



2026 Kansas ECCE Workforce Professional Development Needs Assessment

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Kansas Child Care Training Opportunities. (2026). *Kansas Early Childhood Care and Education Workforce Professional Development Needs Assessment*, Kansas State University. <https://kccto.org/2026-ecce-needs-assessment/>



2026 Kansas ECCE Workforce Professional Development Needs Assessment

The following report provides an overview of results from the 2026 Kansas Early Childhood Care and Education (ECCE) Workforce Professional Development Needs Assessment survey. The purpose of the survey was to collect statewide data on the professional development needs of the ECCE workforce with a focus on training and technical assistance needs, interests, and access to available resources. The population of focus comprised Kansas ECCE professionals in licensed and license-exempt facilities who provide direct services to young children or supervise those who provide direct services (e.g., director, owner).

Methodology

The survey landing page was distributed to the Kansas Child Care Training Opportunities (KCCTO) contact list, newsletter, and social media webpages. In addition, statewide partners were asked to distribute the flyer and survey link in their corresponding newsletters and listservs. At the beginning of the survey, to determine eligibility, respondents were asked: if they were at least 18 years old; if they currently work in the ECCE field in Kansas; and if they provide consistent child care and education in a licensed or license-exempt setting or supervise someone who does (e.g., center director/assistant director, building principal).

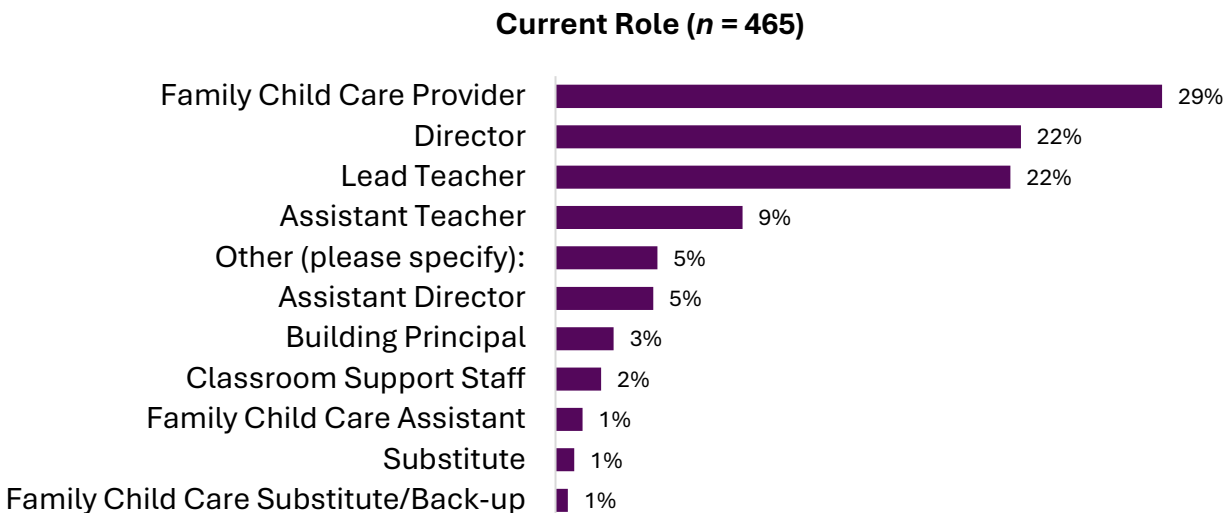
Data were collected from January 21st, 2026 through February 10th, 2026. 600 individuals responded to the survey; 119 did not qualify for the study or did not answer any questions, decreasing the total number of responses to 481. Of those 481 responses, 317 completed the full survey. This report comprises data from all 481 respondents; number of responses for each question may vary and are included throughout the report where relevant.

Demographics

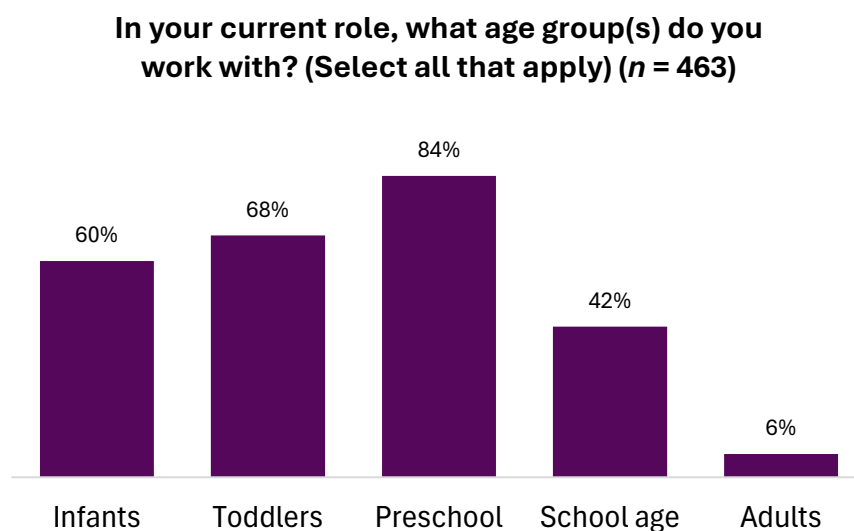
Survey respondents were predominantly female (98%). More than half were between the ages of 41 and 60. Eight percent identified as Hispanic or Latine, and 91% identified as White. Nearly all respondents (98%) reported English as their preferred learning language. In terms of education, 20% indicated some college as their highest level completed; 15% reported holding a Child Development Associate (CDA) Credential. Nearly half (46%) identified that they have been working in the ECCE field for more than 16 years.



