

Welcome to the Monthly Provider Call.



**The meeting will
begin at 12:00 pm.**

Meeting Agenda

- Ashley LiBetti – Pillars Research
- Michele Snyder – AR STEM Program
- Mary Katherine–Hardin – LENA
- Laura Webb – Vendor Setup/
Payments
- Brandy Ishmon – School Readiness
Assistance
-Infant/Toddler
Contract Program



Ashley LiBetti

Pillars Research

ashley@pillarsresearch.org



Arkansas Child Care Licensing Regulations + Process Revisions



This project builds on past analysis of Arkansas's licensing regulations and implementation process

The LEARNS Act required the Arkansas Department of Education Office of Early Childhood to, in coordination with other state agencies, to “reduce any burdensome, unnecessary rules for the licensing of childcare facilities.”

Pillars Research + Strategy supported OEC in performing this analysis and writing a report on the recommendations for the General Assembly.

The analysis showed that, while there are many strengths within the system, the licensing regulations and implementation process can be **complex, unclear, and disincentivize prospective providers from participating.**

In this phase of work, Pillars will build on our initial analysis and propose a series of recommendations that address these licensing challenges.

Pillars will produce deliverables that identify concrete, actionable steps to evolve licensing regulations and process

- 1 Rewritten licensing regulations for registered child care family homes, licensed homes, and licensed child care centers
- 2 Recommended revised child care licensing process, including updated staffing structure and strategies for implementation of proposed process
- 3 External, provider-facing document synthesizing revised licensing process
- 4 Profiles of licensing regulations and processes in target states

Taken together, these deliverables will give Arkansas the information and guidance necessary to create an environment **conducive to provider, family, and child success**

Our objective is to develop recommendations that address the identified regulatory and process challenges

Regulations

- Prioritize baseline program **health and safety standards**
- Shift **comprehensive quality expectations** out of licensing
- Balanced approach to **flexibility and prescriptive** requirements

What **must be true** of a facility for a provider to operate a **safe and secure** early care and education environment **for all children**?

Process

- **Efficient and reliable** monitoring and implementation process
- **Transparent** communication with providers and the field
- **Consistent interpretation** of regulations across OEC

What process ensures that providers and licensing specialists are **spending their limited time** on the components that are most important for children and families?

Our analysis is based first and foremost on the perspectives of Arkansas experts, complemented with expertise nationally and from target states

Arkansas experts

- Providers: focus groups, interviews, Advisory
- OEC licensing unit
- ADE legal team
- TA and quality support
- Advocates, intermediaries

National experts

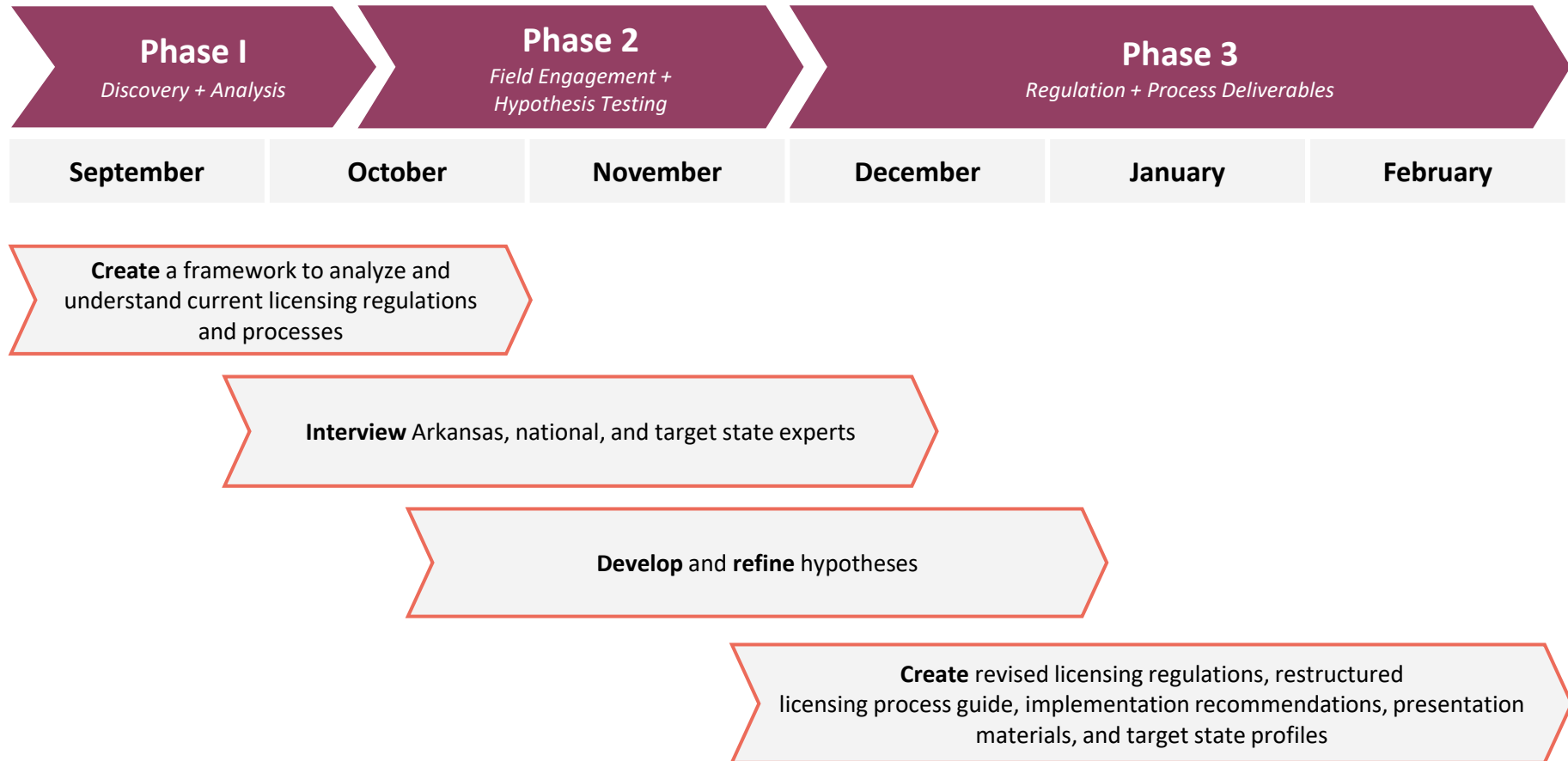
- Subject experts: employer sponsored, pedagogical models, home-based care
- TA and quality support
- Evolution of licensing
- Diverse political views

