

Arkansas PDG Sustainability Planning Meeting

April 4, 2018

Agenda



- Welcome
- Sustainability Planning: Sustainability Planning:
Progress, Problems, and Priorities
- State Update
- Supporting Families:
Family Engagement and Comprehensive Services
- Building Relationships:
Strong Partnerships and Key Champions
- Telling Your Story:
Using Data and Documenting Outcomes
- Wrap Up and Evaluation

INTRODUCTIONS

Subgrantees...

- Tell us who is attending from your program.
- What is one significant accomplishment about your PDG program that you'd like to highlight?



GOALS



- Learn about Arkansas initiatives that impact PDG
- Reflect on and develop a plan for sustaining high quality preschool in your community
- Identify partners, messages, resources and funding strategies to support sustainability efforts
- Build peer-to-peer relationships and access to common resources that support future sustainability efforts

Sustainability Planning: Progress, Problems, and Priorities

TEAM REFLECTION

On a flip chart page, write the name of your district/community. Then as a team identify:





- 1 Achievement of your program
- 1 Anticipated problem in sustaining your program
- Top (most urgent) priority in planning for sustainability

FINDING COMMON GROUND: GALLERY WALK

FIND ONE OTHER GRANTEE WHO IS SIMILAR TO YOU IN ACHIEVEMENT
OR PROBLEM OR PRIORITY. STAND NEXT TO THAT FLIP CHART.



Sustainability Framework

1. Create a Vision 
2. Focus on Results 
3. Be Strategic about Financing
4. Garner a Broad Base of Community Support
5. Gain Key Champion Support
6. Be Adaptable to Changing Conditions
7. Build Strong Internal Systems
8. Develop a Sustainability Plan

Sustainability Planning Framework, Administration for Children & Families, Office of Child Care and Office of Head Start, March 2014.

Create a Vision:

- Know what you want to sustain.
- Know how your initiative fits within the “bigger” early childhood picture.
- Know what you mean by sustainability:
 - Scope of activities;
 - Scale of operation; and
 - Timeline.

Sustainability Planning Framework, Administration for Children & Families, Office of Child Care and Office of Head Start, March 2014.



Cross-Grantee Discussion Focusing on Results



Focusing on Results

- Identify and implement strategies that you can reasonably expect to lead to desired results.
- Be clear about the results you want to achieve for children and families as well as the systems that serve them.
- Use indicators and performance measures to track progress and improve your work.

Team Action Planning Time Focusing on Results



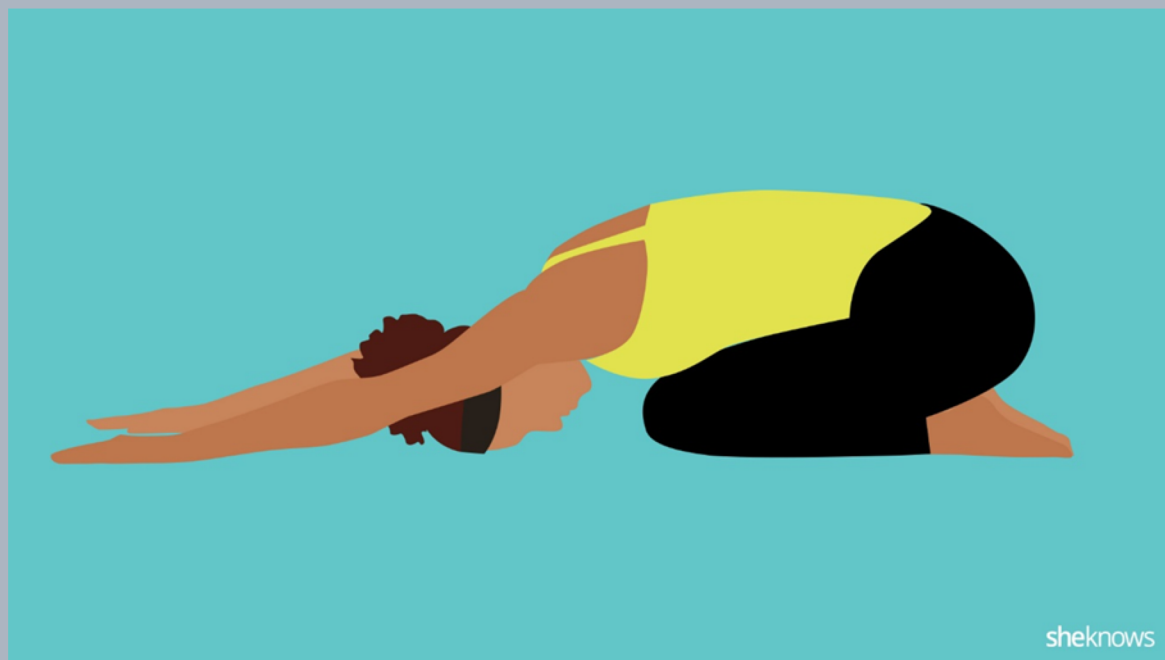
STATE UPDATE:

