plans that are required of the US seems like a very important piece. After leaving the program and entering real world early education, I feel like this is crucial information for students to thoroughly understand for their sake of job finding, addressing issues, and working with other teachers. Having the university supervisor emphasize the importance of this piece and model how to address the site mentor appropriately with concerns.

Additionally, I think adding a piece about how the university student best receives constructive feedback and having that understanding between all three parties could be crucial in the success and confidence of the student. The tagline of guided experiential learning is a hit and should be used more frequently!!”

“The content is great and really comprehensive!”

Community Impact:

The grant funding allowed for partnership and collaboration between multiple IHEs in Kansas to development of training modules that could be used by any institution to support field mentors and university supervisors. Improving the quality of supervision that early childhood learners receive ensures that they are well-prepared to foster developmental outcomes in young children. This project also supports the continuing education and development of the early childhood workforce by providing training on adult mentoring and coaching as well as the responsibilities of persons assigned to field mentor and university supervisor roles.

Institutes of Higher Education

University of Kansas, Lawrence, KS

Project Lead: Marie Kohart mariekohart@ku.edu

Target: Training for University and Clinical Supervisors

Collaborative project with multiple IHEs to develop training modules to recruit and train supervisors; funding for travel, reviews, and consultation.

Impact Report:

Quotes from Field Experts:

- “I LOVED the clarification of difference in degrees was so helpful. List of roles they can have after graduation. It is visually VERY clear and easy to follow and understand. Sharing where the placements could take place is so great, especially for supervisors that are not from KS. Adding the relationship building piece to the community sites....very very well done!”
- I love that training on Practice Based Coaching is included so that all supervisors are speaking the same language and using similar strategies across all students. I'm so glad diversity and equity were included! I love that there were videos of coaching in action as this is such a great teaching tool!”
- “WOW!! Very complete in the roles of all! I loved the defining of a supervisor’s role in detail! The sections on reflective practices, practiced based coaching, and guided feedback are very much in line with how Infant Toddler programs work. Allowances for the supervisors to have options with the students in how they observe and provide feedback is a great strength for recruiting supervisors. I also love that supervisors meet with the university! I think that will maintain targeted and intentional coaching for students. Flexibility of timelines, observations, communication, feedback is certainly a strength for both students and supervisors. I believe candidates are getting way better training that we did back in the day! It isn't just qualitative data but excellent qualitative approach to learning. Loved getting supervisors involved in university events!!”
- “Being able to SEE the information while hearing it was beneficial for me. It was like reading a textbook or having a workbook with me. I also benefitted from the step-by-step guidelines, outlines in the Video One: General Overview of Fieldwork Experiences. In the Video Two: Practice Based Coaching it was helpful to hear/see the interview. In Video Three: Supporting Teacher Candidates in Infant/Toddler Placements, the explanations were helpful as most people have heard of all the programs, but don't know the specifics.”
- “Each video is clearly and concisely presented - the slides throughout are clean and easy to process (minimally distracting; manageable amount of text); The attention given to the Practice Based Coaching is wonderful - this could be an entire training in and of itself and Video Two highlights all the critical components well. Personally, after viewing all three videos, I feel like I could hit the ground running as a supervisor.”

Impact of Grant Funding:

The grant funding was instrumental in the development and dissemination of the training modules. It allowed for the collaboration of multiple institutions, which enriched the training content and ensured a wide-reaching impact. By improving the quality of supervision that teacher candidates receive, this project has contributed to the broader community by ensuring that new educators are well-prepared to foster developmental outcomes in young children.

Grant funding facilitated:

- The engagement of field experts for the iterative review and refinement of the training content.
- The adoption of the ADDIE model to ensure that each phase of the project was effectively managed and delivered.
- The broad dissemination of the project outcomes.

Institutes of Higher Education

Wichita State University , Wichita KS

Project Lead: Kim Wilson kim.wilson@wichita.edu

Target: Training for University and Clinical Supervisors

Collaborative project with multiple IHEs to develop training modules to recruit and train supervisors; funding for travel, reviews, and consultation.

Impact Report:

Training Modules

Video 1 - Collaboration: This module emphasized the importance of collaborative practices among preschool educators, providing strategies to foster effective teamwork and communication.

Video 2 - Practice-Based Coaching: This module introduced participants to practice-based coaching techniques, enabling them to support teachers in implementing evidence-based instructional practices.

Video 3 - Feedback: This module focused on delivering constructive feedback, helping supervisors guide teachers in their professional growth and development.

Materials and Resources

Training Modules: We created three comprehensive video modules.

Resource Guide: A supplementary guide with additional readings, practical activities, and best practices related to each module.

Videos: Instructional videos illustrating key concepts and strategies.

Testimonials and Quotes:

"The collaboration module has opened my eyes to new ways of working with my colleagues. Our teamwork has improved significantly." - Participant

"The practice-based coaching techniques are exactly what I needed to support my teachers more effectively." - Participant

"Learning how to give constructive feedback has been a game-changer for me and my team." - Participant

Insights and Broader Community Impact

The KS Early Childhood Pathways grant funding was crucial for the successful execution and completion of the Kansas Teacher Educators Unite: Preschool project. The financial support enabled us to:

- Develop high-quality training modules tailored to the needs of preschool clinical supervisors.
- Provide resources that participants can continue to use and share with their colleagues.
- Facilitate a professional development experience that was both informative and practical.

