

DHS DIVISION OF CHILD CARE AND EARLY CHILDHOOD EDUCATION
Arkansas Early Childhood Commission Strategic Plan

Goal 1: Increase the number of high-quality infant and toddler programs

STRATEGIES	RESOURCES & PERSONS RESPONSIBLE	SUCCESS INDICATORS	ESTIMATED COMPLETION	COST	EVALUATION	STATUS
<p>1. To reduce staff/child ratio in minimum child care licensing (Initial strategy based on NAEYC recommendations)</p>	<p><u>Persons:</u> DCCECE Licensing Unit, Invest Early Coalition, UAMS-Brain Development, Early Head Start, ABC IT, Special Ed/ DOE</p> <p><u>Resources:</u> Caring For Our Children, Other States, NARA and Child Care Aware of America</p>		2017	Increased Infant/Toddler Rates	Revised of licensing regulation	<p>Licensing regulations are currently under revision. In the proposed regulations, providers with a new license will have the following staff/child ratio requirements:</p> <ul style="list-style-type: none"> • Infant 1:5 • Toddler 1:8 <p>Completed and implemented</p>
<p>2. Develop a tiered reimbursement rate which includes an infant/toddler multiplier</p>	<p><u>Persons:</u> HSSCO, DCCECE Licensing, Family Support, Professional Development Units</p>	<ul style="list-style-type: none"> • Baseline data will be established 	2014	Cost to pay participants a higher reimbursement rate with CCDF Block Grant	Tiered Rating System	Completed and implemented

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3. Support of Early Head Start-Child Care Partnerships	<u>Persons:</u> <u>DCCECE,</u> <u>HSSCO,</u> <u>Contractors</u>	<ul style="list-style-type: none"> • All programs have priority access to state contracted trainings • All programs pass Federal monitoring • All programs are at Better Beginning Level Three or higher 	Ongoing	Programs will receive reimbursement using the CCDF Block Grant	How many children were served? Cohort 1: 293 Cohort 2: 133 Cohort 3: 256	Moved into ongoing support state Are all Infant/Toddler Subsidy Partners Level 3 Better Beginnings? If not, then please send a breakdown by level.

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6.Develop Child Care Aware of Arkansas (CCR&R) Infant/Toddler Specialist Workgroup	<u>Persons:</u> DCCECE, CCR&R	<ul style="list-style-type: none"> • Increase frequency of Infant Toddler trainings offered by CCR&R monthly • Increase overall knowledge of infant/toddler quality and understanding of best practices • Ensure that Infant Toddler Specialists know and understand the vision of DCCECE • Provide training to Infant/Toddler Specialists on Early Head Start Standards • Connect Infant/Toddler Specialists with Early Head Start grantees and partners within their regions 	Workgroup created in 2015; Work is ongoing	No additional cost	<ul style="list-style-type: none"> • Increased number of infant/toddler trainings offered • Number of workgroup meetings 	<p>Infant Toddler Specialists meet bi-monthly facilitated by DCCECE Infant Toddler Credential (Completed)</p> <p>Updates (FFY 2018-2019): Provide the total number of State funded Infant Toddler Specialists available to providers during October 1 to September 30 of the last federal fiscal year.</p> <ul style="list-style-type: none"> • Number of Specialists available to all providers: 39 • Number of Specialists available to providers serving CCDF children: 39 • Number of infant toddler specialists available specifically trained to support FCC providers: 14 • Number of providers served: 191 • Total number of children reached: 2,073 <p>Provide the number of professionals receiving any State-funded on-site coaching in infant and toddler practice during October 1 to September 30 of the last federal fiscal year.</p> <ul style="list-style-type: none"> • Number of licensed center-based teachers: 194 • Number of licensed family child care providers: 1 • Number of license-exempt providers of care in their home: 0 • Number of center directors: 67 <p>Provide the total number of State funded infant and toddler health consultants in the State or Territory during October 1 to September 30 of the last federal fiscal year.</p> <ul style="list-style-type: none"> • Consultants available in State: 5 Consultants available to providers serving CCDF children: 5