State leaders

- Current and past state licensing administrators
- Target states: Georgia, South Carolina, North Carolina, Tennessee, West Virginia, as identified

Pillars research and analysis, grounded in our past work in licensing and in Arkansas, will undergird these perspectives

We'll complete this work by the end of February, with deliverables shared along the way



Opportunities to Engage

Between now and the end of February 2025, there will be several different opportunities to engage in this work.

If you are interested in contributing to this work, please consider...

- Participating in a virtual or phone focus group or interview
- Answering questions via survey or form
- Providing written feedback on recommendations

To sign up to participate, please complete [this form](#)

We're looking forward to learning from you!



Michele Snyder

AR STEM Program

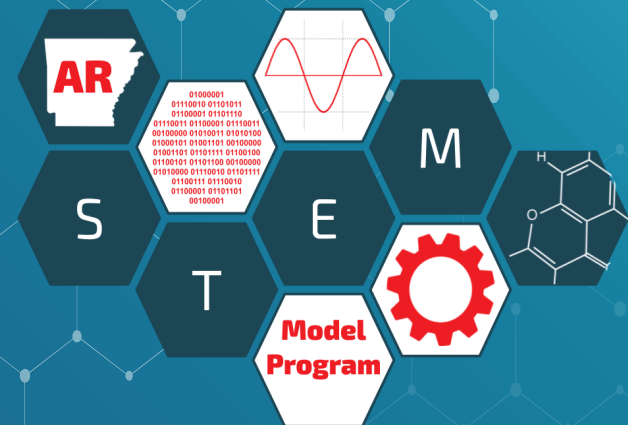
michele.snyder@ade.arkansas.gov

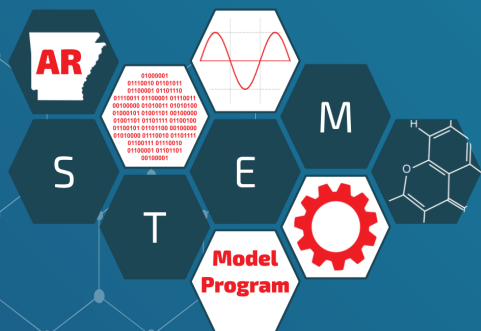
AR STEM Model Program



Early Childhood Providers
October 2024 Call

<https://tinyurl.com/2879zsmt>





Presenter

Michele Snyder

State STEM Integration Specialist

National PAEMST Award

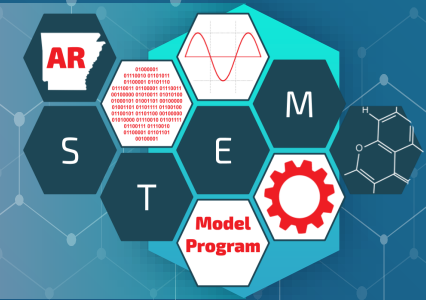
Coordinator for
STEM Teachers

Michele.Snyder@ade.arkansas.gov

501-682-7942

Stay Connected...

Submit form to receive ADE STEM information and a copy of the presentation.