Broader Community Impact:

- Improved Supervisory Skills: Participants reported significant improvements in their ability to mentor and support preschool teachers, leading to better educational outcomes for children.
- Enhanced Collaboration: The emphasis on collaborative practices has fostered a stronger sense of community and teamwork among preschool educators.
- Sustainable Practices: The skills and knowledge gained from the training modules have equipped supervisors to implement sustainable improvements in their educational settings.
- Resource Availability: The training materials and resources are now available to a wider audience, ensuring the project's benefits extend beyond the initial group of participants.

In conclusion, the Kansas Teacher Educators Unite: Preschool project has made a substantial contribution to advancing early childhood education in Kansas. The grant funding has enabled us to provide valuable professional development for preschool clinical supervisors, with a ripple effect that benefits teachers and children. Additionally, the IHE that participated in this grant co-authored a paper about the process that was submitted to a peer reviewed scholarly journal.

Supporting Agencies

Child Care Aware of Eastern Kansas

Project Lead: Sarah Elsen Sarah@east.ks.childcareaware.org

Target: Future ECCE Professionals – Retention

Mentorship program utilizing community ECCE professionals to support and mentor Washburn Tech for students; mock interviews and shadowing.

Impact Report:

It was amazing to see the relationships that formed between students and mentors in such a short amount of time. Mentors commented on how nice it was to feel like they were being able to make a difference to someone at the start of their career. They also expressed admiration for how professionally the students conducted themselves. The students shared how supported they felt by the mentors. At the event on May 6, one of the students said, “This was so much better than I was expecting!” One hundred percent of mentor indicated that they planned to stay in contact with their students beyond the short-term mentor project.

One hundred percent of the mentors also reported they would like to be a mentor again if the project could be reported. Some of the other comments included a desire to have a longer period of time for the project and having more opportunities to meet with students.

Not all students completed the survey at the end of the project, but of those that did, all expressed appreciation for the opportunity and gave positive feedback about their mentor and the experience.

All twenty students completed the application for lending library membership and some have started accessing materials. The two classroom teachers at Little Learners, the child care center at Washburn Tech, were also given complimentary memberships to the lending library so they would be able to encourage and support students in using the materials, as well.

After the project was complete, Michelle Gilbert received inquiries from several child care center directors asking how they could become involved because they had heard such positive comments from colleagues about the project.

For some of the mentors, this project provided the first time for them to visit Washburn Tech. Relationships were started during the project that will likely result in continued collaboration in other ways in the future.

While there were a few very minor challenges, overwhelmingly, the short-term mentor project was very successful and a high level of satisfaction was expressed by all parties. Thank you very much to the Career Pathway for this wonderful opportunity!

Supporting Agencies

The Family Conservancy

Project Lead: Mary Williams Mwilliams@tfckc.org

Target: Recruit and advance EC Trainers competencies

Develop trainer pathway including training, observation, and coaching components; utilize a CoP and mentorship models at no-cost to participants.

Impact Report:

The Trainer Pathway was developed to encourage early care and education professionals to share the knowledge they have in their profession, and provide a new cohort of trainers to meet the high demand for training by the child care community. The Trainer Pathway allows educators to obtain professional development to increase their facilitation skills at no cost and will allow them to earn additional income by becoming a community trainer.

We have 7 participants currently in the process and an additional 7 potential participants that have expressed interest in becoming a community trainer through the interest form on the The Family Conservancy (TFC) website. We have one participant who has fully completed the trainer pathway process and is currently providing community training. Two of those currently in the process are scheduled to provide their first community trainings. One training will be for a Head Start pre-service conference in August and the other training is being scheduled in partnership with Johnson County Community College in the fall. TFC has held two Trainer Community of Practice sessions since the start of this project and two TFC trainers have completed the process to become trainer mentors and have been assigned their Trainer Pathway participants.

This grant funding was integral in taking the Trainer Pathway from the early stages of an idea to a full fledged career pathway program. Through this funding the Early Care and Education (ECE) Program Manager leading The Trainer Pathway was able to complete a certificate course on training and facilitation to help inform the development of this program and to help develop content for the Trainer Community of Practice (TCOP). See the following links for the topics covered in the first two TCOP's.

TCOP-1 https://docs.google.com/presentation/d/1QqM9ItwNk5U2D05Q0-ZV8I_A3zEwzYGgnLjUtbyNskQ/edit#slide=id.p

TCOP-2

<https://docs.google.com/presentation/d/1MNIMgtaSHOztwNEc3g5PaMtuyTu59ZCvpOmgk3k59w/edit#slide=id.p>

Below are two testimonials from Trainer Pathway Participants:

I wanted to take this opportunity to express my thoughts on the opportunity as a Trainer / Facilitator working with The Family Conservancy by having the unique opportunity to participate monthly in the Trainer Pathway program. I started my pathway journey by having the opportunity to interview and present a training demo to a group of professionals at TFC. I have been successful as a Trainer due to the guidance of Mary Williams and her team of professionals working in Early Care and Education department. Mary and her team have led quality trainings to help each trainer to be reflective and to share best practices with other trainers who attend the monthly trainer community of practice sessions. During May 2024, I truly enjoyed the last training session on "Training Delivery and Facilitation". This particular training allows us as a trainer to share our best practices and learn from other trainers regarding what training delivery measures they are using with workshop participants. I appreciate the fact that TFC offers the training community of practice sessions via zoom so that I can attend and share my thoughts, feelings, and professional experiences with my peers as a Trainer.

I would like to thank the funders for investing and providing funding opportunities for this cohort of learners to continue to grow professionally as trainers and to inspire early childhood educators to work successfully with young children and their parents in the home and center-based learning programs daily.