Just over 80% of respondents indicated that they work in either a licensed family child care home (FCC) (31%) or a licensed child care center (50%). Respondents reported a wide range of roles; the highest percentage identified as an FCC provider.

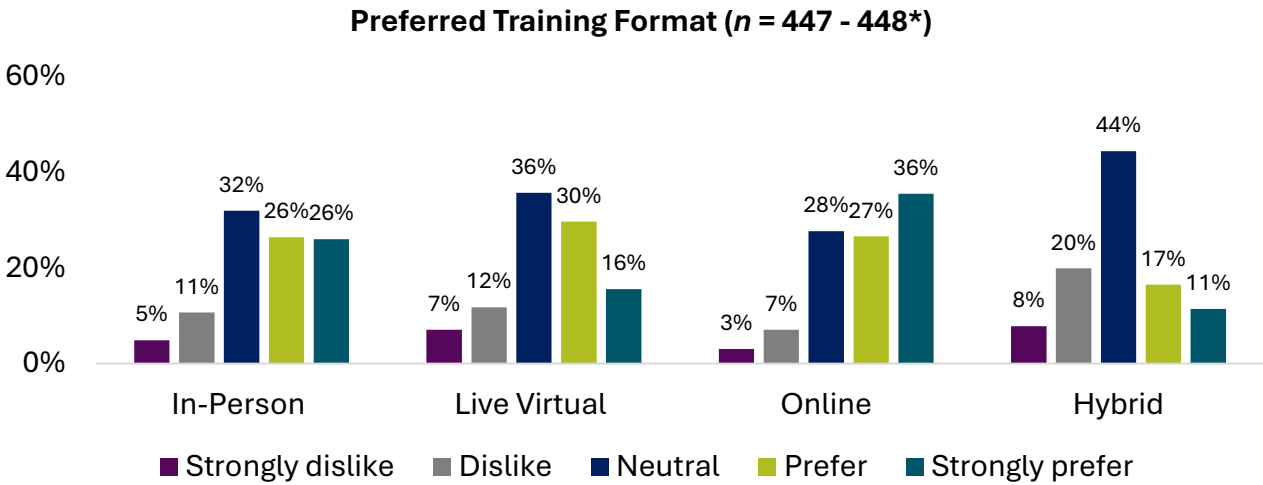


The majority of respondents indicated they work with preschoolers (84%) with over half also working with infants and toddlers.



Training

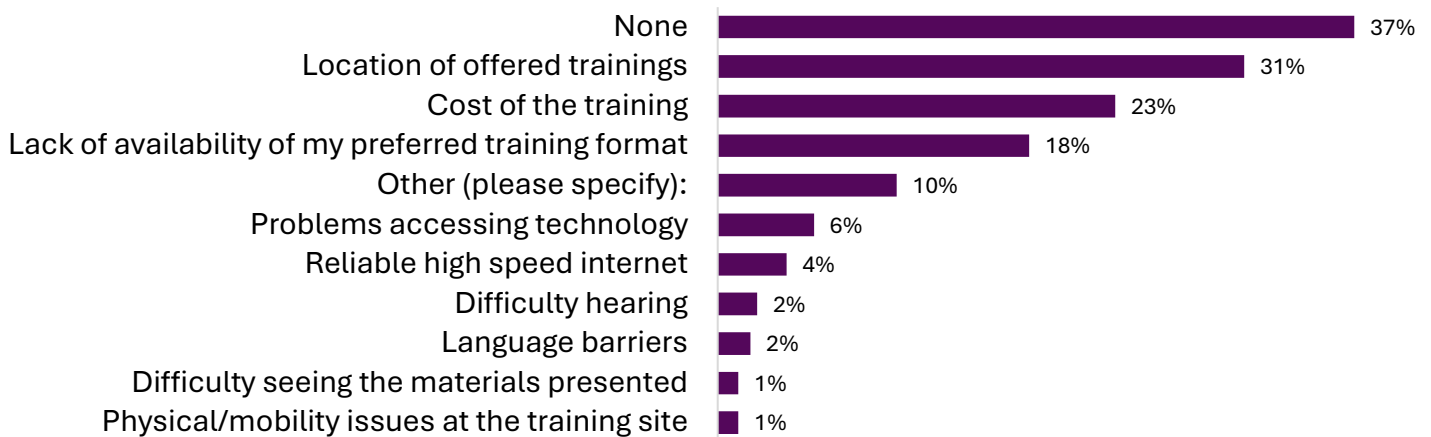
Preferences regarding training format were mixed. Most respondents (63%) prefer an online training format, while 52% prefer in-person training. The highest percentage of respondents (44%) were neutral about hybrid training offerings.



*Responses for Live Virtual n = 447. All other training format responses n = 448.

The highest percentage of respondents (37%) reported that they do not encounter any barriers that prevent them from accessing training in their preferred format. However, nearly a third of respondents (31%) indicated that training location is a barrier and almost a quarter of respondents (23%) indicated that cost is a barrier.