Tonya Williams,
Director

Division of Child Care and Early Childhood Education

Cindy Hogue,
Assistant to Commissioner
Division: Learning Services
Unit: Educational Options

BREAK



Supporting Families:

Family Engagement and Comprehensive Services

History of Family Service Staff

- The Family Service Manager position (FSM) was established in 2015-2016 as part of the Preschool Development Grant (PDG) to further support and enhance the Family Engagement component.
- The FSMs have a maximum caseload of 40 PDG children and families



History of Family Service Staff (cont.)



➤ **The Family Service Staff have been very instrumental in affecting:**

- Accessibility of on-site and comprehensive services for children;
- Establishment of community partnerships to promote families access to services that support their children's learning and development.
- Implementation of the Family Needs Assessment at beginning of program year: this helps to ensure parents have the resources needed at home and at school to ensure their children's success at school.
- Stronger partnerships with parents; translate materials for ELL families, job resumes, securing jobs, insurance for children, applying to college and vocational schools, single parent families, family abuse, and Kindergarten registration.

Family Service Staff Impact



- **Attendance:**

- Parents shared, “children want to come to school, they don’t want to miss” & “easier to get up in the mornings to get to school and see what is in store for the day”

- **Registration:**

- Early registration process has proven successful as demonstrated through programs attainment of full enrollment by August

- **Kindergarten Transition Process:**

- More involvement/contact with the Kindergarten Teachers/Public School
- A smoother transition process from preschool to Kindergarten
- Establishment of a Kindergarten-Preschool Panel

Family Service Staff Impact (cont.)



- **IEP Meetings:**

- Increased parental attendance
- Establishing rapport with parents to connect with them based on their specific needs and level of understanding
- Calling parents instead of exclusively sending out letters

- **Parent Involvement:**

- Caring Conversations Café
- Coffee Café
- Habitat for Humanity
- Family Literacy Nights

- **Continuing Education**

- More parents have shown an interest in completing their GED
- Family Literacy Program – provides support for all families (including many ESL families)

December 2017 Collaboration Meeting

Lessons Learned Together: What Works best for Arkansas Families?



- Be willing to modify and adapt program practices to meet the diverse needs, interests, and abilities of parents/families just as you modify and adapt the curriculum and classroom practices to meet the needs, abilities, and interests of the children.
- Recognize that each family, as each child, is unique, what works for one may not work for another. Take time to get to know each family, respect and appreciate their differences.
- “Listen”, be present in the moment, this conveys you care and you are there for them
- The best way to truly “connect” with parents is to provide hands on, face to face, demonstration and modeling.
- Share and provide information on being resourceful - show parents how to use the resource they have at home for teachable moments/ learning opportunities with their children
- Be adamant about making daily contact with parents to access needs and provide encouragement- this helps to put a little “Pep in their Step”., they feel good about themselves and about leaving their child in good hands.

PDG Supplemental Grant

A well-qualified workforce, inclusive of Family Service staff, is imperative to sustain the current gains of Arkansas' overall goals and to strengthen and make accessible the provision of High Quality Preschool Programs to all children and families in Arkansas.

The PDG Supplemental Funding provides an opportunity to enhance and help support the family engagement activities currently being implemented by:

- Addition of ten Family Engagement Specialists
 - Emphasis on strengthening Kindergarten Transition Process and,
 - High Needs Areas
- Training Opportunities for Family Service Managers:
 - obtain a nationally recognized Family Service Credential
 - obtain certification as a FSC Trainer