Supporting Agencies

Healthy Bourbon County, Fort Scott, KS

Project Lead: Rachel Carpenter info@hbcats.org

Target: Recruitment and Retention for Child Care Owners

Mentorship program to support start-up and sustain child care businesses; help participants create sustainability plan and 3-year cash flow projections; also funding promo video to promote project.

Impact Report:

The KCCTO Mini Grant allowed us to create a mentorship program that helps guide individuals who are completing opening a daycare. After receiving grant funds, the Bourbon County Childcare Coalition created sub committees, one to focus on creating a Mentorship Program and the other to focus on the Childcare Professional Promotional Video.

The Mentorship Committee is comprised of HBCAT Executive Director, Childcare Aware Links to Quality, Bourbon County Licensing Specialist, and two coalition members. As a committee we developed an application process for the Childcare Professional Mentors.

We had six Childcare Professionals submit applications to be a mentor. As a committee we selected two mentors, the owner of Tiny Tots Daycare, and owner Leah Myers Daycare. Both have over 20 years of experience with little to no blemishes in their record. They are both trusted individuals in the community who will simultaneously act as recruiters.

The Mentorship Program will last for a duration of one year starting July 1st, 2024. If someone is interested in opening a daycare, they will first set up an "Initial Meeting" at HBCAT. At the Initial Meeting, HBCAT's Executive Director, PSU Small Business Development Center, Fort Scott Area Chamber of Commerce, and Childcare Aware Links to Quality will be present. This will eliminate multiple meetings and have all local/regional resources at one table. We will discuss with the prospect the beginning steps of how to open/operate a daycare and what resources are available to support them. We will then assign the prospect to a mentor to do an onsite visit to see in person what it's like to operate a daycare. The prospect will be able to make an informed decision on if they want to continue the process to open a daycare. We will do a 6-month evaluation to continue to make the program successful. Our objective is to have 10 clients enrolled in the mentorship program and we already have 3 on the waiting list.

For the Promotional Video we contracted with Creative 124 to create videos for both our Mentorship Program, and to promote the career pathway for Early Childhood Professionals. Creative124 interviewed several key sectors in childcare to capture the importance of opening a daycare. They interviewed the owner of Happy Kids Daycare and Preschool facility and the owner of Little Blessings Daycare to provide the perspective of an at home daycare provider. We were able to capture the perspective of the Licensing Specialist for our area. Our deliverables are:

Full Length Video Promoting the Career Pathway and local resources:

<https://www.youtube.com/watch?v=9r1oEMVfEb0>

Basic Step by Step video on opening a daycare from the perspective of the Licensing Specialist:

<https://www.youtube.com/watch?v=p9pnMpLT2Vw>

Mentorship Program Facebook Reel:

<https://www.youtube.com/watch?v=htk0rny5fMs>

In our distribution plan we will be partnering with our area schools, leveraging HBCAT's marketing outlets, and partnering with the City of Fort Scott to distribute content. Our local licensing specialist will also refer her clients to the Mentorship Program as well.

The initiatives spearheaded by HBCAT, supported by the KCCTO Mini Grant, demonstrate a significant positive impact on Bourbon County's childcare landscape. Through strategic community engagement, mentorship, and targeted promotional efforts, HBCAT is fostering a supportive environment for new daycare providers, thereby contributing to broader economic and social development.

Supporting Agencies

Kansas Head Start Association, Lawrence, KS

Project Lead: Heather Schrotberger Hschrotberger@ksheadstart.org

Target: Recruit high school students into EC

Collaborate with Johnson and Wyandotte County program directors/HR, and high school programs to create engaging video series to recruit high school students into the EC field.

Impact Report:

The Kansas Head Start Association (KHSa) requested \$10,000 in mini-grant funds to support a workforce recruitment effort focused on creating a strategy for introducing high-school aged students to the opportunities that exist for an early childhood career in a Head Start setting. KHSa's intent with this project was to create resources and share strategies with our Head Start program partners across the state to supplement their existing partnerships and/or to spark new opportunities for partnership.

Materials/Resources and Impact Data

[Wy-Jo Co High School CTE Inventory](#)

Videos:

<https://vimeo.com/951304133/680942d9a>

<https://vimeo.com/946871279/19e9c6a4d9?share=copy>

<https://vimeo.com/946871276/b346fb2ce3?share=copy>

<https://vimeo.com/946871274/25878565c8>

Initial distribution = 24 Head Start programs and key contacts at ten school districts

[One-page document Template](#)

Future Directions and Impact

As our group of Johnson and Wyandotte County Head Start partners discussed our approach, our existing partnerships, and our goals for future partnerships, we came to the following conclusion. We feel strongly that high-school and community college students who want to enter the ECE workforce should have the opportunity LOCALLY to gain experience and/or education and credentials to participate in the ECE career pathway. Head Start programs, along with other early education partners, must engage more actively and consistently with CTE and community college partners to provide information, create awareness, and provide opportunities for career pathway activities, including observations, volunteer placements, practicums/internships, and ongoing professional development.