Which of the following barriers prevent you from accessing training in your preferred format? (select all that apply)

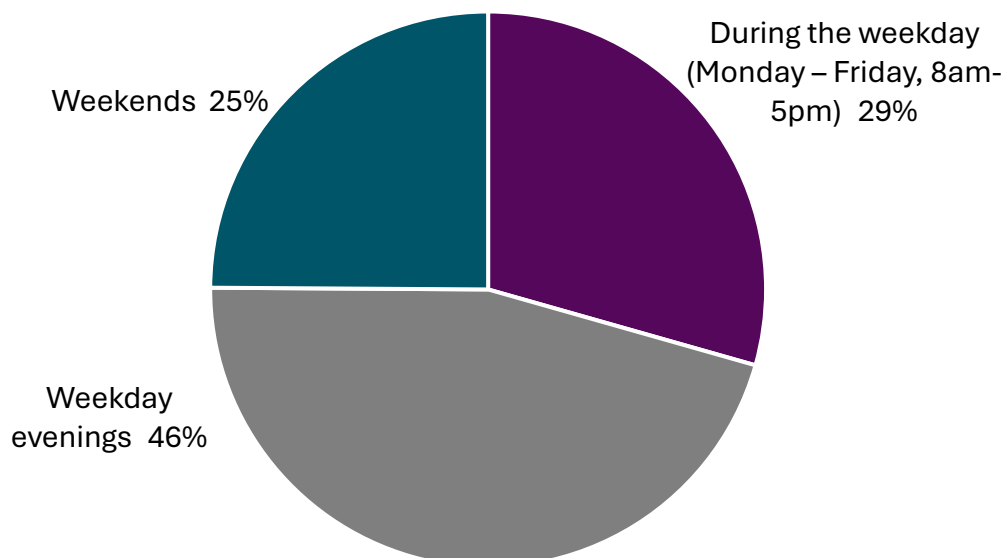


"I try to find free trainings so I can keep my operating costs down and avoid raising my rates for my families. One training doesn't seem like much, but it adds up when you have to start paying for several..."

"We are in a very rural area so trainings are far away and there isn't enough coverage to go on a long trip."

Nearly half of respondents (46%) indicated that they would be most likely to participate in training on weekdays in the evening.

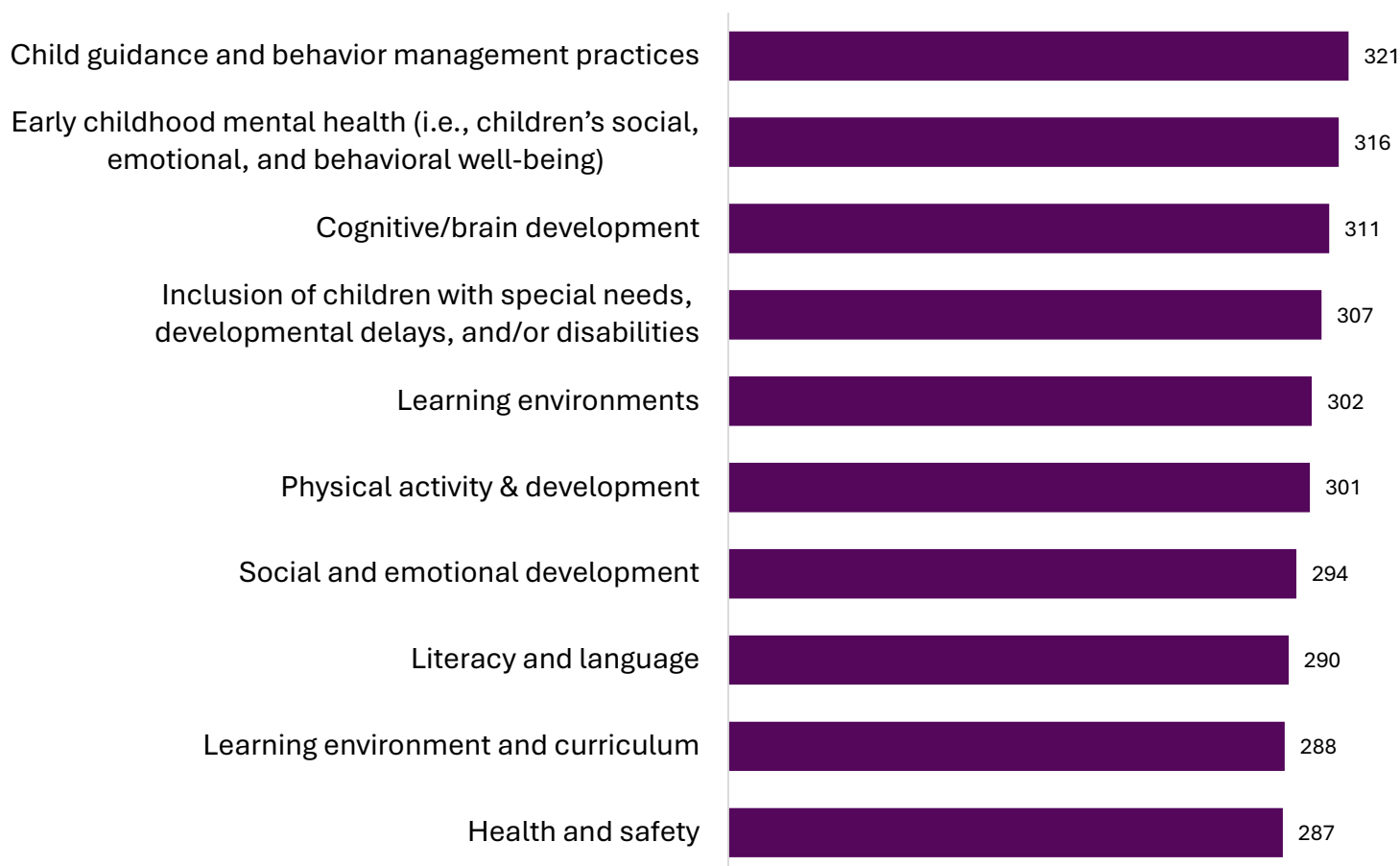
Preferred Training Time (n = 442)