Cross-Grantee Discussion Impact of Family Engagement



SHARE YOUR STORIES

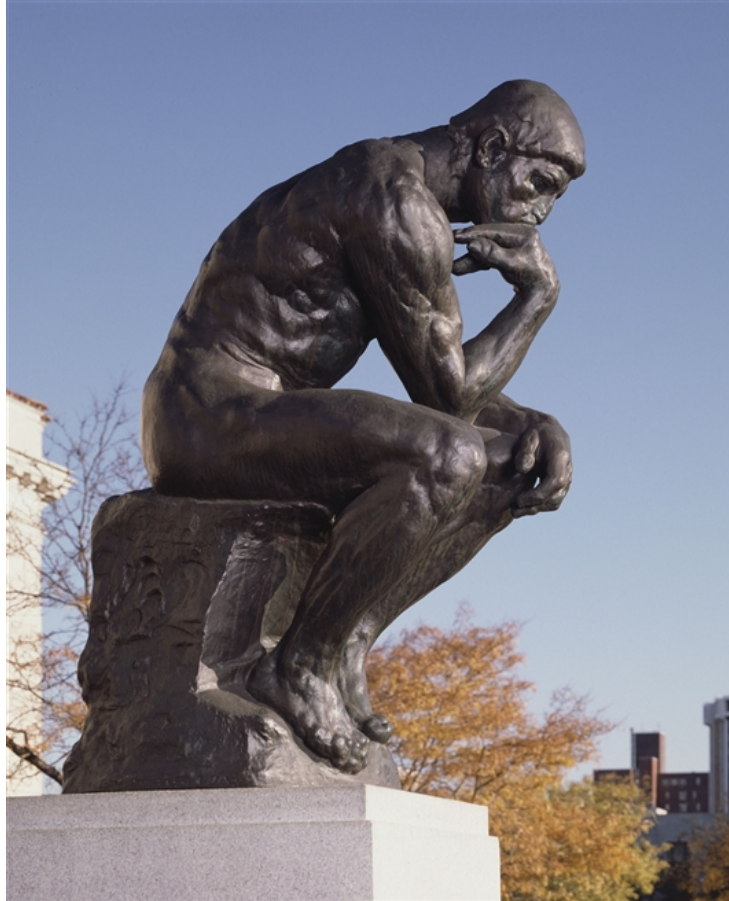
- What supports (or comprehensive services) have you offered your families?
- How have they been provided? Did you partner with other community service agencies?
- How have the family service managers been involved or made a difference?
- Tell us a story that demonstrates the impact these services have had on children and families?



Team Action Planning Time Supporting Families



TEAM CONSIDERATIONS



- Which services do you want to sustain?
- With whom can you collaborate?
- Are you a funder or referral agency?
- What other funding sources might you access?
- How can you leverage funds?

LUNCH



Building Relationships: Strong Partnerships and Key Champions

Sustainability Framework

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Sustainability Planning Framework, Administration for Children & Families, Office of Child Care and Office of Head Start, March 2014.

ELEMENT FOUR: Garner a Broad Base of Support						
The initiative's leaders take steps to involve state stakeholders in their work and gain state support based on the initiative's positive impact on families' lives.						
	1	2	3	4	5	Comments
A. The initiative has a plan to establish a desired identity and reputation within the state.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. The initiative's leaders involve recipients of their services in their work to improve service design and delivery and to build ownership and support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. In addition to service recipients, the initiative's leaders involve a diverse set of stakeholders in their work (such as state-based organizations, government agencies, and private businesses) to improve service design and delivery and to build ownership and support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D. The initiative's leaders and state partners understand and communicate the work's value for families in its state.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E. The initiative's leaders collect quantitative and qualitative data to show the value of their work for families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F. The initiative's leaders package those data in user-friendly formats and communicate them regularly to the state, key stakeholders, media, potential funders, and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G. The initiative's leaders recognize and reward people who are instrumental in helping achieve sustainability for the work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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SUMMARY
ELEMENT ONE
ELEMENT TWO
ELEMENT THREE
ELEMENT FOUR
ELEMENT FIVE
ELEMENT SIX



The initiative's leaders identify potential champions they need to approach on an individual level and are following a plan to do so. These champions include senior decision makers, local state representatives and peer initiatives, and individuals. The initiative's leaders also pursue ways to communicate with stakeholders in a more general (less labor-intensive) fashion.

	1	2	3	4	5	Comments
A. The initiative's leaders have identified key senior decision makers at the state who can influence its sustainability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. The initiative's leaders have designed and implemented a plan for tailored outreach to these key decision makers (including appropriate messengers and messages).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. The initiative's leaders have also developed other, less labor-intensive ways to contact and keep other potential champions informed (for example, sending them newsletters, inviting them to initiative events).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D. The initiative's leaders use a variety of strategies to encourage parent champions, such as strongly involving parents in its work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E. The initiative's leaders have and use a variety of strategies to encourage peer state champions, such as collaborating with other organizations (for example, public and nonprofit service providers) in service planning, delivery, and financing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

◀ ▶	START HERE	SUMMARY	ELEMENT ONE	ELEMENT TWO	ELEMENT THREE	ELEMENT FOUR	ELEMENT FIVE	EL
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Identify Partners and Champions

Who are *your* partners and key champions?

