

K-STATE EARLY CARE AND EDUCATION RESOURCES AND ASSESSMENT FOR YOUR COMMUNITY

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APPLIED RESEARCH IN CHILD HEALTH AND ENHANCING RESILIENCE

THE ARCHER

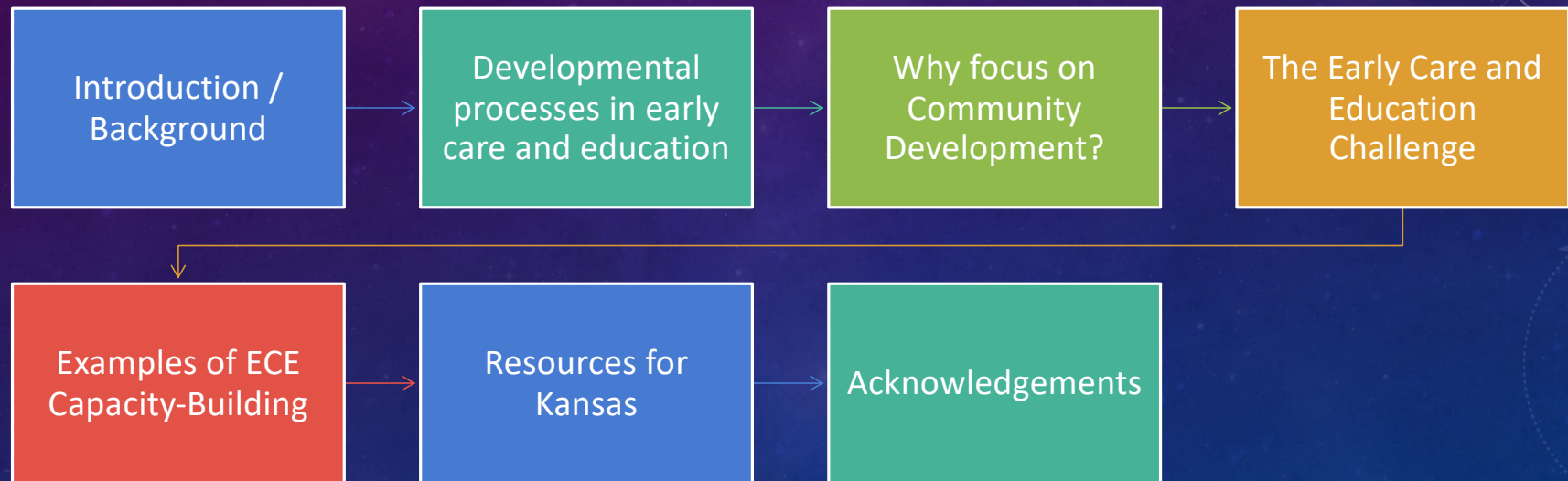
LAB AT KANSAS STATE UNIVERSITY



ACKNOWLEDGEMENT OF SUPPORT

- A portion of this work is funded by the Child Care Consumer Education and Referral Services (Sub Award # 23-0303)
- We gratefully acknowledge the Kansas Department of Children and Families, and Child Care Aware of Kansas for their support

OVERVIEW



EDUCATION AND SCHOOLING

B.S. Psychology – Indiana University, Bloomington

M.S. Human Development – Virginia Tech

Ph.D. Human Development – Virginia Tech

Graduate Certificate in Gerontology – Virginia Tech

Associate Professor and Extension Specialist at Kansas State University and Kansas State Research and Extension

Current Master of Public Health Student at Kansas State University (expected May 2025)



DEVELOPMENTAL PROCESSES AND EARLY CARE AND EDUCATION

Focus on Access to
Quality, Affordable Early
Care and Education in
Rural Communities to
Increase Prosperity and
Quality of Life

- Family Development
- Child Development
- **Economic
Development**

WHY FOCUS ON COMMUNITY ECONOMIC DEVELOPMENT?