Training Topics

Respondents were provided with a list of nearly 50 potential training topics and were asked to indicate their interest in each topic. The graph below summarizes the 10 topics selected by the highest number of respondents as being of interest to them.

Respondents indicated the most interest ($n = 321$) in training about child guidance and behavior management practices. Next were early childhood mental health ($n = 316$) and cognitive/brain development ($n = 311$).



From the same list of potential training topics, respondents indicated if they were interested in a topic but unsure how to access it. The graph below summarizes the 10 topics selected by the highest percentage of interested respondents but unsure how to access. Percentages are calculated using the total number of respondents interested in each topic to standardize comparisons. For example, 39% of respondents who said they were interested in business taxes are unsure how to access training on that topic.

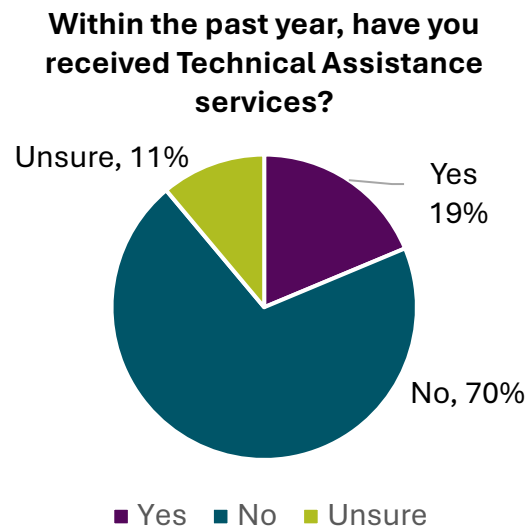
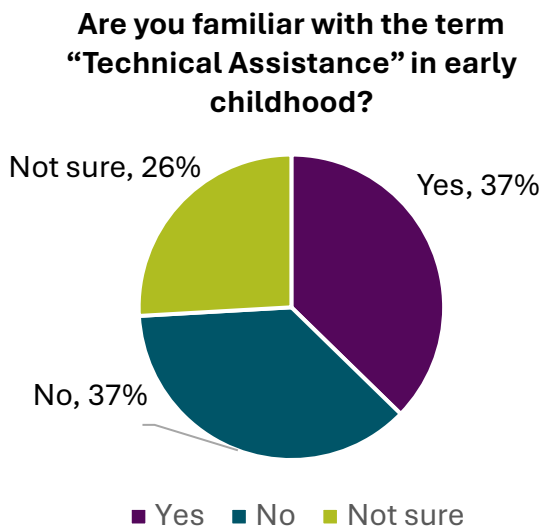


Technical Assistance

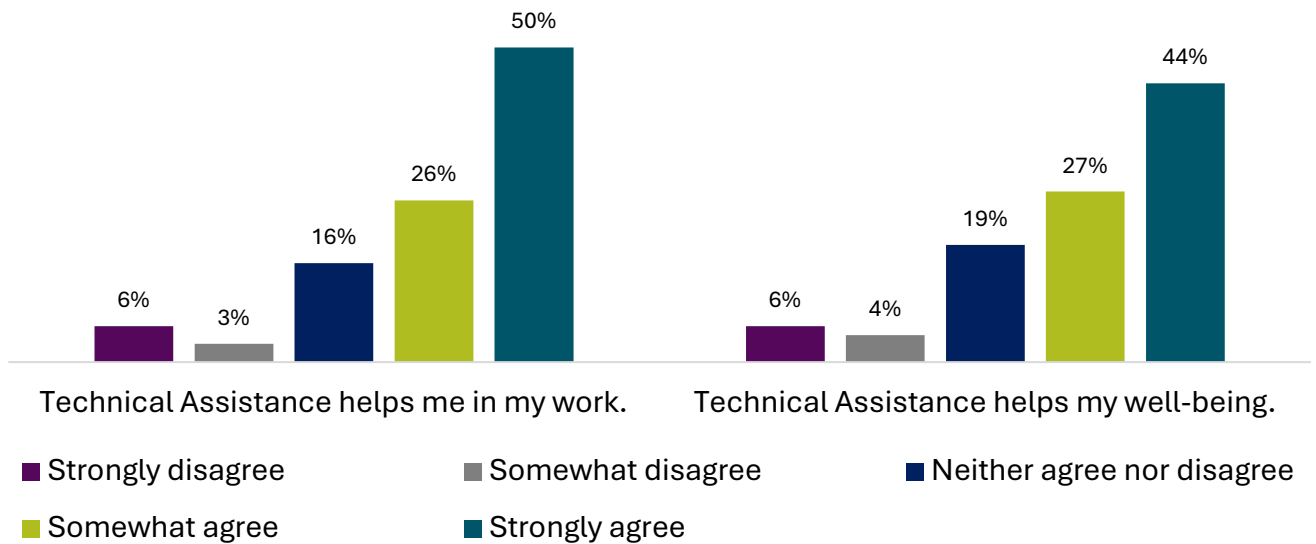
Most respondents (75%) reported that when they learn something new and want to make a change, they have the support to make the change. In a follow up question, we asked those who do not feel they had the support what would help them make changes. A few stated that general support (such as TA) would be beneficial, but the majority stated that what would be helpful is support from their administration.