<https://tinyurl.com/3a2xmrkm>





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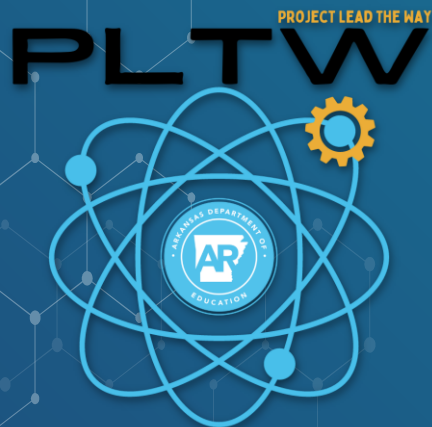
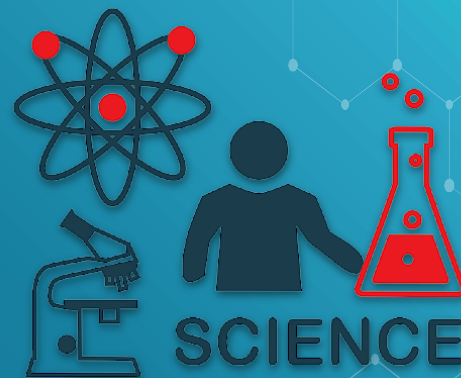
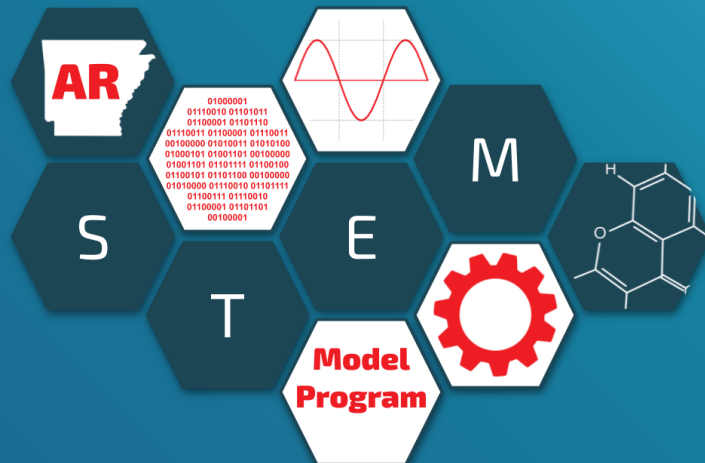
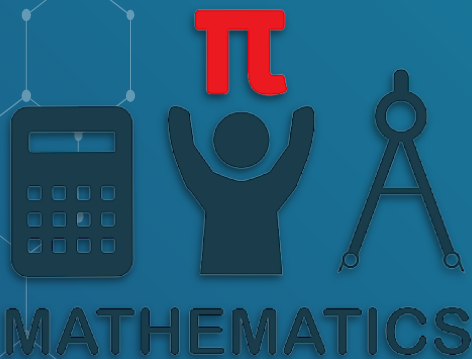
STEM in Arkansas



LEARNS

READINESS

STEM education programs are one way schools can help to ensure that all Arkansas students are meeting the demands of today's workforce.



**Develop a statewide system to connect Arkansas
STEM Education to Arkansas careers and career
training opportunities appropriate to the state's
economy and students' needs.**

ARKANSAS READY  **FOR STEM**



Our Working Definition of STEM

Science, technology, engineering, and math intentionally come together as STEM to present a rigorous integrated approach to understanding and interacting with the world in which we live.

STEM education provides equitable opportunities for students to engage in authentic experiences in the classroom that are linked to community, occupations, and the global world so that all students become **STEM literate** in their K-12 journey towards college and career readiness.

ARKANSAS READY FOR STEM

A STEM literate person is CURIOUS:

Connects Academics to Everyday Experiences

Uses Computational Thinking

Recognizes Patterns in Data

Innovates Solutions

Operates Emerging Technologies

Unpacks Academic Language

Sharpens Employability Skills

Arkansas STEM Practices

Computer Science Practices

- Communication
- Collaboration
- Storytelling
- Professionalism
- Learn by failure
- Persevere
- Understand patterns
- Problem solve
- Research
- Use tools

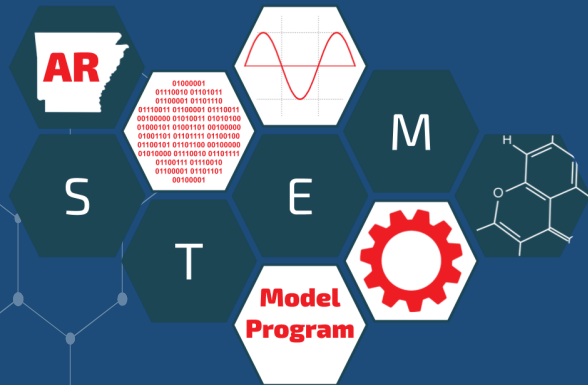


Science & Engineering Practices

- Ask questions and define problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Use mathematics and computational thinking
- Construct explanations and design solutions
- Engage in argument from evidence
- Obtain, evaluate, and communicate information

Five R's for Mathematics

- Build Resilience in problem solving
- Apply Reasoning about quantities and relationships
- Reflect using discourse and precision
- Select and use Representations and tools
- Identify Relationships using structure and patterns



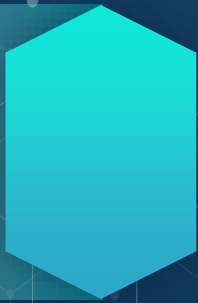
AR STEM Model Program WEBPAGE



ARKANSAS READY FOR STEM

AR Ready For STEM WEBPAGE





AR STEM Model Program for Early Childhood Schools

Students are building a foundation in science and engineering in preschool through the elementary grades to prepare for later success.

Classroom instruction is designed to sustain and enhance children's **curiosity** about the world around them and to form the knowledge and skills they need to approach the more challenging science and engineering topics introduced in later grades.