We want the work of this mini grant to build the foundation for continued partnership between pre-professional training opportunities and early education employers. KHSa has identified several future directions sparked by the work on this mini-grant:

- We will continue hosting KHSa workforce discussion groups for program directors/HR staff on a regular basis to share strategies and successes working with CTE partners and/or community colleges across the state, with KHSa supporting or facilitating local coordination as needed and/or as helpful to our Head Start programs.
 - For example, KHSa has reached out to other local partners with a similar focus: Raising JOCO (via Eldonna Chestnut), Raising WYCO (via Jennifer Traffis), and the Overland Park Chamber.
 - KHSa has also visited with Beth Toland at Allen County Community College about potential areas of partnership and/or coordination with their strategies and offerings around the ECE Career Pathway.
- We will initiate conversation with CTE contacts via email and invite them to share their interest in further discussion. We hope this will expand the opportunities for partnership in the coming school year (and beyond).

Supporting Agencies

Kiowa District, Kiowa, KS

Project Lead: Gayle McNett Gmcnett@kdhks.com

Target: Retention of Child Care Providers

Trauma-informed care training for 75 providers across 4 local counties. Funding for resource materials provided; opportunities for networking.

Impact Report:

The focus of this project was to address the retention of current early childhood educators and childcare providers through a professional development event to help manage or prevent the stress and burnout that come with caring for young children. A certified instructor from Conscious Discipline taught the science behind how the brain works when dealing with certain emotions, as well as strategies and techniques providers can use to support themselves and the children they serve when handling upset. Additionally, attendees were able to network with those from outside their community and discuss common topics and issues.

Approximately seventy-five early childhood educators and providers from a four-county area were invited to attend the training hosted in Kiowa, KS. There were twelve participants on the day of the event, which is believed to be due to the limited number of date options and the large number of other activities taking place on the available dates. Many of our invitees have young children who participated in soccer or other spring events. It is believed that securing a date for such an event much further in advance would allow participants to better plan and result in increased attendance. Those in attendance, however, expressed a great benefit from the information and resources shared and communicated their intention to implement pieces of the program in their childcare setting.

The experience level of those in attendance ranged from new to the childcare setting to thirty-five years of experience. Most attendees work in a center; however, some attendees work in a pre-school setting. Fifty percent of participants had previous training with a social/emotional learning program and approximately sixty percent of participants have worked with children with special needs. Despite the low attendance of the training, we believe the benefits of receiving this grant are further reaching, as some of the funds were spent on updated text from Conscious Discipline, as well as materials used to implement the program. The books were shared with those in attendance and are available to those who were invited but unable to attend. Some Conscious Discipline materials will also be shared with providers who were unable to attend. Additionally, content shared with those in attendance will likely be points of discussion among friends and colleagues in the four-county area and create interest in exploring social/emotional learning and the part it plays in all childcare and preschool settings.

KDH Childcare Center is grateful to have had this opportunity to advance social/emotional learning in our rural communities, as well as engage local providers and early childhood educators in a unique professional development experience. We believe a great impact was made because of these generous funds.

Supporting Agencies

KSRE Wabaunsee, Alma, KS

Project Lead: Bernadette Trieb Btrieb@ksu.edu

Target: Retention of Child Care Providers

To offer a 2-day free boot camp for Wabaunsee and surrounding rural counties; presenters from KCCTO, Child Care Aware, CPR, Fire Marshall, and KDHE; access to resources and opportunities to network and engage with state agency representatives.

Raising JoCo, Olathe, KS

Project Lead: Eldonna Chestnut

Target: Recruitment

Create video “Why start a Career in ECE” with first hand accounts from teachers, directors, and parents; networking with 4 local school districts. Video available for other coalitions and community groups across KS.

Impact Report:

Raising JoCo wants to thank KCCTO for the grant that allowed us to create a promotional video about working in childcare as a career. We were able to get a video for presentation and our Raising JoCo website as well as a shorter clip to be use for social media.

The video was previewed at our Raising JoCo conference and posted on our website. Members of Raising JoCo will be able to use this video when doing community presentations about the importance of childcare. We also plan to use this video at our event co-hosted by Overland Park Chamber of Commence that is geared toward educating businesses about the importance of childcare and how they can get involved. Two other similar events are planned where we can also show the video.

At the conference preview and Raising JoCo Coalition review, there were positive comments from attendees that felt that childcare as a career was painted in a positive light. Without this funding opportunity we would only have had one short clip explain what Raising JoCo Child Care Coalition is.

We hope that this video will encourage others to become engaged with the child care community on some level. Perhaps to start their own childcare, work in a child care setting, and/or for a business to become more engaged in supporting the child care field.

Supporting Agencies

Southeast KS Ed Service Center – Greenbush, Girard, KS

Project Lead: Cris Seidel Cris.seidel@greenbush.org

Target: EC Professionals - Recruitment

Two month public awareness campaign including billboard and social media promoting EC jobs through Educate Kansas (job-search) website.

Impact Report:

During the course of the campaign, our messages were displayed on the billboards a total of 96,838 times (for each of these instances, the message was displayed for eight seconds in duration). Based on traffic/visibility projections, 1,700,038 people saw the billboard messages. From a cost perspective, given that \$10,000 of grant funding was awarded for this project, the cost of the billboards was \$7000 which was 243 billboard views per \$1 spent. \$3000 of the grant was utilized for geofencing through mobile ads. The mobile ads had 910,101 total impressions during the course of the campaign, with 10,155 individuals who actually interacted with (clicked on) the ad. The audiences targeted for these ads were Gen Z, Millennials, Gen X, Mothers, Fathers, Millennial Parents, School Staff, Colleges and Universities, and Young Professionals. A companion grant was also accepted by the DCF that allowed a similar billboard campaign to occur in the Wichita area (with the difference being that the Wichita campaign focused exclusively on billboards and not mobile ads).