Over one-third of respondents said they are familiar with the term technical assistance (TA) but 70% of respondents have not received TA services in the last year.



Of the 19% of respondents who have received TA in the last year, nearly 75% (n = 70) stated they agree that it helps them in their work and helps support their well-being.



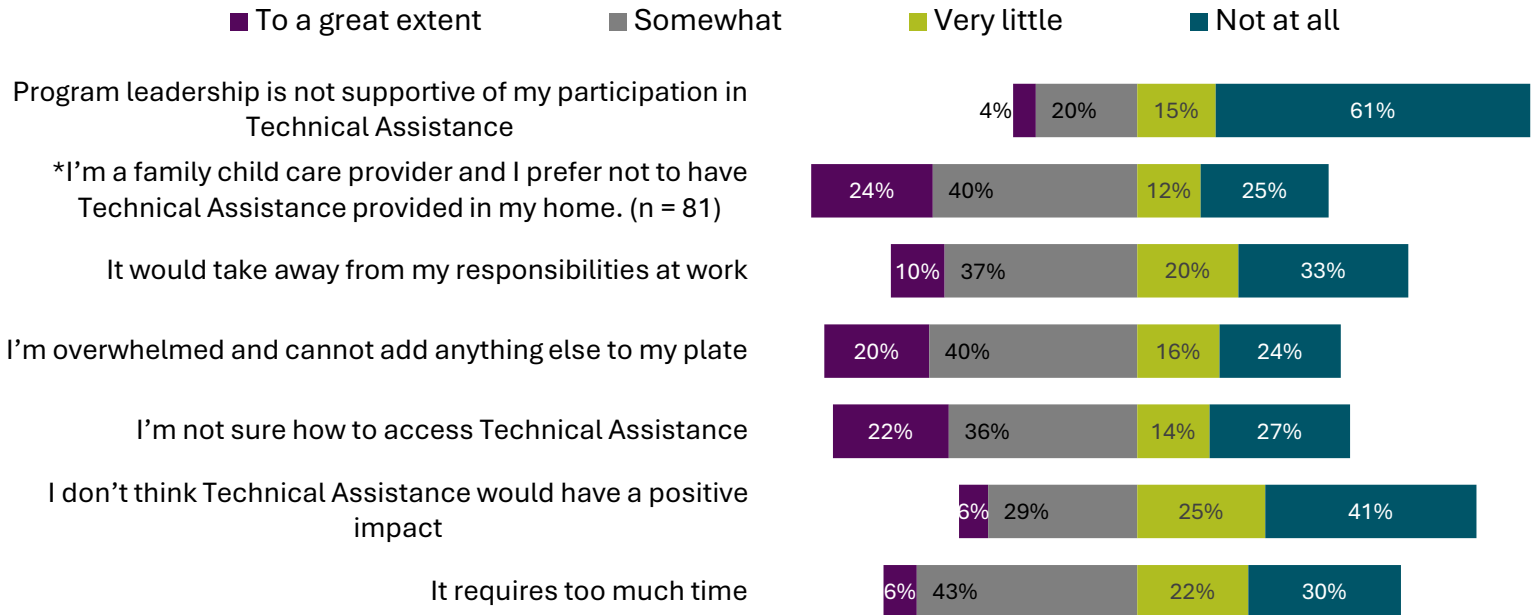
“It’s been awesome! It’s a great support system and feel[s] good to have guidance and advocates in the Early Childhood profession”

“... It was great to have an outside source come in and help our teachers out.”

“Keeps my mental health healthy.”

Respondents who stated they had not received TA over the last year were then asked about barriers preventing their participation. The highest percentage of respondents (60%) reported being overwhelmed and unable to add anything else to their plate. Many respondents (58%) also reported being unsure about how to access TA as a barrier.

Barriers to TA Participation (n = 250)