- Local, state, federal partners
- Non-profit partners
- For-profit partners
- Business community
- Research partners
- Education: birth through post-secondary
- Faith-based community
- Philanthropy
- Community agencies that are impacted by your work
- Grass Tops (community leaders and decision-makers)
- Grass Roots (community advocates and organizers)
- Families

SPARK: (LIST SUBGRANTEE)



Map Your Network

Review your partnerships list. Which ones are your overall champions? Who can you count on to support your efforts?

Identify a desired priority or desired outcome. What are the areas or outcomes you want to sustain?

How can your champions help you achieve your goal? What is their role? How can you tailor their support to fit their role?

Do you need to seek out new relationships or expand others? Are there other potential partners who may have similar interests or needs?

Cross-Grantee Discussion Partnerships and Champions



Team Action Planning Time Partnerships and Champions



Follow the Money: Costs, Revenue, and Financing Strategies

Strategic Financing

5 Key Steps:

1. Clarify financing for what
2. Calculate costs, including ramp up
3. Map current funding
4. Identify gaps and funding goals
5. Develop strategies to fill gaps/meet goals

What are you trying to sustain?

- Strong teachers
- Small classes
- Individualized PD
- Full day
- Supports for children and families
- Data + Continuous Improvement System



Cross-Grantee Discussion Strategic Financing



What is your most pressing question about costs?

- ☐ *Increasing number of children (slots)*
- ☐ *Increasing dosage (number of hours)*
- ☐ *Increasing staff qualifications*
- ☐ *Meeting quality benchmarks*
- ☐ *Projecting funds for the next 5 years*