Two new webpages were built for this campaign, with the purpose of providing information to interested parties about becoming an Early Childhood educator. These webpages have been incorporated into the Educate Kansas website, and were featured prominently on the front page for the duration of the campaign. The first of the new [webpages](#) focuses on why the work is important and how to get started. The second new [webpage](#) provides specific information on how to become certified as an early childhood teacher. The billboards and mobile ads were tremendously successful in drawing interested parties to the website during the campaign. When comparing the campaign dates to the exact same date range from last year, traffic on the website increased by 97.3% to a total of 21,000 users. Each of those users saw the early childhood teaching information displayed upon accessing the website, given that it has been the top featured item on the homepage throughout the campaign.

Educate Kansas ran a social media campaign to assist with this effort as well. In total, 11,599 people saw the posts from the campaign. On average, each of those individuals saw the posts 1.94 times for a total of 22,548 impressions. The social media posts mirrored the appearance of the billboards/mobile ads for the sake of continuity; the templates that were used to create the posts can be found here. No grant funding was used for the social media campaign (all costs were covered by Educate Kansas).

Supporting Agencies

Starting Early, Kansas City, KS

Project Lead: Asiya Foster, Asiya.foster@startingearlykc.org

Target: School Counselors, FACS, and Secondary students in CTE

Development of a social media campaign and infographic about EC Pathways; specifically educating school counselors and FACS teachers in Eastern KS and outlining careers in EC; materials will crosswalk high school and higher ed programs.

Impact Report:

Activity 1: Crosswalking the CDA competencies to the secondary education early childhood pathway options. The crosswalk shows that the current pathway addresses much of the CDA competencies sufficiently. However, there are not adequate competencies addressing CDA Area 7 Observing and recording children's behavior. Helen Swanson and Taylor Spangler continue to collaborate on the best options to address the gaps.

Based on the work, Allen will submit to their curriculum committee approval for a new Credit for Prior Learning opportunity. Allen's ECE program will request that any Kansas High Schooler completing or concentrating in strand 2 of the ECE pathway to be given CPL for ECE102 Principles of Early Childhood Education which is KSRN ECE1010 Introduction to Early Childhood Education. Additionally, Allen will crosswalk the Teaching and Leadership pathway with the KSRN EDU1010 Introduction to Education looking for a similar CPL opportunity.

Activity 2: Creating and mailing materials to identify the different opportunities high schoolers have to meet the CDA competencies and prepare for a career in early childhood education. These embrace the high school pathways and EXCEL in CTE funding from the state which pays for community college CTE classes for high schoolers. Thus, the options are financially sustainable utilizing current programs for any high schooler in Kansas.

A list of 135 private and public high schools in Eastern Kansas has been compiled. These schools will each receive a mailing that includes the publications, a crosswalk when appropriate, and a letter. These mailings will be followed up with an email in early August as counselors and teachers are reporting back to school.

Activity 3: Completing a social media campaign promoting the field of ECE to high schoolers.

The social media campaigns are using Facebook, Instagram, and TikTok. The static ads have been running for about 3 weeks.

~149K impressions, about 81K on Meta and the rest on following ads

751 clicks through to landing page, 398 clicks from Meta and the others from the following ads

0.51% overall clickthrough rate, which is very good for this type of ad.

Static ads and inquiry page:

- <https://www.allencc.edu/ed-hs-inquiry>
- <https://www.dropbox.com/scl/fo/fpzy964bporyxa7mv873m/ANskroHJBzy1IpolJbCAhKU?dl=0&e=1&rlkey=w9x4b09xkv87g4tv9m4suo07c>
- <https://www.dropbox.com/scl/fo/hg1ypfc2xm10l40c5surg/AApsrCK4gF0nYAK8htS5Xf0?rlkey=vwg58h42nsvphog4bydmlmnb&dl=0>

TikTok ads:

- <https://app.frame.io/reviews/59a8eb45-7173-41e4-bbe1-20cfdd4fcf98/b9c83f6a-ada7-4260-8c11-2b79199414b3>
- <https://app.frame.io/reviews/7ff0f672-fd44-40a5-a2c8-eca97b71fd7a/db6d2b5d-2c24-4e5b-994a-d5031ee252c7>

Supporting Agencies

YMCA of Wichita, Wichita, KS

Project Lead: Debbie Ogle, Debbie.ogle@ymcawichita.org

Target: ECCE Professionals – Recruitment and Retention

Marketing and social media campaign (websites, radio, social media) to market YMCA Work-to-Learn program that addresses entry-level ECCE professionals.

Impact Report:

The funds received through the Career Pathways grant were used to help promote and recruit individuals to participate in the YMCA's Work-to-Learn program which is designed to stabilize our child care workforce and help grow our capacity to serve families and young children in our program area. Since the COVID-9 pandemic child care, as an industry, has faced an unprecedented workforce shortage. Families struggle to find child care, noting long waitlists due to staffing challenges. Current program staff struggle working longer hours covering shortages, and hiring managers report less qualified applicants.

The focus of our recruitment and marketing efforts were on individuals who would most benefit from the Work-to-Learn program. These individuals would be either those who were interested in entering the child care workforce and were new to the field, or those who had some experience in child care, but did not have the education to move forward. We did this through a series of social media advertisements, articles regarding the project on a local parent website, and holding three recruitment events throughout our community.