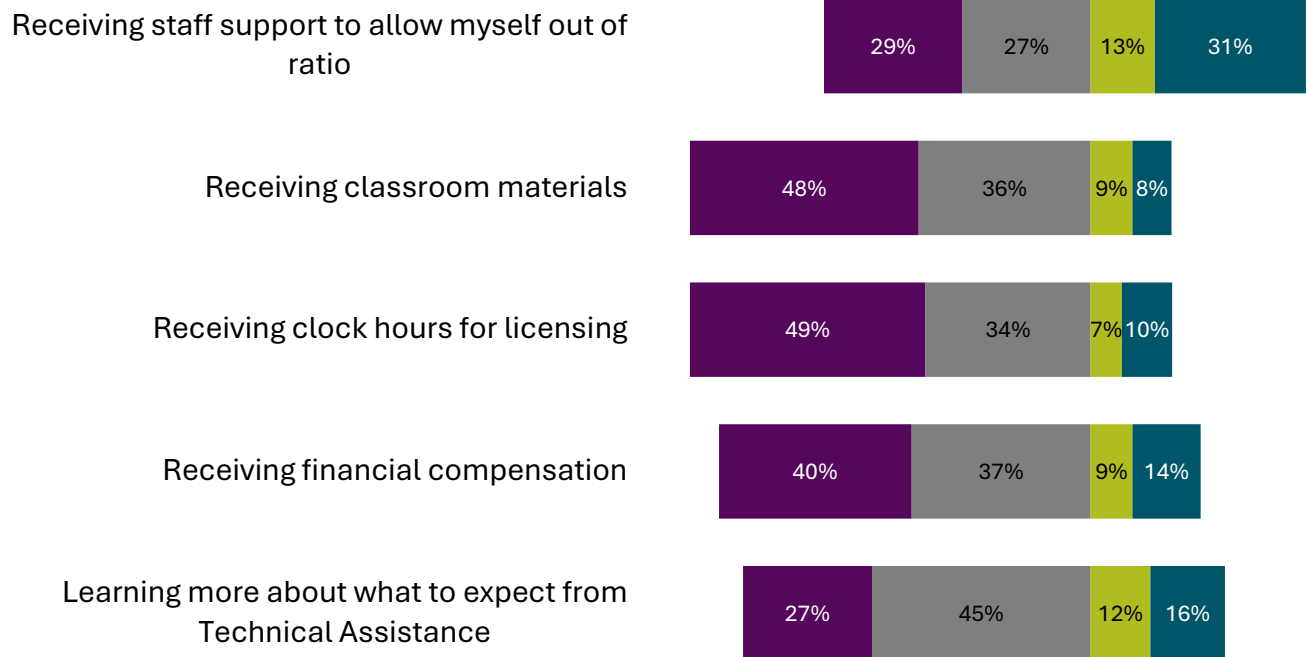


*Note: only data from those who selected they work in a family child care home.

All respondents were asked which factors/supports would make them more likely to participate in TA. Most respondents reported that receiving classroom materials (89%) and receiving clock hours for licensing (83%) could increase participation.

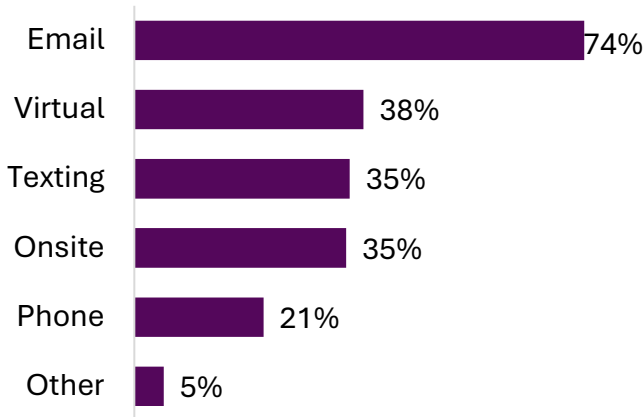
Supports to TA Participation (n = 355)

■ To a great extent ■ Somewhat ■ Very little ■ Not at all

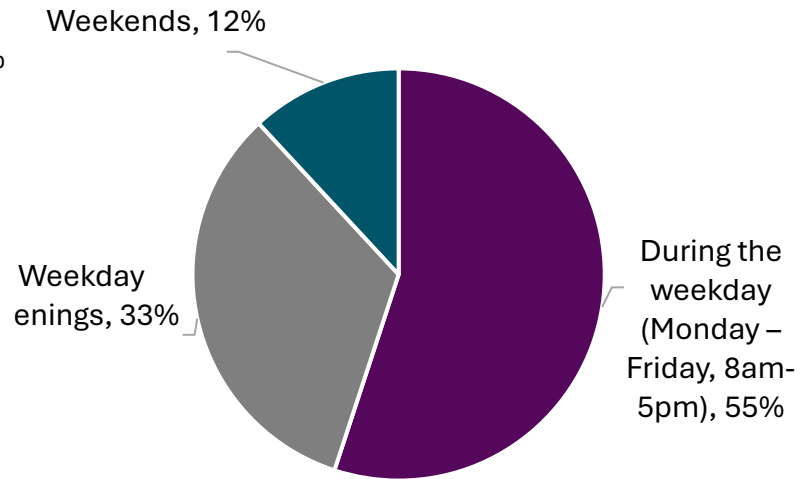


The majority of respondents (74%) reported email as their preferred TA format, with virtual (38%), texting (35%), and onsite (35%) each preferred by just over a third of respondents. Just over half of respondents (55%) would prefer to receive TA during the week/workday.

TA Format Preference (select all that apply) (n = 354)

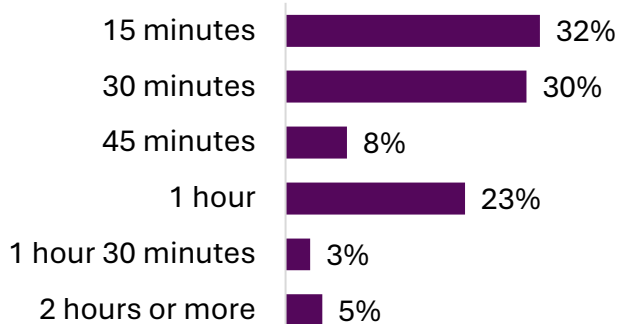


TA Timing Preference (n = 354)