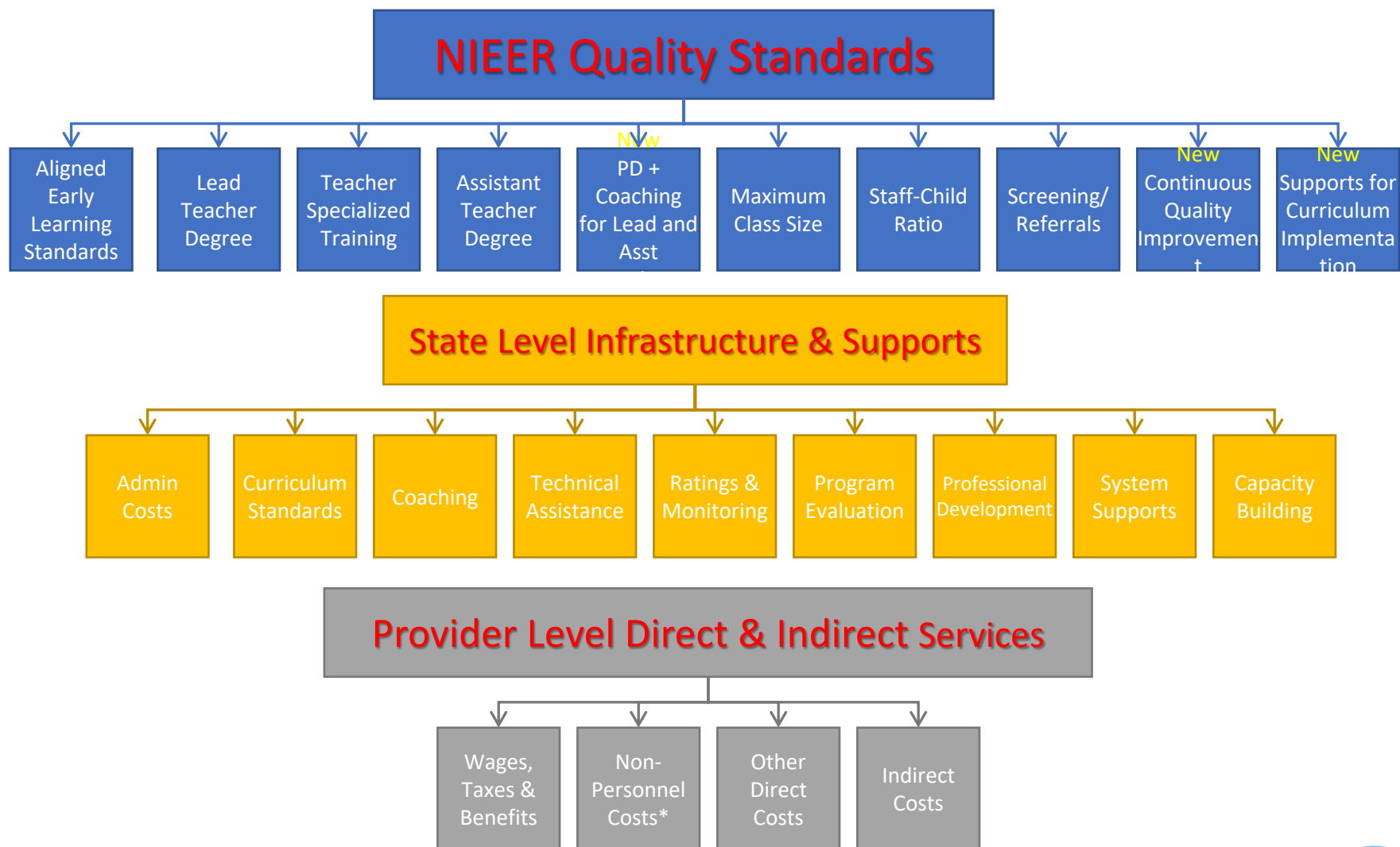


Cost of Preschool Quality & Revenue

Free, excel-based tool to project costs and revenue to expand access/enhance quality of preschool programs

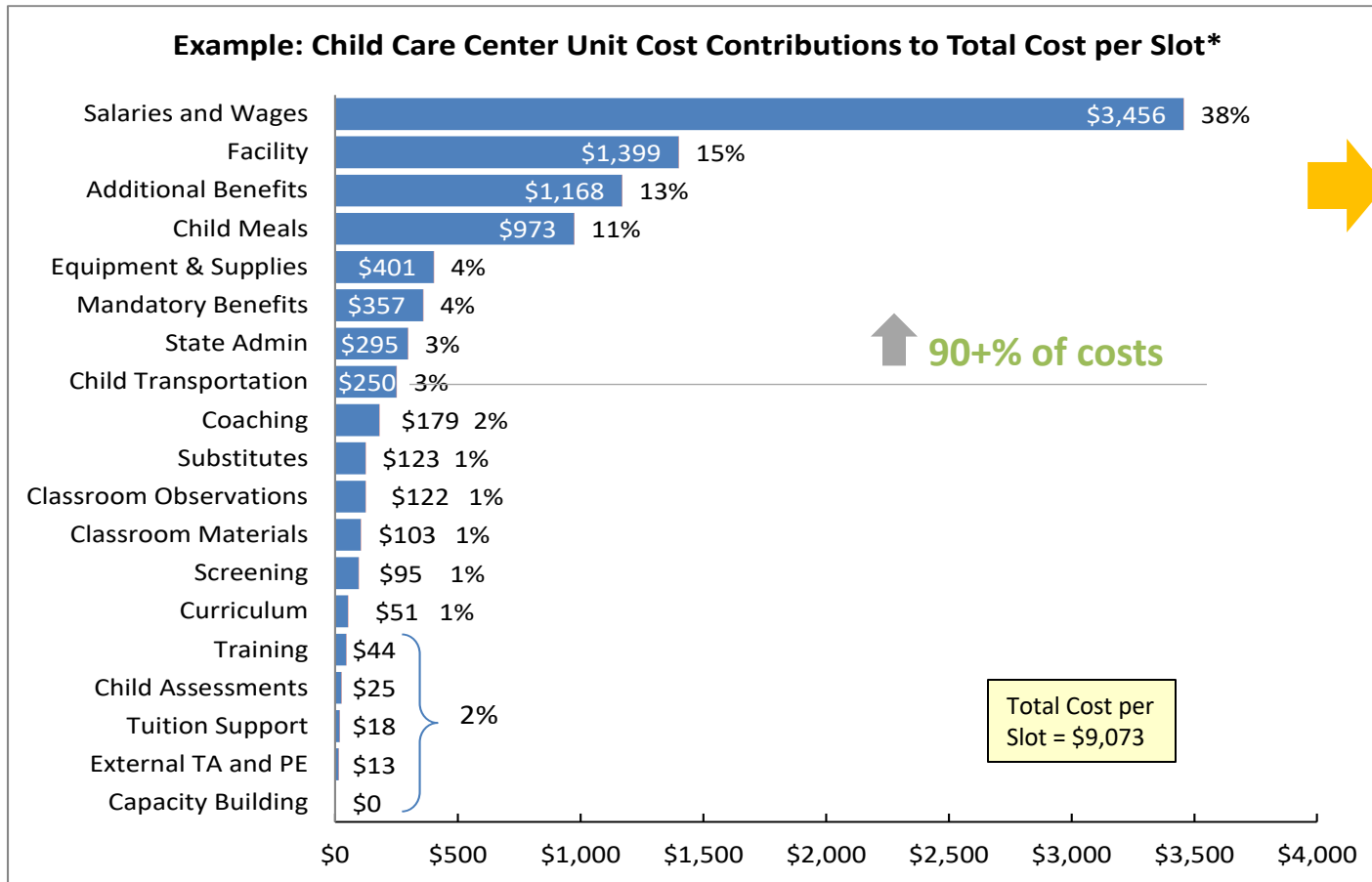
- Fully accounts for state and local administrative costs
- Projects costs based on quality standards
- Includes a comprehensive revenue section
- Allows users to compare alternate policy options

