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
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.

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

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

**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.

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A. The initiative has a plan to establish a desired identity and reputation within the state.

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.

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.

D. The initiative’s leaders and state partners understand and communicate the work’s value for families in its state.

E. The initiative’s leaders collect quantitative and qualitative data to show the value of their work for families.

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.

G. The initiative’s leaders recognize and reward people who are instrumental in helping achieve sustainability for the work.
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.

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<td>A.</td>
<td>The initiative’s leaders have identified key senior decision makers at the state who can influence its sustainability.</td>
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<td>B.</td>
<td>The initiative’s leaders have designed and implemented a plan for tailored outreach to these key decision makers (including appropriate messengers and messages).</td>
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<td>C.</td>
<td>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).</td>
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<td>D.</td>
<td>The initiative’s leaders use a variety of strategies to encourage parent champions, such as strongly involving parents in its work.</td>
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<td>E.</td>
<td>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.</td>
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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)

Tell your story.
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

**NIEER Quality Standards**
- Aligned Early Learning Standards
- Lead Teacher Degree
- Teacher Specialized Training
- Assistant Teacher Degree
- Professional Development + Coaching for Lead and Assistant Teachers
- Maximum Class Size
- Staff-Child Ratio
- Screening/Referrals

**State Level Infrastructure & Supports**
- Admin Costs
- Curriculum Standards
- Coaching
- Technical Assistance
- Ratings & Monitoring
- Program Evaluation
- Professional Development
- System Supports
- Capacity Building

**Provider Level Direct & Indirect Services**
- Wages, Taxes & Benefits
- Non-Personnel Costs*
- Other Direct Costs
- Indirect Costs

*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?

**Example: Child Care Center Unit Cost Contributions to Total Cost per Slot**

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Wages</td>
<td>$3,456</td>
<td>38%</td>
</tr>
<tr>
<td>Facility</td>
<td>$1,399</td>
<td>15%</td>
</tr>
<tr>
<td>Additional Benefits</td>
<td>$1,168</td>
<td>13%</td>
</tr>
<tr>
<td>Child Meals</td>
<td>$973</td>
<td>11%</td>
</tr>
<tr>
<td>Equipment &amp; Supplies</td>
<td>$401</td>
<td>4%</td>
</tr>
<tr>
<td>Mandatory Benefits</td>
<td>$357</td>
<td>4%</td>
</tr>
<tr>
<td>State Admin</td>
<td>$295</td>
<td>3%</td>
</tr>
<tr>
<td>Child Transportation</td>
<td>$250</td>
<td>3%</td>
</tr>
<tr>
<td>Coaching</td>
<td>$179</td>
<td>2%</td>
</tr>
<tr>
<td>Substitutes</td>
<td>$123</td>
<td>1%</td>
</tr>
<tr>
<td>Classroom Observations</td>
<td>$122</td>
<td>1%</td>
</tr>
<tr>
<td>Classroom Materials</td>
<td>$103</td>
<td>1%</td>
</tr>
<tr>
<td>Screening</td>
<td>$95</td>
<td>1%</td>
</tr>
<tr>
<td>Curriculum</td>
<td>$51</td>
<td>1%</td>
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<tr>
<td>Training</td>
<td>$44</td>
<td></td>
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<tr>
<td>Child Assessments</td>
<td>$25</td>
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<tr>
<td>Tuition Support</td>
<td>$18</td>
<td></td>
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<tr>
<td>External TA and PE</td>
<td>$13</td>
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<tr>
<td>Capacity Building</td>
<td>$0</td>
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Total Cost per Slot = $9,073

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

**Funding Source and Amount**
- 1. Funding Source (Name)
- 2. Volume Driver
- 3. Funding per Unit Volume
- 4. Matched to Funding
- 5. % Match (if applicable)

**Relationship to Other Funds**
- 6. Beginning Year
- 7. Ending Year
- 8. % Pass-Through to Providers

**Duration of Funds**
- 9. Child Eligibility Restriction

**Restrictions on Funds**
- 10. Delivery Model Restriction

- 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
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
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/
THANK YOU

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