Workforce Enhancements

Benefits to employers through workforce enhancements



Job Recruitment & Retention

Attracting and retaining talent for local economic productivity



New Job Creation

Primary
Secondary
Tertiary

WORKFORCE ENHANCEMENTS



Full household
workforce
participation



Reduced
absenteeism



Increased
productivity



Current and
future workforce
investment

JOB RECRUITMENT AND RETENTION

Workers with young
children

Workers starting families

Rural lifestyle with
economic potential



NEW JOB CREATION



ECE workers and support staff



Secondary support (e.g., facility construction, ongoing goods and services)



Tertiary support (e.g., retail and dining)

FAMILY AND CHILD DEVELOPMENT

Increased Family Relationship Cohesion

- Decreased stress
- Reduced conflict
- Family planning motivated by internal factors

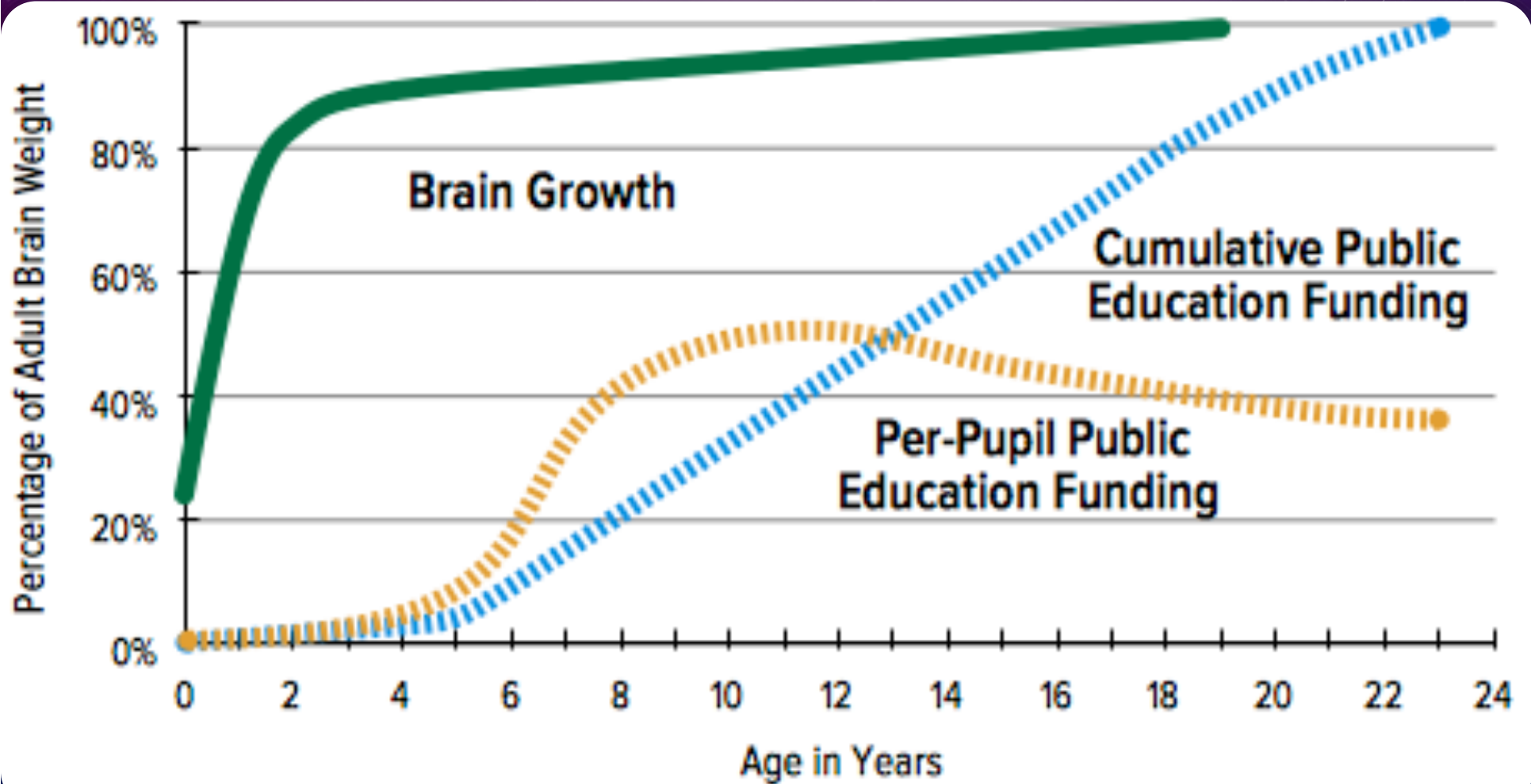
Reducing Risk Factors for Children

- Instability and transitions from multiple care settings
- Safety (e.g. seeking care from strangers online)
- Increasing licensed child care

Increasing Protective Factors for Children

- Cognitive development
- Secure attachment to primary caregivers
- Social-emotional development

EARLY CARE AND EDUCATION CHALLENGE IN THE U.S.