Costs Components



*Non-Personnel Costs include per-child costs (e.g., food and food prep), per-classroom costs (e.g., rent and utilities allocations), per-staff costs (e.g., consultants and training incremental to NIEER Quality Standards assumptions), and per-site costs (e.g., audit and legal expense).

Illustrative Example: What functions drive costs?



The top eight categories contribute more than 90% of the total cost estimate

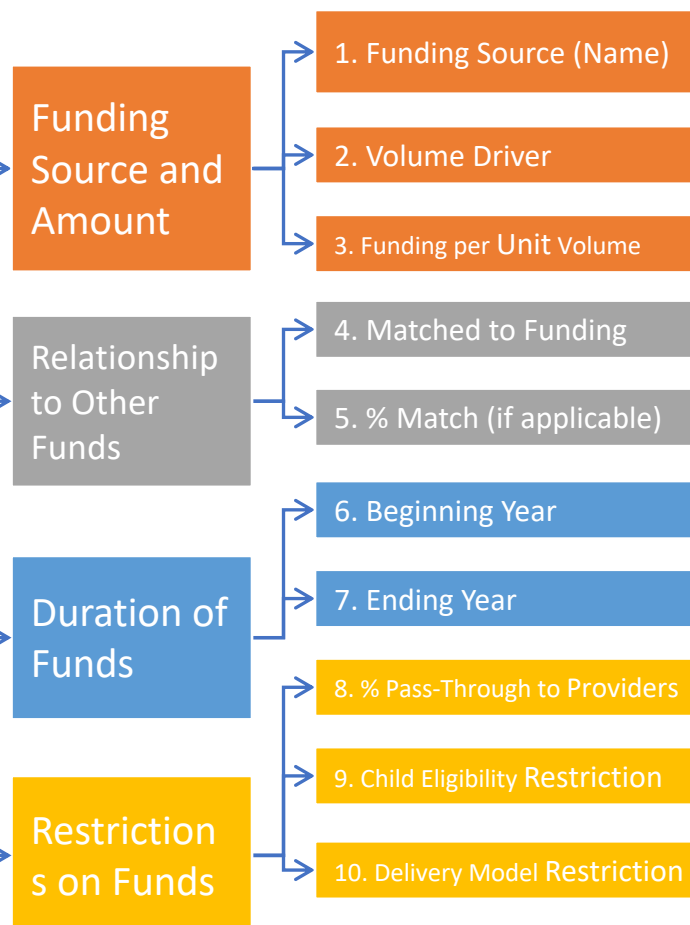
Source: CPQ&R

*Not all preschool programs will match the illustrative example, which is based on 1,000 hypothetical slots in Alabama located within private Child Care Centers. The slot count is held constant for Years 0-3 and no inflation is assumed. 100% participation is assumed for Professional Learning and Support (training, coaching, and PD plans), CQIS (classroom observations), Curriculum (Curriculum selection and materials support is assumed to ramp from 0% to 100% in Year 3), and Screening/Referrals (vision, hearing, and health). All other default assumptions are left unchanged.

Note: in the example above, coaching and training costs related to ELDS, CQIS, and Curriculum are assumed to be zero, as are capacity building costs. Assuming non-zero costs in these areas would raise their profile in a rank order of cost categories.

CPQ&R Revenue Components

**Table
B.2.a.2:
Available
Funding
Streams**



- Head Start (HS) Federal Funding
- Early Head Start (EHS) Federal Funding
- CCDF - Child Care Development Fund Funding
- TANF - Temporary Funding for Needy Families Funding
- Child Care Tax Credits
- Title I Funding
- Title IX - Preschool Development Grant Funding
- IDEA Part B Funding
- IDEA Part C Funding
- CACFP - Children and Adult Food Care Program Funding
- MIECHV (Home Visiting) Funding
- State Pre-K Funding
- State Preschool Special Education Funding
- Other Federal Funding
- Other State Funding
- Other Local Funding
- Private Funding - Philanthropic Grants and Donations
- Private Funding - Tuition/Parent Co-Pay
- Other Private Funding

Where is the Money?