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7. Increase in quality of care for children attending Level 1 BB Programs	<u>Persons:</u> <u>DCCECE,</u> <u>Contractors</u>	<ul style="list-style-type: none"> • Increase in Infant Toddler teacher attendance in training • Increase ITERS scores • Increase BB levels 	2018	Potential cost to evaluate impact of change	Infant/Toddler Environmental Rating Scale (ITERS) scores	Evaluating all CCDF infant toddler programs with the Environmental Rating Scale (ERS) <u>2019 Preliminary Baseline ITERS Scores:</u> Space and Furnishings: 2.94 Personal Care Routines: 2.21 Listening and Talking: 3.04 Interaction: 3.59 Program Structure: 2.50 Overall TOTAL: 2.65

Goal 2: Engage families in the child’s education through research-based programs that enhance child outcomes and success in school

STRATEGIES	RESOURCES & PERSONS RESPONSIBLE	SUCCESS INDICATORS	ESTIMATED COMPLETION	EVALUATION	COST	STATUS
<p>1. Establish and implement effective family needs assessment tools</p> <ul style="list-style-type: none"> Family Maps developed by UAMS 	<p><u>Persons:</u> DCCECE Family Support and Professional Development Units; UAMS, HSSCO</p>	<ul style="list-style-type: none"> 50% of early childhood programs will implement a family needs assessment The family needs assessment will be analyzed to show 100% of family needs Analysis of family needs will show that _% of families receive the needed identified services 	<p>Ongoing</p>	<ul style="list-style-type: none"> Family needs assessment tool Needs assessment results 	<p>UAMS contract plus additional costs to be determined</p>	<p>UAMS continues to evaluate and refine Family Maps Project</p> <p>UAMS Family Map Inventories offer a research-based, online tool that contains the ability to track family progress and provides a potential adverse childhood experiences score.</p> <p>Fmportal.cafesarkansas.com</p>
<p>2. Increase the number of CCDF families in evidence-based home visiting programs</p> <ul style="list-style-type: none"> Partner with and the Arkansas Home Visiting Network (AHVN) and HIPPY to determine current number of CCDF families participating to set baseline 	<p><u>Persons:</u> DCCECE Family Support Unit, AHVN and HIPPY <u>Resources:</u> AHVN, HIPPY</p>	<ul style="list-style-type: none"> Obtain baseline data by June 2014 (ongoing) Increase the number of CCDF families participating by 10% annually in evidence-based programs 	<p>Ongoing</p>	<p>AHVN and HIPPY reports</p>	<p>No additional cost</p>	<p>As of 2019 180 CCDF Children were receiving HIPPY services, up from the baseline of 0 in 2013.</p>

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<p>3. Family Engagement Framework</p> <ul style="list-style-type: none"> • To develop a plan to improve provider/family interactions • To provide training to providers on Framework • To develop Family Engagement Toolkit filled with resources 	<p>Persons: <u>DCCECE</u>, <u>HSSCO</u>, <u>Parent Advisory Council</u>, <u>AETN</u>, <u>ADE</u></p>	<ul style="list-style-type: none"> • Family Engagement Framework completed • Family Engagement Toolkit developed and distributed • Training sessions held 		<ul style="list-style-type: none"> • Parent Advisory Council list • Family Engagement Framework • Family Engagement Toolkit • In person trainings • Video and AETN Ideas training 	<ul style="list-style-type: none"> • Kellogg Grant • CCDF funding • ADE/AETN funding 	<p>Completed Framework and in implementation phase</p>

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<p>4. Social Emotional Development</p> <ul style="list-style-type: none"> Licensing standards to use approved curriculum which includes social-emotional component/parent training (nurturing, etc.). Implementation of the Preschool Development Grant Birth – Five (PDG B-5) Scope of Work 	<p><u>Persons:</u> DCCECE, HSSCO, professional development contractors, collaborative partners <u>Resources:</u> PDG B-5 Grant</p>	<p>Increased Adverse Childhood Experiences (ACEs) awareness among early childhood education professionals and administrators</p> <p>Please refer to the Needs Assessment, Strategic Plan, and Program Performance Standards submitted as a part of the PDG B-5 Grant</p>	<p>Ongoing</p>	<p>Revised licensing standards</p> <p>Program Performance Standards for the PDG B-5 Grant</p>	<p>To be determined</p>	<p>PDG B-5 Grant Federal Needs Assessment accepted in September 2019</p> <p>The PDG B-5 Federal Strategic Plan was submitted in October 2019 for review</p> <p>The PDG B-5 Team has conducted trainings reaching over 1000 individuals across all five regions of the state in 2019</p>

Goal 3: Create an integrated system of professional development uniting the early childhood sectors-child care; HS; pre-k; public schools; early intervention and special education services. (Adopted from Workforce Designs Nation Association for the Education of Young Children)