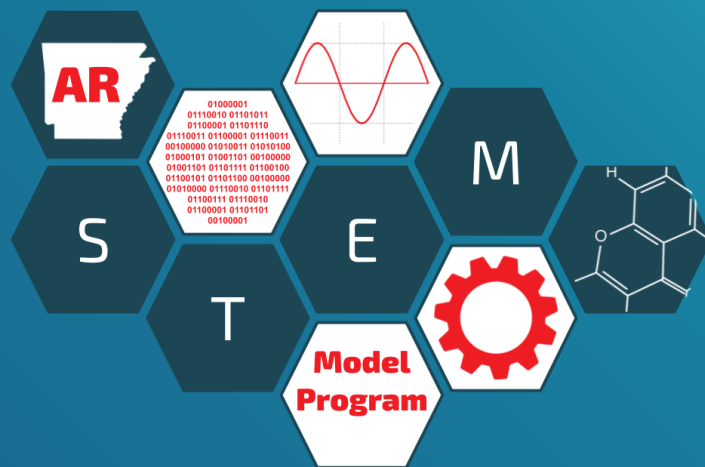
Science and Engineering in Preschool Through Elementary Grades: The Brilliance of Children and the Strengths of Educators (National Academies of Sciences, Engineering, and Medicine (NASEM) 2022)





K-12 RUBRIC

<https://tinyurl.com/2jkck5hs>




PreK Rubric

<https://tinyurl.com/4f2a5rh8>



The PreK AR STEM Model Rubric is:

- Based on the state approved Early Childhood classroom quality assessment tool, and the Arkansas Child Development and Early Learning Standards (ACDELS).
 - Designed to evaluate early STEM education programming.
 - Details how STEM practices are part of free play, communication is in age-appropriate expressive forms, and the learning experiences are aligned to early childhood learning expectations.
 - The Early Childhood classroom quality tool provides uses of simple tools listed on a materials checklist (e.g. blocks, connectors, ramps, tongs).
- 

Benefits to being a STEM Model School

- Three-year state designation
- Student interest, curiosity, and creativity is systemic and part of everyday life
- 21st Century skills known as the 4C's are common in teaching and learning objectives
- STEM practices make authentic learning experiences rigorous and integrated
- Exposure to STEM careers
- Strong school partnerships with local business, industry, and community stakeholders mutually support student learning





Level of implementation is based
on STEM attributes related to three
categories:

Classroom
School
Community



Exploratory (1)

Minimal STEM implementation is evident.

Developing (2)

Some components of STEM implementation and integration are demonstrated but need further development.

Accomplishing (3)

STEM implementation and integration is a regular part of daily learning and school practices.

Model (4)


School has demonstrated the highest level of STEM implementation and integration.

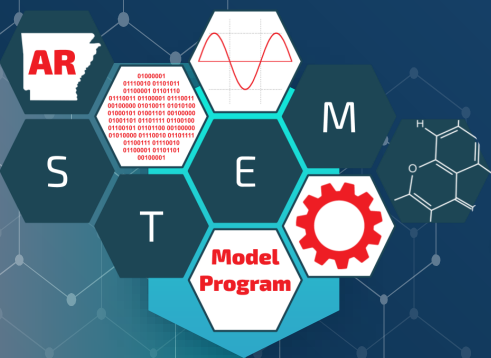
Page 3 includes information about the attribute scores

Page 4 includes information about the minimum requirements



MINIMUM REQUIREMENTS for Schools to Participate

- A letter of agreement to participate in the program is signed by a district leader and the school principal.
 - Facility must be a Better Beginnings Level 3 or higher on the Early Childhood Tiered Quality Rating System.
 - The school STEM Leadership Team attends AR STEM Model Program professional development prior to participation
- 



FY 25 AR STEM Model Program

2022-2025:

Forest Heights STEM Academy - Little Rock

Nettleton STEAM Intermediate - Nettleton

2023-2026:

Izard County Consolidated Elementary School -
ICC

Izard County Consolidated Preschool - ICC

Vaughn Elementary School - Bentonville

Bearkatz PreK Academy - Melbourne

2024-2027:

Willis D. Shaw Elementary School - Springdale

Stagecoach Elementary School - Cabot

Oaklawn STEM Magnet - Hot Springs

AR STEM Model Schools



North Central Region:

Izard County Consolidated Middle School - ICC

Izard County Consolidated High School - ICC

Melbourne Elementary - Melbourne

North West Region:

Bernice Young Elementary School - Springdale

LISA Academy Elementary Rogers-Bentonville

LISA Academy Elementary Fayetteville

Central Region:

LISA Academy North High School

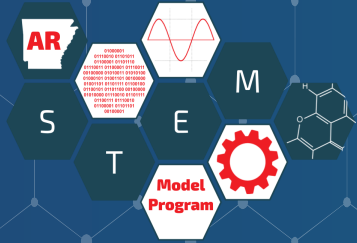
Redesignating Schools

Forest Heights STEM Academy - Little Rock

Nettleton STEAM Intermediate - Nettleton

AR STEM Model Schools in the program this year





Fall 2024 AR STEM Community of Practice Schedule

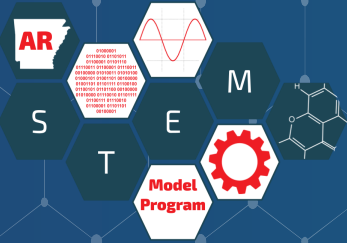
Targeting Science Foundational Skills in STEM Instruction: Key Levers for Instructional Leaders September 19, 2024 3:00-4:15 [escWorks Session # 539547](#)