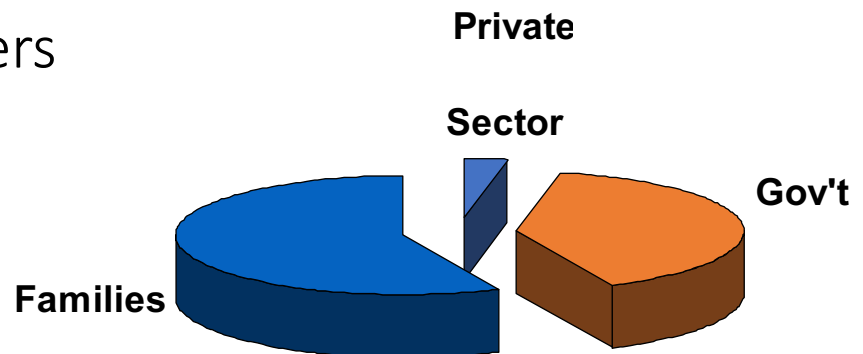
Consumer tuition (families) is the largest source of revenue, roughly **57%** of total industry receipts

Private (non-public, non-family) revenue has increased over several decades but still only **3%** of total

Government funding

40% of total, primarily portable funding (vouchers or tax benefits)

National Data



Local Funding for Early Learning: A Community Toolkit

<http://financingtools.buildthefoundation.org/>

- *A very useful tool for funding strategies at local level*

All	Child Care Tax Credits	Cities and Counties	County Budget	Occupancy Tax	Property Tax	Rural	Sales Tax
School District Funding		Social Impact Bond	State Innovation	Trust Fund			



Missouri

Cities and Counties, Sales Tax,
State Innovation, Trust Fund



Florida

Cities and Counties, Property Tax,
State Innovation, Trust Fund



Pennsylvania

Child Care Tax Credits, State
Innovation



Wayzata, MN

Cities and Counties, School
District Funding

LARGE GROUP REFLECTION



LARGE GROUP DISCUSSION

- What are the primary funding sources for your preschool program? How much is provided from federal, state or local funding sources?
- How have you used Part B 619 Special Education funding and state & PDG preschool funding working together to serve the maximum number of children with high needs in high quality, comprehensive programs?
- What challenges have you faced in trying to blend and braid these funding sources?
- Most of your PDG subgrantees also have ABC (state pre-k) funding. What has been most challenging for your district partners in managing these funding streams, and how have you been helping them?