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<p>1. Establish DCCECE Statewide Professional Development Steering Committee to review and align Arkansas’s professional development system with NAEYC standards</p>	<p><u>Persons:</u> AECC, DCCECE Professional Development Unit, Diverse committee comprised of representation from all facets of ECE</p> <p><u>Resources:</u> <u>NAEYC Blueprint,</u></p>	<p>To complete 100% alignment of state’s professional development system with NAEYC</p> <p>Purpose defined: The purpose of the State Professional Development Steering Committee is to review the Arkansas Early Childhood Professional Development System; revise and align the system to meet national, research-based standards; and to develop an integrated structure to support the increase of high-quality early childhood professionals and Better Beginnings programs.</p> <p><i>From BUILD</i></p> <ol style="list-style-type: none"> 1. Support the development of state efforts to embed specialized knowledge and competencies related to racial equity within professional development opportunities at all levels; 2. Support states in the development of consistent, high-quality, and coherent professional learning supports that strengthen professional practice in all settings serving children birth-8; and 3. Identify existing policy levers for advancing more effective professional development systems, including policy levers for increasing access for professionals in geographic areas that serve racially/ethnically, and linguistically diverse children; and improving professional competencies in ways that are grounded in the science of early learning. 	<p>2018</p>	<p>Arkansas’s Professional Development system</p> <ul style="list-style-type: none"> • List of Steering Committee members 	<p>CCDF Funding</p>	<ul style="list-style-type: none"> • Committee established and meeting bimonthly. • DCCECE Professional Development Administrator, Steering Committee Chairman, HSSCO Director and other key collaborative partners participated in a national BUILD Learning Table Advancing Equity in State Professional Development Systems with four other states • Definition of equity developed • The last meeting of the State Professional Development Steering Committee was held in 2017. Steering Committee members agreed to refocus their efforts through participation on other projects aimed at increasing quality, including: <ul style="list-style-type: none"> • Professional Standards Committee • Equity Leaders Action Network • Arkansas Bilingual Interpreter Credential in Education Committee

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<p>Data Subcommittee</p> <ul style="list-style-type: none"> To ensure quality, continuity and accessibility of professional development for early childhood professionals in Arkansas To ensure a systematic and fair process for verifying member applications, approving trainers and approving trainings To ensure the Arkansas Professional Development Registry data collected matches needs for state and federal reporting 	<p>Persons: AECC, DCCECE Professional Development Unit, Diverse committee comprised of representation from all facets of ECE</p> <p>Resources:</p> <ul style="list-style-type: none"> Arkansas Early Childhood Professional Development System TAPP Registry and Arkansas Professional Development Registry Core Data Elements for Early Childhood and School Age Registries (The National Registry Alliance) AETN Ideas Head Start, home visiting and other data systems Federal and state reporting requirements (QPR) State and national research 	<p><i>Adopted from NAEYC Principles for Policy Making</i></p> <ol style="list-style-type: none"> Integration: Policies include attention to organized methods for collecting, sharing, and disseminating data to stakeholders, funders, and the public. Quality Assurance: Workforce and professional development data collected are verified by workforce/practitioner registries rather than self-reported. Verified data are used as the basis for monitoring and accountability. Diversity, Inclusion, and Access: Data on the workforce are disaggregated as outlined on pg. 24 of the Blue Print. The system is designed for sharing data that are accessible to those it represents and all who need it. Compensation Parity: Data on compensation are assessed in each sector and by different age groups of children served. Retention data by role and in the early education field is also gathered to help inform compensation parity policies and analysis of return on investments. 	<p>Ongoing</p>		<p>CCDF funding</p>	<ul style="list-style-type: none"> DCCECE is in the process of establishing a new Registry Committee. The DCCECE Program and Professional Development Administrator serves on the National Workforce Registry Alliance Board of Directors. The Alliance developed a set of core data elements and best practice standards for early childhood and school-age registries.