Youth Engineering Solutions: High Quality Engineering Curriculum for K-8 STEM Schools October 16, 2024 3:00-4:15 [escWorks Session # 539578](#)

Fostering Career Readiness through STEM School Partnerships with Businesses and Community Members November 21, 2024 3:00-4:15 [escWorks Session # 539583](#)

Pre-K Rubric, STEM School Strategic Planning, Telling your Schools' STEM Story, STEM Curriculum Integration professional learning support are available upon request





Spring 2025 STEMinar Schedule

Topics include:

- ◆ Pre K AR STEM Model Rubric and Early Childhood STEM Resources
- ◆ K-12 Supplemental Engineering Curriculum Options for STEM Teaching and Learning
 - ◆ PreK- 12 Career Readiness Exposure & Building School Partnerships
- ◆ K-2 Math and K-12 Science Classroom Observation Tools for STEM School Leaders

Will be posted in November or December Learning Services Commissioner's Memo



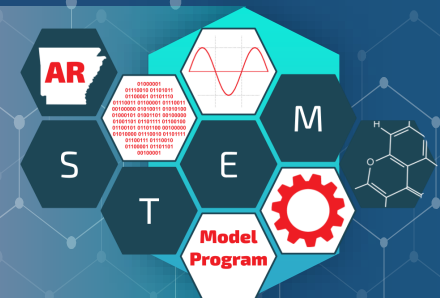
Questions & Announcements



Stay Connected...

Submit form to receive ADE STEM information and a copy of the presentation.

<https://tinyurl.com/3a2xmrkm>



Join the AR STEM Listserv to stay connected

AR STEM Listserv

<https://bit.ly/2FGMOv3>





Mary Katherine-Hardin

LENA

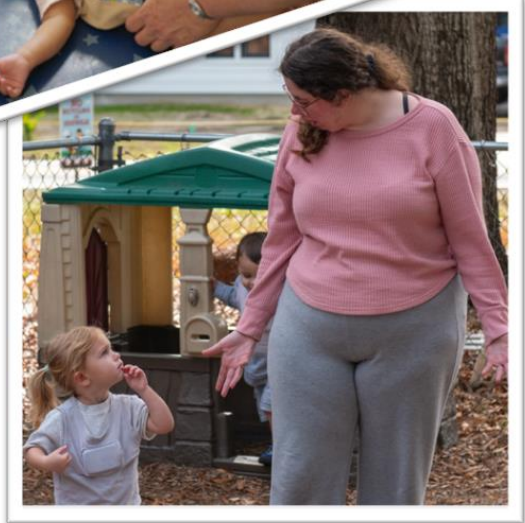
mkhardin1@mystarsacademy.net

Introduction

Mary Katherine Hardin

Owner of STARS Academy
IMPACT E8 Core Team (Local Lead)