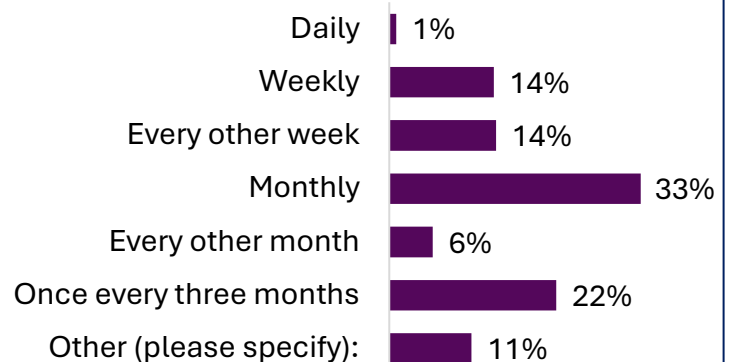


Most respondents (62%) indicated that they would prefer brief – 15 to 30 minutes – TA visits, while almost a quarter of respondents (23%) prefer 1 hour visits. One third of respondents (33%) would prefer to participate in TA monthly; just under 30% of respondents indicated either weekly (14%) or every other week (14%) as their preference.

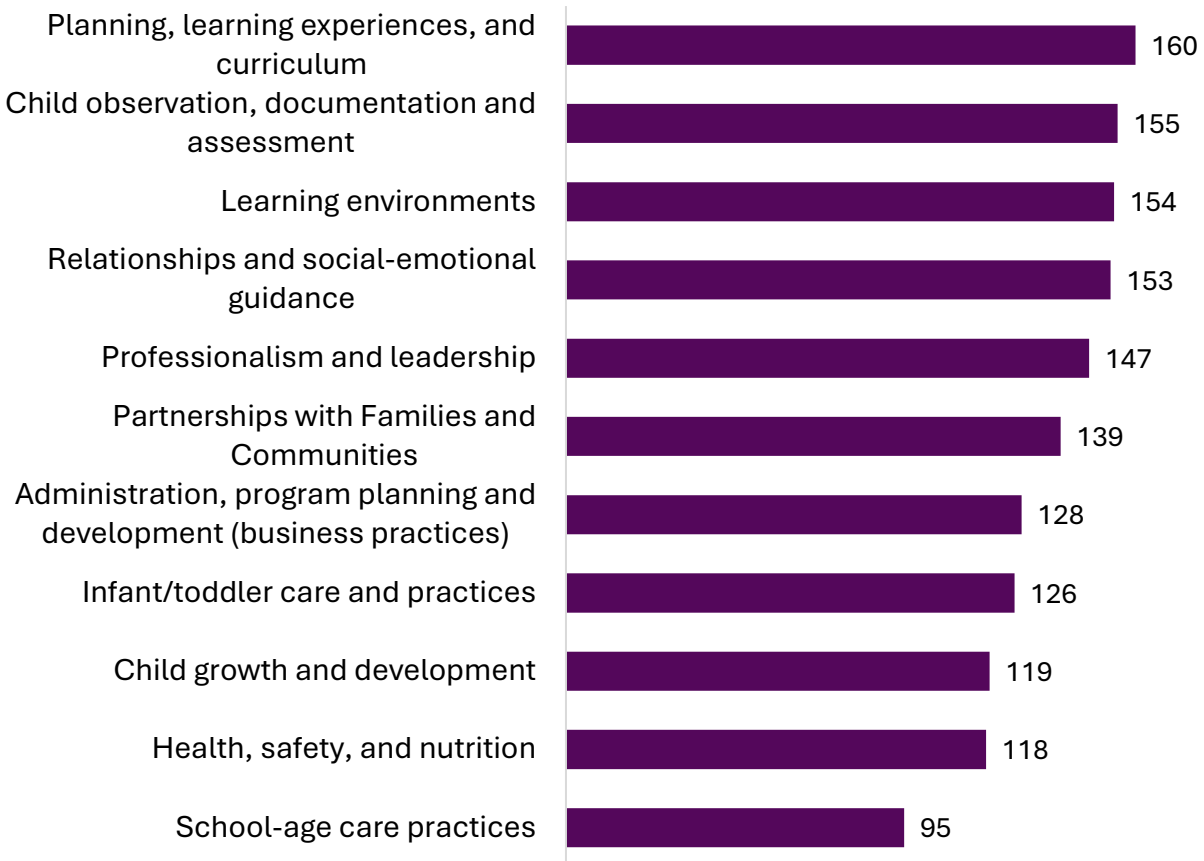
How much time do you feel you could commit to participating in a single Technical Assistance visit? (n = 351)



How frequently would you like to participate in Technical Assistance, if time and resources permit? (n = 351)



Respondents were provided with a list of 11 broad categories of potential areas of TA support and were asked about their level of interest in each. Respondents indicated the most interest ($n = 160$) in receiving TA about planning, learning experiences, and curriculum. Next were child observation, documentation, and assessment ($n = 155$) and learning environments ($n = 154$).



From the same list of potential TA categories, respondents indicated if they were interested in a topic but unsure how to access it. The graph below summarizes the 11 topics by the highest percentage of interested respondents but unsure how to access. Percentages are calculated using the total number of respondents interested in each topic to standardize comparisons. For example, 46% of respondents who said they were interested in TA around Partnerships with Families and Communities are unsure how to access TA on that topic.