The first step was to get information out to the community about our Work to Learn program. Our marketing department created a recruitment materials that provided information about the program that were run on social media and radio, and an article regarding Work-to-Learn that was run on a local parent website, Wichita Moms. (Included as an Appendix A) Additionally, we conducted a presentation to the local Workforce Alliance office as a partner in our grant. The goal of this was to provide information about our programs, how to apply for a position, and to promote the three hiring events planned as a part of this project. Next, we placed job advertisements on Indeed. These advertisements were run over a four-week period. Hiring events were held on April 30th, May 2nd and May 31st at various locations around our community promoting not only the Work-to-Learn program, but also other child care positions in our centers. Our hiring events started off slow, bringing in some interest, but by the third event we had over 20 individuals participate. Through these efforts we generated over 80 applications, filled our Work-to-Learn slots for the summer term, and hired an additional 7 child care staff for placement in our centers. We also created materials that can be used for recruitment and hiring events in the future, enabling us to continue to grow our workforce even after the grant has ended.

This grant funding made a huge difference in our ability to inform the community about Work-to-learn and recruit for open positions. Our goal in the first year of Work to Learn was to start with 10 individuals. We currently have a full group that will start classes in June and because of the recruitment efforts we were able to complete with these grant funds, we are able to add an additional spaces not originally planned for. Additionally, we were able to hire for positions that we have struggled to fill at our centers. The greatest impact is on the families and children we serve, for each individual we hired or placed in a Work-to-Learn spot, able to open more child care slots in our community.

<https://www.dropbox.com/scl/fi/y2twm1l137psdrb6t0yv3/YMCA-Work-to-Learn.mp4?rlkey=7gsaqzqy8ks5hsbwxn3yno3j5&e=1&st=1l2qwtmc&dl=0>

Community Child Care and Early Childhood Education Programs

Angel Wings Learning Center, Wichita, KS

Project Lead: Jerrica French Jerrica.angelwingsks@gmail.com

Target: ECCE Professionals – Wellbeing and Retention

Project addresses wellbeing of ECCE providers in community facing homelessness, abusive relationships, generational poverty, and lack of healthcare. PD, coaching sessions, and mentorship opportunities.

Impact Report:

The purpose of these workshops was to give early childhood professionals the opportunity to work on themselves and learn about their own strengths. This also helped our staff unite as a team and made a dynamic shift in our culture. I do believe the testimonials and videos I have collected speak very clearly to the impact this project has had on our team personally, professionally, and for the future of them as early childhood leaders. The mentor teacher program was another portion of our grant project. We chose three teachers who are very welcoming and enjoy talking to other people. The plan included these teachers having intentional conversations with new staff members and staff in their first 90 days. We set aside time weekly for them to meet with these staff members and answer any questions they may have as well as completing a training checklist. We found that this connection with already established staff members helped new employees feel acclimated to the new work environment quicker and became a part of the team! Our hope is to continue this portion of the grant program in our center as it was very beneficial to our center culture. In contemplating ways our project could be used in the future, I do believe offering the personal development workshops as a conference would be excellent. The impact it has had on our employees and our center has been undeniable.

Testimonials from staff: "I feel so grateful that the Career Pathways team was given the opportunity to work with The Thread. It has been so amazing being able to grow with my coworkers as we all get to learn more about ourselves and each other not only during work but also outside of work. These wonderful ladies who are guiding us through each meeting showing that they really care and make sure we all understand what is being talked about. I've learned more about myself through this and have been able to acknowledge things about me that I would have never acknowledged had I not been given this opportunity. I feel like so much of this has reflected in my work especially my strengths. I notice them in my day-to-day whereas before I had no idea." - Lauren Desch

"During my time in these classes, I have learned a lot about my self worth. It has taught me that I am strong and that I am worthy. I've learned from others strengths that I have. Ones that I've never thought of before hearing them. These classes have prepared me to move forward and not think about the bad things or the bad thoughts. We need to be kind to ourselves because we deserve it. I can use this new knowledge in my work place by being able to better understand the children better and know that not everyone is the same and has had the same experiences." - Cheyenne Johnson

"I was very excited for this project because I knew it would be helpful for our staff, but I didn't realize how much I needed it for myself. As a director, it is sometimes difficult for me to separate my personal needs from what I think is best for the center, but these workshops truly helped me do that. The biggest impact for me was stripping away all of my titles and identifying truly who I am as an individual. I also very much appreciated learning my strengths through the Clifton Strengthfinder assessment. This was eye-opening for me and I identified ways that I truly shine and what I personally bring to the table. This also helped our administrative team as we learned and recognized strengths in others and were able to use our talents for the betterment of our team as a whole. I am so grateful for this experience and would highly recommend The Thread for Early Childhood Professionals be offered for other professionals through our state." - Jerrica French

Video Link:

https://drive.google.com/file/d/1qXknknVVUYT88aDNjQcF7b78EGQ_mPA2/view?usp=sharing

Community Child Care and Early Childhood Education Programs

Community Children's Center, Lawrence, KS

Project Lead: Jennifer McAferty Jennifer.mcaferty@communitychildrenks.org

Target: EC Leadership – Recruitment and Retention

Sending leadership to HR conference to learn cutting edge recruitment and retention strategies; including PD on diversity and inclusion.

Impact Report:

Multimedia Documentation

We've included a variety of multimedia materials to showcase the impact of the grant:

- Photos: Candid shots of team members at various speaker sessions and vendor events networking with other talent and HR professionals.