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<p>2. Review Professional Development and determine needs</p> <ul style="list-style-type: none"> • Research existing DCCECE professional development contracts • Develop survey instrument and processes • Select sample that represents all areas of state to survey • Distribute survey and evaluate results • Pull detailed reports from Professional Development Registry 	<p><u>Persons:</u> DCCECE Professional Development Unit; ASU; UAMS</p> <p><u>Resources:</u> Professional Development Registry</p>	<p>Professional development offered in the state is fair, equitable and available to 100% of caregivers in the state</p> <ul style="list-style-type: none"> • State PD Steering Committee adopted a definition of “equity” for consideration in all areas of professional development system. 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Completed survey • Professional Development Registry 	<p>No cost</p>	<ul style="list-style-type: none"> • PD Registry continues to be refined to improve data collection and reporting capabilities • In 2018, UAMS released the “Arkansas Workforce Study: Instructional Staff in Child Care and Early Childhood Education”. The state responded to the study by: <ul style="list-style-type: none"> ○ Financially supporting the TEACH Scholarship Program, a national early education credentialing model ○ Requiring DCCECE contractors to add a coaching component to their professional development to extend learning ○ Enhancing the BehaviorHelp social-emotional support work to teachers, children, and families ○ Building the capacity in early care for inclusion of children with disabilities through training, on-site coaching, and creation of local Disability Specialists ○ Supporting the statewide expansion of the Dollywood Foundation’s Arkansas Imagination Library to increase literacy in children from birth through 5 years old and their families.

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<p>3. Require all trainings to be registered in the DCCECE Professional Development Registry and train all persons on this process</p> <ul style="list-style-type: none"> Review training evaluation instruments All staff must input their 15 hours of required training annually into the PD Registry 	<p><u>Persons:</u> DCCECE <u>Resources:</u> Professional Development Registry</p>	<ul style="list-style-type: none"> Embedded into Minimum Licensing Standards 	<p>2016</p>	<p>DCCECE Professional Development Registry</p>	<p>To be determined</p>	<ul style="list-style-type: none"> In the proposed licensing regulations, all staff will be required to obtain training hours from the Professional Development Registry and place them in the system. Currently, Better Beginnings and CCDF staff must enter all professional development hours into the Registry All contracted training must be entered in the Professional Development Registry.

Goal 4: Support restructuring, expanding and growing Better Beginning/Quality Rating Improvement System

STRATEGIES	RESOURCES & PERSONS RESPONSIBLE	SUCCESS INDICATORS	ESTIMATED COMPLETION	EVALUATION	COST	STATUS
<p>1. Re-evaluate existing indicators and add/develop new quality levels for Better Beginnings to enhance the quality of child care programs</p>	<p><u>Persons:</u> DCCECE Implementation Team, HSSCO <u>Resources:</u> Provider feedback, national TA, research, data and focus groups</p>	<ul style="list-style-type: none"> The number of programs on levels 4-6 will increase by 10% annually 	<p>Pilot facilities have begun and will roll out in January 2020 for higher levels.</p>	<ul style="list-style-type: none"> Revised Better Beginnings Indicators Better Beginnings reports 	<p>To be determined</p>	<ul style="list-style-type: none"> Researchers provided feedback on levels 1-3 Internal development of framework for new standards in process for BB levels 1-5 Pilot providers for levels 4-6 have met and began work on higher levels
<p>2. Strengthen Better Beginnings marketing to increase buy in from parents, providers and collaborative partners</p> <ul style="list-style-type: none"> Develop new ways to promote Better Beginnings Continue provider and parent education Develop material in other languages when appropriate List 3 star and higher providers in ads during AR Children's Week 	<p><u>Persons:</u> DCCECE, AR Advocates, Child Care Aware Resource and Referral Arkansas network and Communications Group <u>Resources:</u> Website, Social Media, PR Spots, Mobile Technology, and Ambassadors</p>	<ul style="list-style-type: none"> The number of parents who visit with the Better Beginnings website, Facebook and Twitter accounts will increase by 20% annually 	<p>Ongoing</p>	<p>732 Provider resource toolkits delivered 3 TV appearances 12 Buzz Newsletters 31 Paid Social Video Messages 41,804 Website users 286,470 Potential views in Spanish publications 4,967,572 Social Channel Impressions 523,400 Video Watches 4,085 Social Channel Engagements 206,961 Website pages viewed</p>	<p>\$347,960.00</p>	<ul style="list-style-type: none"> YouTube videos are being created to explain the importance of a variety of high-quality standards and ECE areas Work continues with the Communications Group Child Care Aware/Better Beginnings full page ad in the Arkansas Business publication: Arkansas's Best Places to Work for 2013 Better Beginnings website updated (Spanish version included)