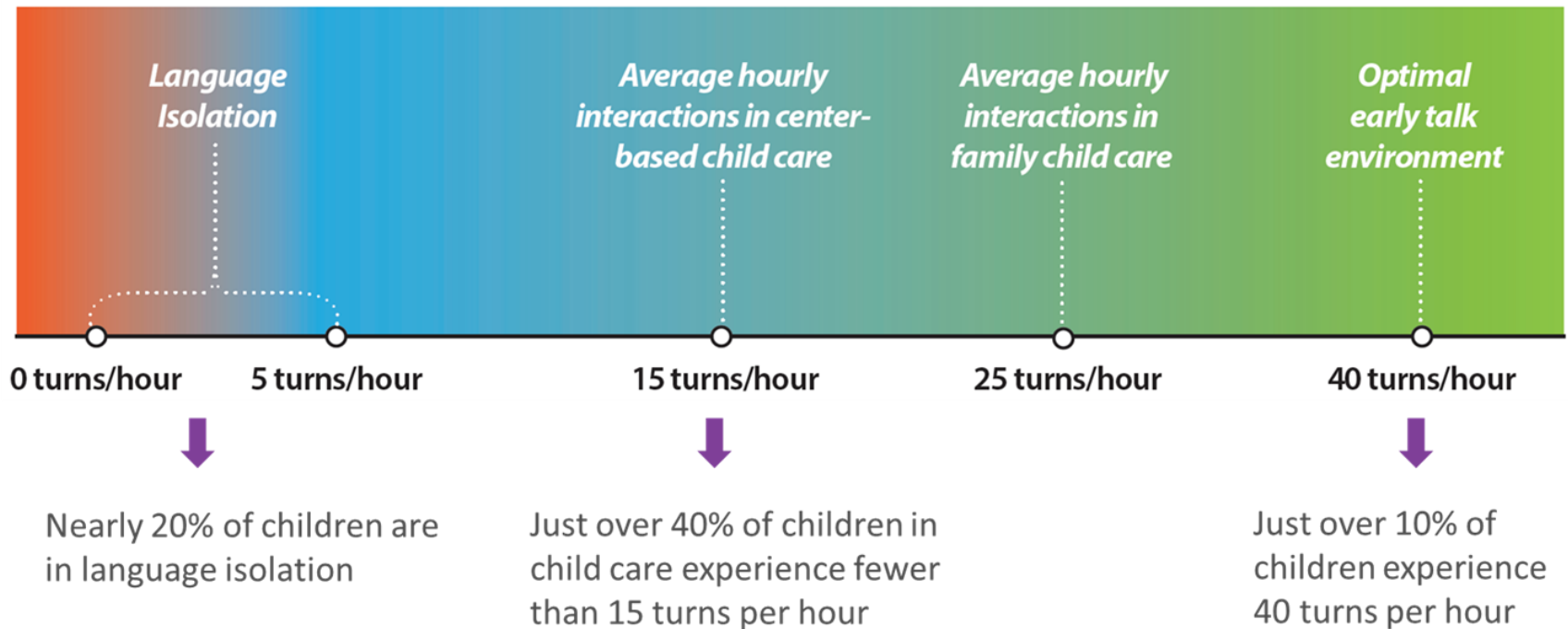


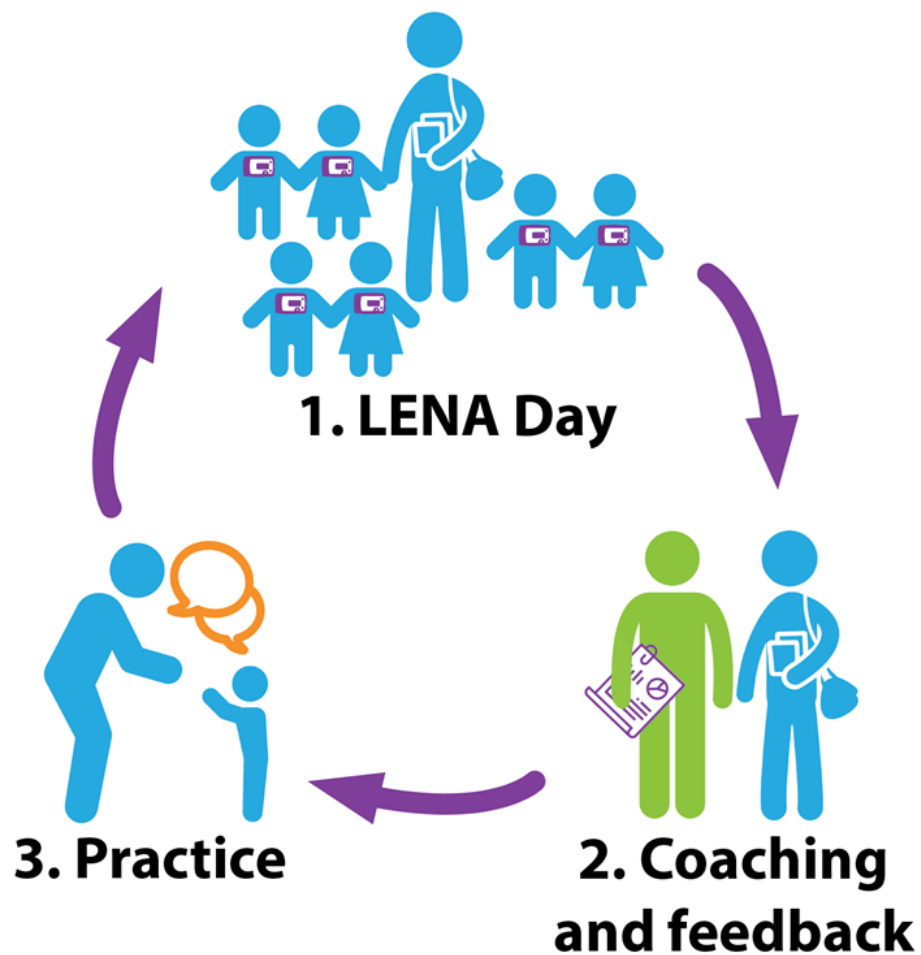
LENA's Mission

LENA is a national nonprofit on a mission to transform children's futures through early talk technology and data-driven program.



During child care, there are large disparities in children's language environments



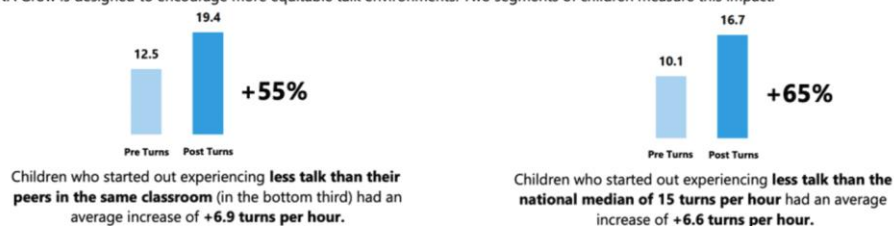


IMPACT REPORT

- Child Impact
- Teacher Impact
- Community Impact

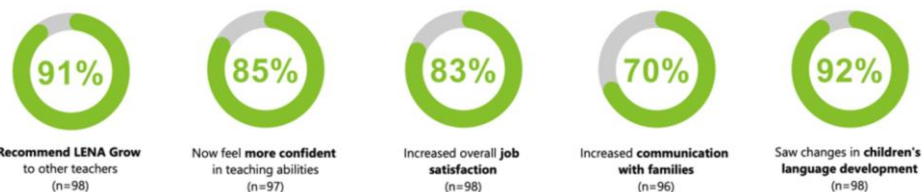
Child Equity

LENA Grow is designed to encourage more equitable talk environments. Two segments of children measure this impact:



Teachers

At the end of a 5-week sequence, teachers complete a survey reporting on the impact of the LENA Grow program.