Team Action Planning Time

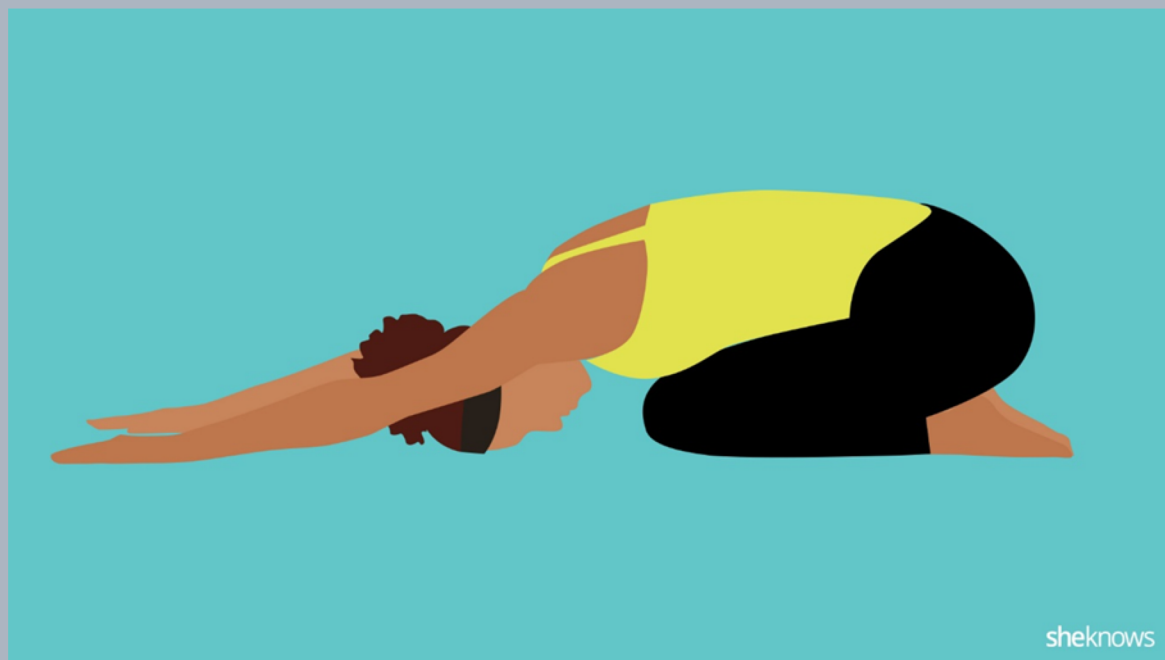
Strategic Financing



TEAM DISCUSSION

- Are there some strategies that you are using that seem especially useful?
- How can you balance access & quality?
- How can you prioritize public funds for those most in need without creating segregated classrooms
- How can you balance enrollment adjustments and efficiency?
- How do you know if your investments are achieving results intended?

BREAK

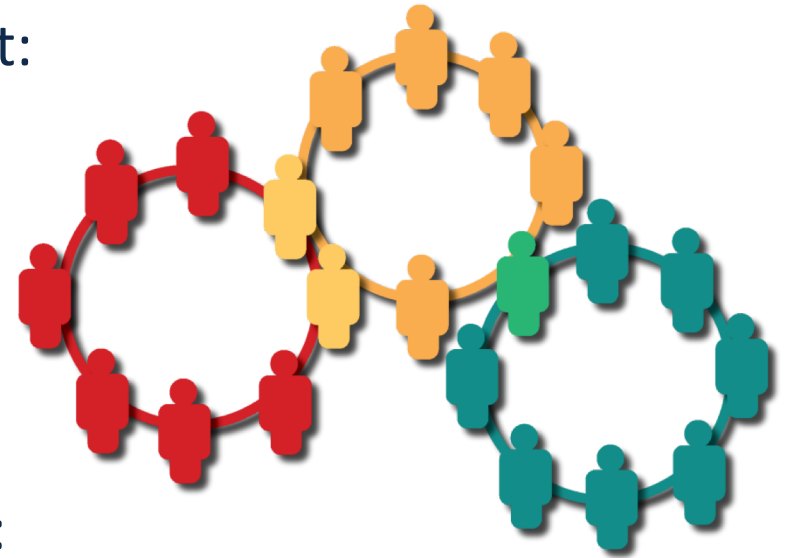


Telling Your Story: Using Data and Documenting Outcomes

Data Integration

Linked data answers questions about:

- Children's outcomes
- Program quality
- Access
- Participation
- Workforce



Linked data informs decisions about:

- Funding allocations
- Quality innovations and improvements
- Systems development across programs

Linkages occur on multiple levels

- Across early childhood programs
- Birth through age 5
- Birth through grade 12

SMALL GROUP DISCUSSION



What types of data do you collect?

- Program
- Workforce
- Child

What does it tell you?

- At the state, local and/or program level?

What do you do with the results?

How do you currently share the information?

- Families
- Community
- State agencies
- Legislators and interested others



LET'S BRAINSTORM

- What are the key messages that you want to share with your communities or stakeholders?
- How does that match up to the data you collect?



Cross-Grantee Discussion Data and Documenting Outcomes: Telling Your Stories



Match the Data to the Story to the Audience

- What are the critical messages about preschool that you want to promote in your community?
- What is the compelling story that conveys that message?
- What data do you have that quantifies your story?
- To whom do you want to tell your story?
- What champions will help you promote your cause?



Resources for Costs

[CPQR Communications Toolkit](#)
includes:

- Sample social media templates
- Press Release Templates
- Quotes from experts
- How to create graphics with your cost data
- Printable 1 page handouts on 8 key cost/quality topics



1 What difference does quality make?



2 What do we get for our money?



3 What outcomes can we expect?



4 Why are teachers important?



5 Why does class size matter?



6 Why do we need standards?



7 How do we measure improvement?



8 How can administrators help?

Team Action Planning Time

Telling Your Story



Next Steps



RESOURCES

Center on Enhancing Early Learning Outcomes (CEELO) Resources:

- Cost of Quality Preschool Tool: <http://ceelo.org/cost-of-preschool-quality-tool/>
- Cost of Quality Communication Toolkit: <http://ceelo.org/cpq-communications-toolkit/>
- Data: <http://ceelo.org/selected-resources/data/>
- ESSA: <http://ceelo.org/essa/>

Early Learning Challenge Grant (ELC):

<https://elc.grads360.org/#communities/sustainability>

Investing in Pre-K (Heckman): <https://heckmanequation.org/>



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