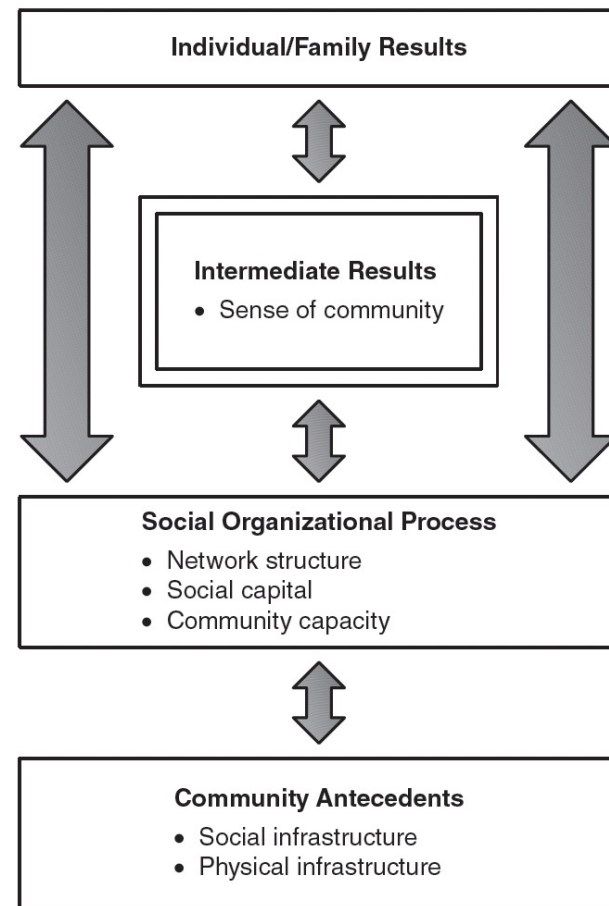
Purposes of Needs Assessments

- Needs differ across communities
 - Extant county-level data help
 - Rarely specific enough to take action
- Results position communities to meet identified needs
 - State and federal funding proposals
 - Private foundation or philanthropy
 - Local, latent assets
- Give a voice to those closest to the issue
 - ECE providers
 - Seeking Care
 - With Care
 - General Public

NEEDS ASSESSMENTS AS CATALYSTS FOR BUILDING COMMUNITY CAPACITY

- Requirements for success
 - “Usual Suspect” stakeholders (ECE License Surveyor, Economic Development, Chamber of Commerce, School System, ECE Center)
 - “Unusual Suspect” stakeholders (Clergy, Home-based ECE Providers, Local Government Official, Extension Agents/Educators, Parents, Grandparents, Nursing Home Staff, Service Clubs, Hospitals)
- **Community Action and Change**
 - Trust
 - Reciprocity
 - Collective Competence
 - Social Capital
- **Networks**
 - Formal Networks
 - Informal Networks
 - **Their Network’s Networks!**

SOCIAL ORGANIZATION, ACTION AND CHANGE



EXAMPLE 1 – LEOTI, KS

Grow and Learn Child Care Center

- Key steps
 - Started with needs assessment (NCRCRD)
 - Met with people already in the trenches
 - Attended grant writing workshop
 - Fund raised for economic impact study
 - Spoke to my Extension Board about time commitment
 - Critically important
 - Inform board that 90% of time dedicated
 - Full support because of need and long-term effect



EXAMPLE 2 – EDWARDS COUNTY, KS

- **Key Steps / Approaches**
 - **Aligned ECE capacity with Extension position**
 - **Recruited Task Force members and volunteers**
 - **Needs assessment**
 - **Teaming up with an existing non-profit as fiscal agent**
 - **SMART Goals (Chastain, 2018)**
 - **Communication with ALL stakeholders**

https://www.canr.msu.edu/news/smart_goals_help_you_achieve_success

A group of children are sitting around a table, drawing on a large sheet of brown paper. The paper is covered with various drawings, including a sun, a globe, a car, a lightbulb, a recycling symbol, and a tree. The children are using colored pencils and markers to create their artwork. The scene is brightly lit, and the children appear to be engaged in a creative activity.