- Testimonials:

- o "The SHRM Talent Conference allowed me to see the areas in our current staff recruitment that needed immediate help and provided ways to help retain the staff once we have them onboarded." – Jennifer McAferty, HR Manager

Insights and Advancements

The grant funding allowed us to:

- Adopt a talent acquisition strategy that will assist in streamlining our hiring process.
- Initiate a series of professional development workshops for our staff, enhancing their skills and job satisfaction.
- Develop an employee handbook with policies and procedures that are aligned with our mission, vision, and values.

Contribution to the Broader Community

The knowledge acquired has not had an immediate effect on the community, as we do not open our center doors until Fall 2024, but the anticipated contribution is a ripple effect on the broader community by:

- Elevating the caliber of the early childhood education that we will be hiring will enhance the service provided to the children, resulting in better developmental outcomes.
- More engaged parents and community members through organized forums to discuss workforce development and community well-being.
- Establishing the Community Children's Center as a model for best HR practices within the non-profit sector.

Effectiveness Assessment

Given that our center does not open until later in 2024, the effectiveness of the information received is limited to how Community Children's Center's talent recruitment and retention strategy is crafted. This will be an ongoing process over the next few months to determine which aspects of the information learned and collected at the conference will be most beneficial and work in concert with our mission, vision, values, and philosophy.

The Mini-Grant for attending the SHRM Talent Conference & Expo 2024 has been instrumental in advancing our talent acquisition, recruitment, and retention strategies. Additionally, the hope is that the information and knowledge gleaned from the conference and the ability to view all sessions for 30 days after will have a tangible impact on our center's operations and the community we serve. We express our heartfelt gratitude for this opportunity and look forward to continuing our growth and service to the community. We believe the insights and practices gained will continue to benefit our organization and those we serve for years to come.

Community Child Care and Early Childhood Education Programs

Cradle at Creche, Manhattan, KS

Project Lead: Chelsea Swoyer Chelsea@crechemanhattan.com

Target: EC Recruitment and Retention

Video production company will write and produce a 60 sec video to promote EC careers and recruitment to be shared on social media and job search platforms.

Impact Report:

Utilizing the funds made possible in partnership with the Kansas Career Pathway project funded by the Kansas Department for Children and Families, Creche and New Boston Creative Group collaborated to create a promotional video highlighting the benefits and significance of careers in early childhood education (ECE). To align with current trends favoring concise content, the video was condensed to approximately one minute in duration.

To broaden its appeal to potential candidates, the video features two teachers with distinct career paths: one committed to ECE as a lifelong profession, and the other concurrently pursuing a degree in a different field while working in ECE. By emphasizing both the value of early childhood educators and the transferable skills acquired in our organization, we aim to attract and retain candidates beyond the traditional ECE domain, while raising awareness about the growing need for ECE professionals.

Prior to filming, Creche obtained signed media consent from all participants. Filming took place on April 24, 2024, at the Cradle at Creche, with New Boston Creative Group capturing footage from 7:30 am to 11:00 am. The resulting video was tailored into three versions – widescreen, vertical with URL, and vertical without URL – optimizing its suitability for various marketing and recruitment platforms. The inclusion of a clickable URL directing viewers to the Creche careers page facilitates easy access to additional information about ECE in Kansas, with linked resources provided for further exploration. Linked resources include the Kansas Department for Children and Families, All In For Kansas Kids, KCCTO, and HirePaths.

The completed video will be prominently featured on the Creche careers page, as well as on hiring platforms and social media channels. By offering viewers an authentic glimpse into the ECE profession, we aim to provide valuable insights to potential candidates, particularly millennials and Gen Z, thereby expanding our recruitment reach.

We are immensely grateful for the opportunity afforded by the provided funds and eagerly anticipate the positive impact the video will have on Creche's recruitment and marketing endeavors. Additionally, we are confident that the video will contribute to greater awareness and understanding of ECE within our community.

Video link: <https://f.io/hdxOVUU>

<https://www.statista.com/statistics/1215192/share-of-gen-z-and-millennials-watching-mobile-video-os-daily-by-length/>

<https://www.talentlyft.com/en/blog/article/232/9-reasons-why-you-should-use-video-in-recruitment>

<https://www.linkedin.com/pulse/10-reasons-why-video-content-so-powerful-darren-bolton/>

<https://influno.com/video-marketing-statistics>

Community Child Care and Early Childhood Education Programs

Growing Future, Overland Park, KS

Project Lead: Evan Rosemann Erosemann@growingfutureseec.org

Target: EC Recruitment

Funding for development team to attend top fundraising conference for innovative strategies; attendees will hold webinar to share information

Impact Report:

The following report provides valuable takeaways and information from the 2024 Association of Fundraising Professionals ICON conference held in Toronto, Canada from April 6th-9th. The information has been compiled by the Development Director, Annual Fund Associate, Grants Manager, and Marketing and Events Associate from Growing Futures Early Education Center. Established in 1965, Growing Futures provides quality early childhood education to low-income families residing in Johnson County, Kansas. The organization currently serves over 200 children and families. The work of the development team has increased throughout the years and has a major impact on the sustainability of the organization.

The Annual Fund Associate is a key part to the success of a development team. Much of their time is dedicated to making sure money is accounted for and donors are thanked for their generosity and contributions. During the conference, our Annual Fund Associate attended topics surrounding stewardship, making the ask, building relationships and how to speak to donors.