By the Numbers



831
Children



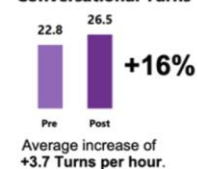
114
Teachers



57
Classroom Groups

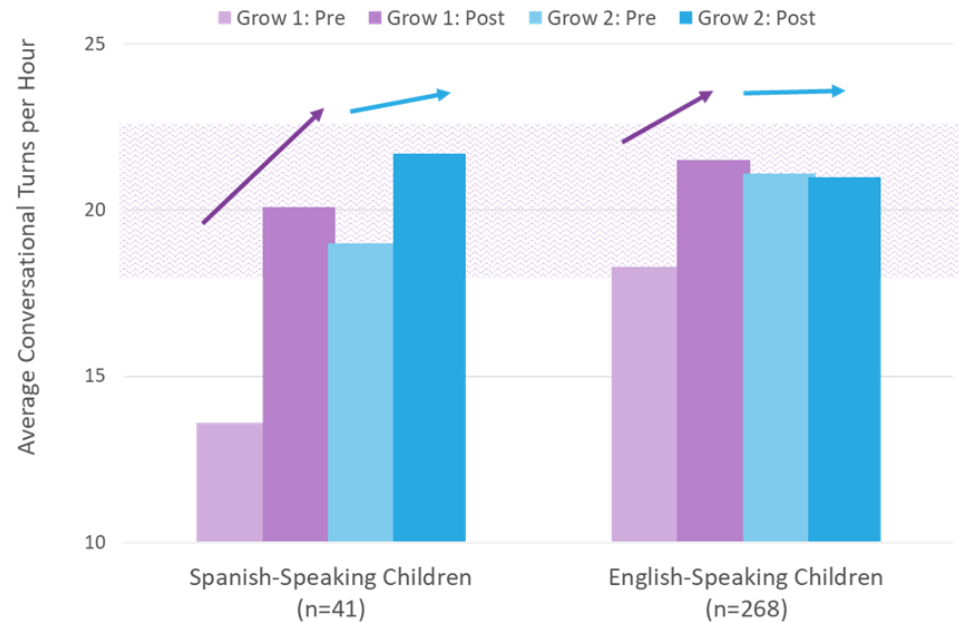
All Children

Conversational Turns



LENA Grow increases language equity

By the end of LENA Grow 1, children whose primary language was Spanish increased on TPH and were no longer significantly lower compared to children who spoke English as their primary language. These gains continued through LENA Grow 2.



IMPLEMENTATION

- Why Partner?
- Classrooms
- Cycle Schedule
- Coaching



IMPACT REPORT

- Child Impact
- Teacher Impact
- Community Impact



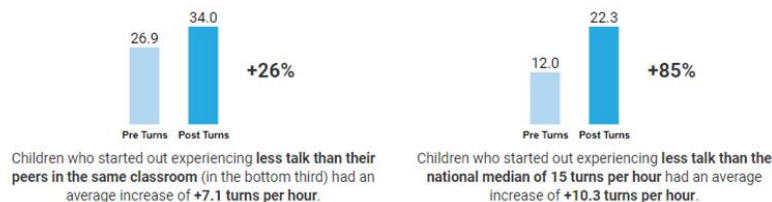
Impact

Batesville Area Chamber of Commerce

Grow 1/Legacy
5/30/2024 - 8/1/2024

Child Equity

LENA Grow is designed to encourage more equitable talk environments. Two segments of children measure this impact:



Teachers

At the end of a 5-week sequence, teachers complete a survey reporting on the impact of the LENA Grow program.



© LENA 2013-2024

Page 1 of 3

LENA



Impact

Batesville Area Chamber of Commerce

Grow 1/Legacy
5/30/2024 - 8/1/2024

By the Numbers



142
Children



39
Teachers



12
Classroom Groups

All Children Conversational Turns



Average decrease of
-1.2 Turns per hour.