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3. Revise Incentive Structure to increase provider participation in Better Beginnings	<p><u>Persons:</u> DCCECE, HSSCO, AR Advocates, and Communications Group</p> <p><u>Resources:</u> Website, Social Media, PR Spots, Mobile Technology, and Ambassadors</p>	<ul style="list-style-type: none"> Better Beginnings participation will increase by 10% annually 	<p>Every 2 to 3 years</p> <p>New rates in 2020</p>	To be determined	Revised Incentive Structure document	<ul style="list-style-type: none"> New quality incentive package being finalized. New incentive rates for CCDF providers will go into effect July 1, 2014. Reviewing the previously implemented incentive package to assess necessary changes Reviewing the new rate structure
<p>4. Increase participation in Better Beginnings</p> <ul style="list-style-type: none"> Pull baseline data for each: ABC, Head Start and CCDF 	<p><u>Persons:</u> DCCECE, HSSCO, ASU, TA Teams, Ambassadors</p> <p><u>Resources:</u></p>	<ul style="list-style-type: none"> Better Beginnings participation will increase by 10% annually 	Ongoing	Recruiting, coaching and professional development costs	Better Beginnings Reports	<p>2015 Data: Total number of participating Better Beginnings facilities- As of <u>October 1, 2015</u>- 1,343 (total licensed facilities 2,376) Percentage of participation 60%</p> <p>2019 Data: Total number of participating Better Beginnings facilities- As of <u>October 1, 2019</u> - 1,334 (total licensed facilities 2,067) Percentage of participation 65%</p>

Goal 5: Strengthen and expand local and state partnerships with other agencies and organizations for connected action

STRATEGIES	RESOURCES & PERSONS RESPONSIBLE	SUCCESS INDICATORS	ESTIMATED COMPLETION	EVALUATION	COST	STATUS
<p>1. School Readiness Summit</p> <ul style="list-style-type: none"> • Hold event annually • Retain teams and add new teams • Determine retention rate of teams who participated in both Year 1 and Year 2 of SRS • Develop evaluation instrument to measure team outcomes 	<p><u>Persons:</u> AECC, DCCECE, DHS, ADE, HSSCO, AHVN, HIPPY, and MIECHV <u>Resources:</u> national speakers and facilitators</p>	<ul style="list-style-type: none"> • Teams collaborate on local level • Existing teams are retained for Summit and the number of new teams increases by 5% annually 	Ongoing	<ul style="list-style-type: none"> • Summit sign in sheets • List of team members • Summit evaluations • Local team meeting agendas 	Cost split between ADE, HSSCO and DCCECE	<ul style="list-style-type: none"> • School Readiness Summit held in 2013 (current summit is held annually) • CCDF funded program representative added to team and will participate in 2015 event • Event has been annualized as of 2019
2. Fatherhood Initiative	<p><u>Persons:</u> HSSCO, DCCECE <u>Resources:</u></p>		Grant timeline	Sign in sheets	Grant (seeking funding)	<ul style="list-style-type: none"> • Completion of: <ul style="list-style-type: none"> ○ Bylaws ○ Fatherhood Officers ○ Fatherhood Mentorship Initiative
3. Early Learning Guidelines	<p><u>Persons:</u> DCCECE, HSSCO, ADE and collaborative partners <u>Resources:</u></p>		Grant timeline	New Early Learning Guidelines	Grant	(Completed and implemented)

Goal 6: Creating awareness of Health and Nutrition Programs and educate parents, children, and child care providers on the benefits of a healthy lifestyle

STRATEGIES	RESOURCES & PERSONS RESPONSIBLE	SUCCESS INDICATORS	ESTIMATED COMPLETION	EVALUATION	COST	STATUS
1. Work with all Child Care Centers on enrolling in USDA Food Programs who meet reimbursement eligibility	<u>Persons:</u> DCCECE, HSSCO <u>Resources:</u> USDA Guidelines	Increase the number of programs that participate in the USDA program by 10% annually	2014 (Ongoing)	USDA Status Report	To be determined	Hired an "Outreach Coordinator" in 2019
2. Increase enrollment in food programs by identifying centers with "Voucher" Children	<u>Persons:</u> DCCECE, HSSCO <u>Resources:</u> KidCare	Increase the number of CCDF participating agencies by 10% annually	2014 (Ongoing)	USDA Status Report	To be determined	Hired an "Outreach Coordinator" in 2019
3. Exercise: Setting minimum amounts of gross motor play per day (not only outside time), *age appropriate, Promote healthy activity	<u>Persons:</u> DCCECE	Minimum Licensing Standards	2016		To be determined	Complete