EXAMPLE 3 – MARION COUNTY, KS

- Key Steps
 - Formed committee of about 20 members to start
 - Needs assessment
 - Focused on economic implications
 - Partnered with community (churches, foundation)
 - Created a 501(c)(3) for ECE center
 - Serves on the board of directors

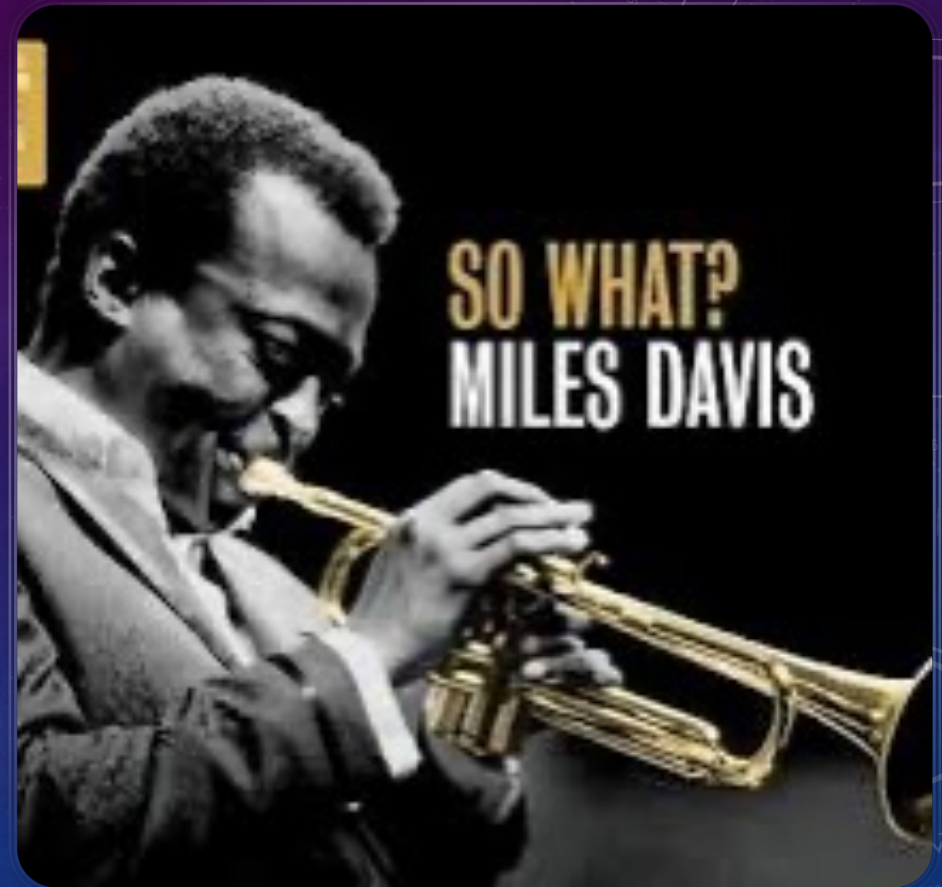


LESSONS LEARNED FROM MARION COUNTY – KEY ELEMENTS

- A dedicated leader with passion
- Needs assessment
- Buy-in from *all manner* of stakeholders
- Non-profit to help with fundraising
- Philanthropy to provide living wages for ECE staff

SO WHAT?

- Grow and Learn = 42 new slots at one facility
 - Aimee Baker, FCS Agent, Wichita County, KS
- Marion County = 60 new slots at one facility
 - Tristen Cope, FCS Agent
- Edwards County = 60 New slots at six facilities
 - Trisha Greene, FCS Agent



K-STATE RESEARCH AND EXTENSION RESOURCES FOR KANSAS

- Early Care and Education Surveys – limited capacity, seeking additional resources
- KSRE agent trainings on building community capacity – August 2023
- Systemic support in partnership with College of Health and Human Sciences, KSRE, and KCCTO
- Child Care Aware of Kansas Community Engagement Professionals
- Child Care Aware of Kansas Child Care Health Consultant Network – support for new ECE workers and businesses
- Child Care Aware Shared Services Hubs*
- Grant-writing courses – Nancy Daniels
- USDA Rural Development’s Community Facilities Direct Loan & Grant Program



Acknowledgements:

- North Central Region Center for Rural Development – Mark Skidmore
- K-State Research and Extension
- Child Care Aware of Kansas
- Department of Children and Families
- Holly Connell