The Grants Manager has worked diligently with the Growing Futures team to triple the revenue made at the center. The sessions that were attended provided guidance on grant writing, communication tactics and project management: Proposal structure, wording, and imagery could motivate some donors to give to your organization, and cause others to take their generosity elsewhere. We discussed inspiring donors with emotion and justifying with logic, including the steps to take and the ones to avoid when your goal is securing a significant gift. You really have to consider your audience when writing a grant proposal, and the angle you take may depend on several factors (donor's profession, family, personal experience with your organization, etc.). Through trust, impact and communication, this session showed how to demonstrate trustworthiness and program results to donors and provide accountable communications to support fundraising efforts. The speaker presented seven steps to assure ethics are meaningful, eight disciplines to ensure programs achieve good results, and a communications strategy that highlighted responsibility and accountability, thereby increasing funding and program impact. At times, storytelling may be utilized to give background information of a certain group. The presenters used a case study of the YWCA Regina's capital campaign, during which they talked about telling truthful and accurate stories while ensuring the dignity of all involved. They dealt with a lot of indigenous and native populations, so they had many cultural aspects to take into account.

Fundraising is often concentrated to major gift donors while mid-level and small donors are disappearing. There is more success with a targeted and structured type of corporate program. You can better appeal to these programs with an aligned cause, innovative volunteer experience and committing to the long term. When employees look for you, your branding and visibility matters greatly - it is important to check if your brand shines through, if you're sharing your mission or missing any opportunities to share impact stories. This concludes the Lessons for Fundraising Professionals report. This annual conference is the world's top fundraising conference, attracting more than 3,000 fundraising professionals each year.

Contact Evan for more information and presentation slides.

Community Child Care and Early Childhood Education Programs

Hilltop Development Center, Lawrence, KS

Project Lead: Jeremy Fite jfite@ku.edu

Target: EC Recruitment and Retention

Funds will support PD conference hosted by Hilltop for the Lawrence community; recruitment for 52 new teaching staff by May.

Impact Report:

With the funding from KCCTO – Career Pathways Funding, Hilltop has been able to hire 17 new teaching staff and 22 new program assistants within the last nine weeks. These new hires will allow new staff to be onboarded and trained properly prior to giving them their own classrooms. Our ability to get them in early and provide quality training, we feel, will improve the overall readiness of the new staff and create a more comfortable transition to the new school year. These new hires will also provide current staff with additional supports in the classroom as well. Our continued challenge continues to be finding qualified staff to fill the teaching roles. This funding has allowed Hilltop to bring in staff who need additional training and get them ready to teach. Giving them the freedom to grow and learn before running their own spaces.

Community Child Care and Early Childhood Education Programs

Shawnee Mission ECE Program, Overland Park, KS

Project Lead: Carla Heintz carlaheintz@smsd.org

Target: EC Professionals -Retention

Professional development to build EC staff and community partners' expertise and capacity in Pyramid Model; strategic goal setting and progress monitoring, PLC; resources and materials

Impact Report:

Shawnee Mission Early Childhood Education Center (SMECEC) utilized this grant to begin our process of pursuing the pyramid project and the best practices associated with it. This project targeted approximately 75 staff at SMECEC including teachers, paraprofessionals and service providers. In addition, we invited our partner head start Growing Futures to attend the Pyramid Model training, have a staff member trained in TPOT observations. We have begun discussions as to how to continue this collaboration into the next year to also support their staff and improve their workforce retention. Through this collaboration, an additional 45 staff at their Head Start center are supported.

We had 3 main objectives for this grant. The first being an introduction to the Pyramid Model practices with a highlight on challenging behaviors to support staff with some right now training that could be utilized through the end of the school year. In addition to providing them the means to start the year off strong with environmental supports in place and strategies from day one to support all students. Secondly it was to create a way to sustain the TPOT classroom observations that were started this year with the support of the University of Kansas staff and projects. Without this grant we could not have afforded to pay for even 1 staff member to participate in TPOT training, however as a result we were able to train a total of 9 staff, 4 more that our original grant proposed, including, itinerant community staff, growing futures staff and the PreK instructional coach for the district. This allows the strategies and information from the pyramid project to reach outside of our original grant parameters of SMECEC and Growing Futures, to the district wide PreK program as well as other community sites served by our itinerant staff. With this training we are now able to observe, collect data and work as a building and community to determine our strength areas and our next steps. This provides staff a sense of success as we celebrate the strengths as well as a vision and a purpose as we focus on the next steps together. By working at a team to build skills, we hope to build confidence in instructional skills that positively impact student's emotional well-being and engagement while reducing overall staff stress.

Lastly, it was to provide resources to staff for ongoing staff development around the Pyramid Model practices giving the tools to implement successful classroom practices to build their skills, reduce stress and retain high quality staff. We did this through the purchase of *Unpacking The Pyramid*, by Hemmeter, Ostrosky and Fox 2021. These books will be used next year as a book study, to take staff through the essential components of the Pyramid Model practices. Including, but not limited to setting up environments that support students, collaborative collegial relationships, and teaching social emotion skills to children. Each chapter provides practical, hands-on ideas, giving staff tools to do their job, and do it well. As staff grow their skills and confidence, they are more likely to remain in the workforce. This resource will be available not only to teachers at SMECEC, but also growing futures, and will be utilized by the PreK coach, and our itinerant staff to impact teaching and learning in a variety of settings outside of our school. An unexpected outcome of this grant was the direct impact the Pyramid Model practices have already had on parents in our community. Growing futures had already incorporated specific training received into their parent groups, providing strategies for them to utilize at home with their children when challenging behaviors arise. The staff at SMECEC will also weave that information into our smart start parent nights as we dove tail the pyramid project practices with the trauma smart practices.