Access percent based on total responses of interest

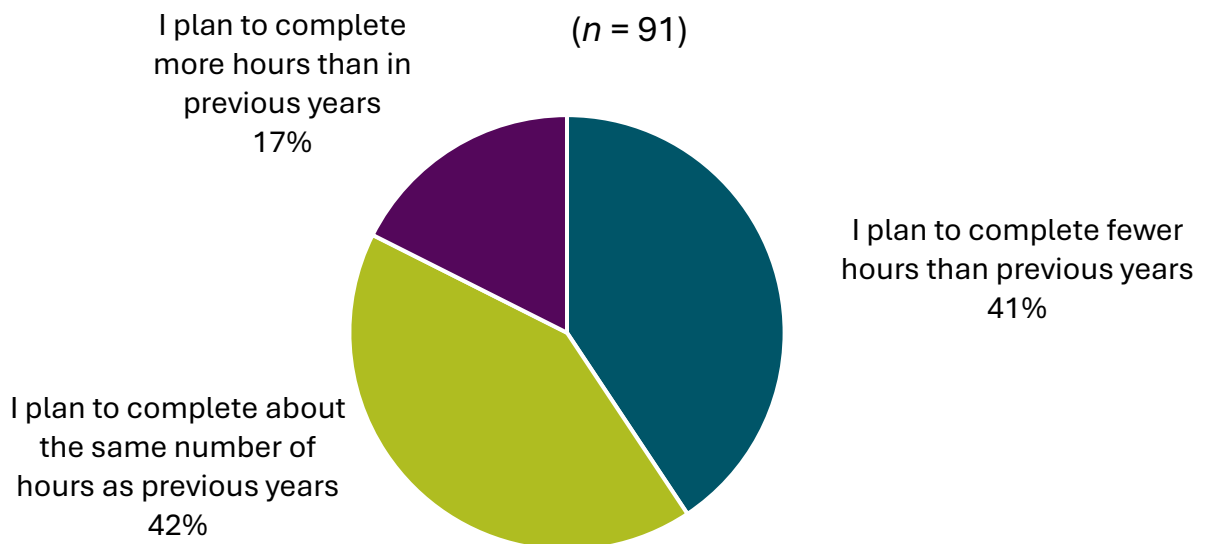


Other

FCC Policy

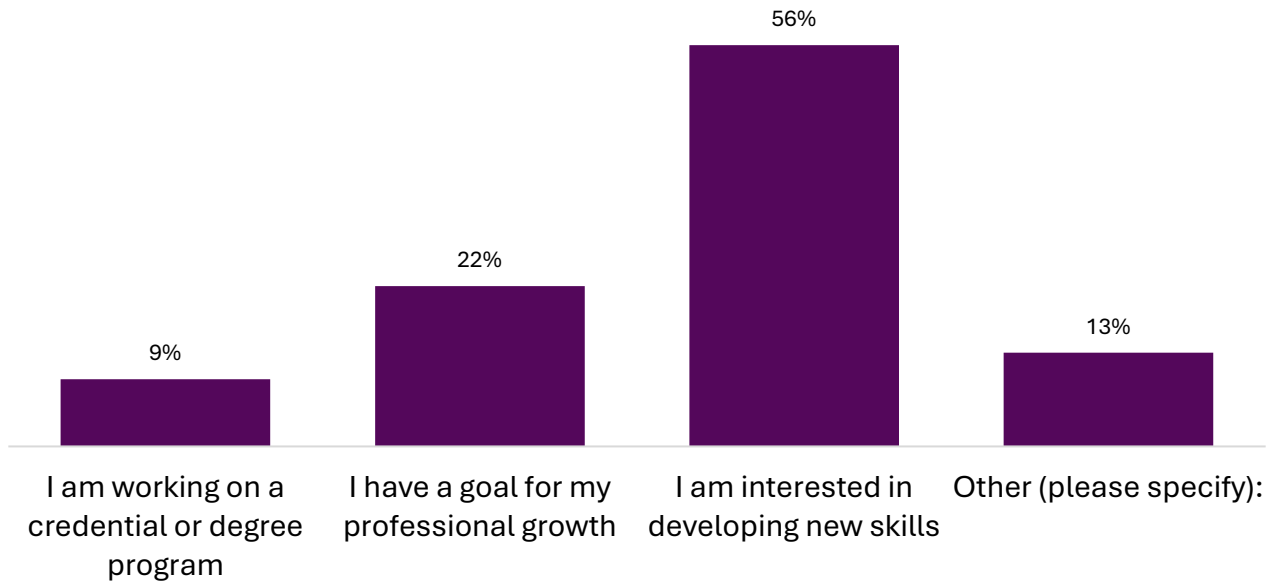
Respondents who indicated that they worked in a family child care home were asked about updates to licensing regulations around training hours. They were provided with the following information: In July of 2025, licensing regulations related to required professional development training hours were updated. One change included a reduction in the number of training hours for Family Child Care Homes.

Respondents were then asked: How do you anticipate these changes will impact the number of training hours you complete each year?



Over half of FCC respondents (59%) identified that they either do not plan to adjust the number of professional development training hours they are taking or plan to take more. When asked why they plan to complete the same or more hours, over half (56%) said they are interested in developing new skills.

Why do you plan to complete the same or more hours? (n = 54)



Marketing

Lastly, respondents were asked about how they learn about professional development opportunities.

Which one do you use the most to learn about available professional development opportunities? (n = 313)