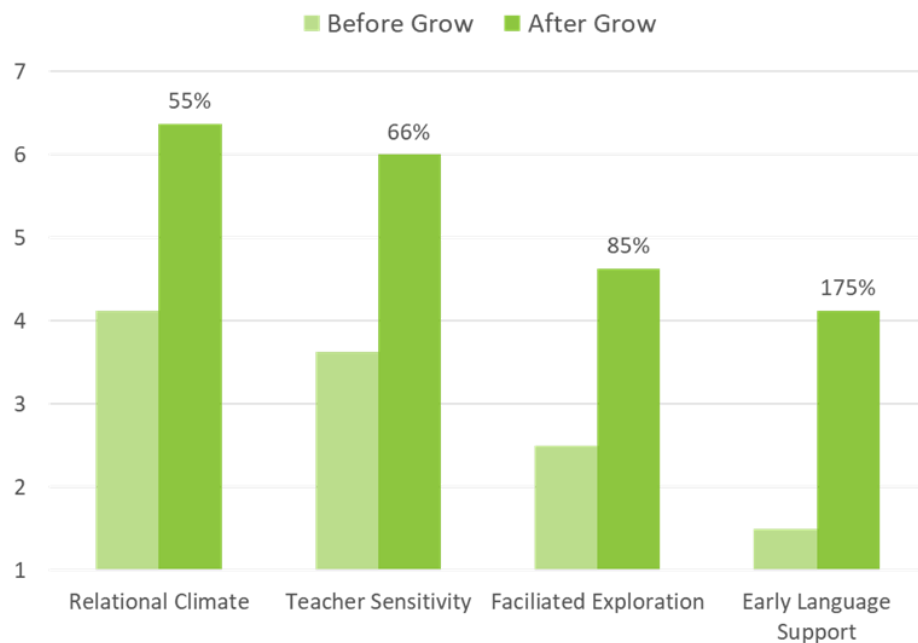
VALUE PROPOSITION

- Data + Coaching Format = Best Practice for Change Management
- Data Drives Teacher Confidence
- Real-Time Professional Growth
- Child Equity

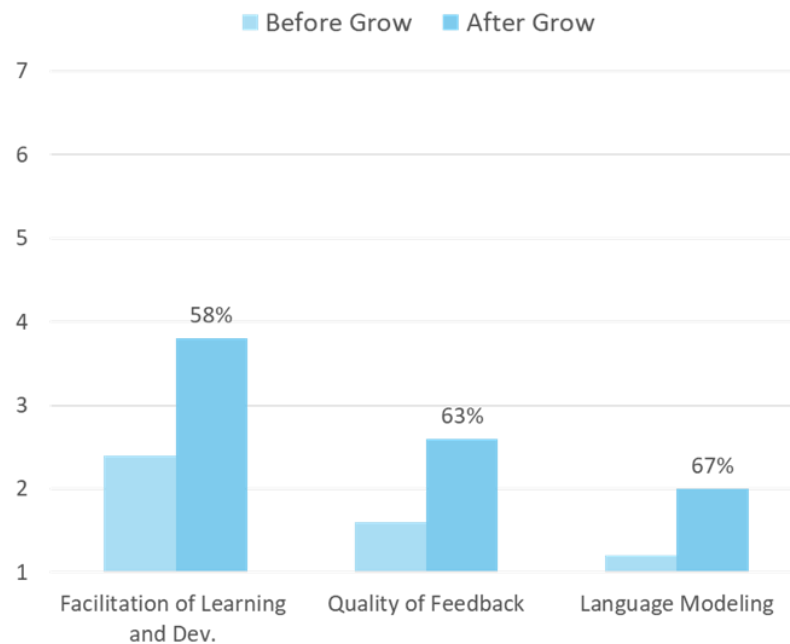
LENA Grow teachers increase CLASS[®] scores



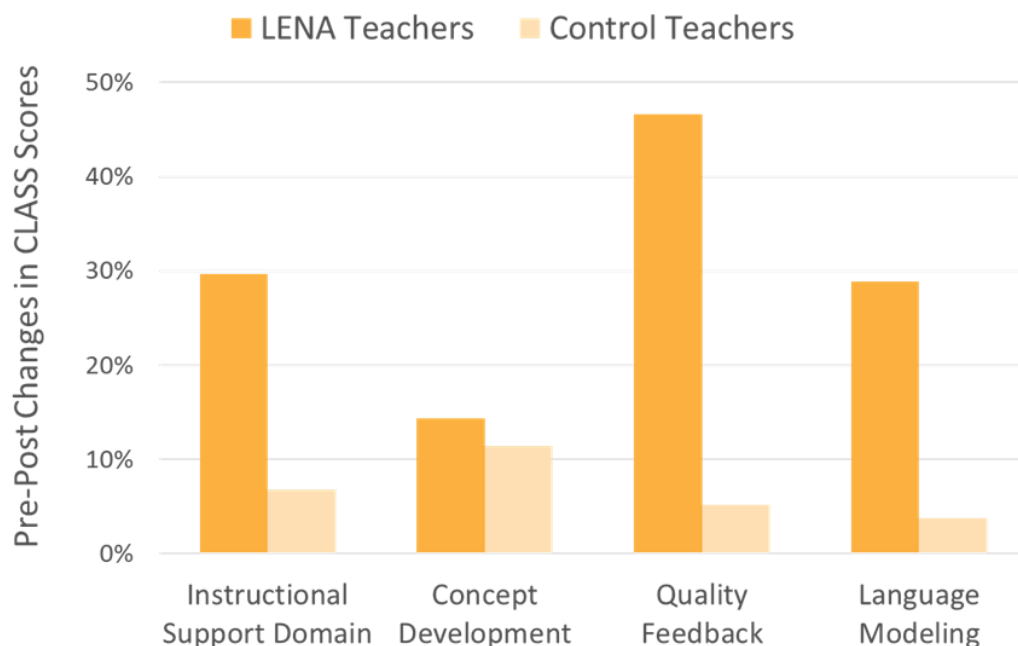
Infant Rooms: Responsive Caregiving Domain



Toddler Rooms: Engaged Support for Learning Domain

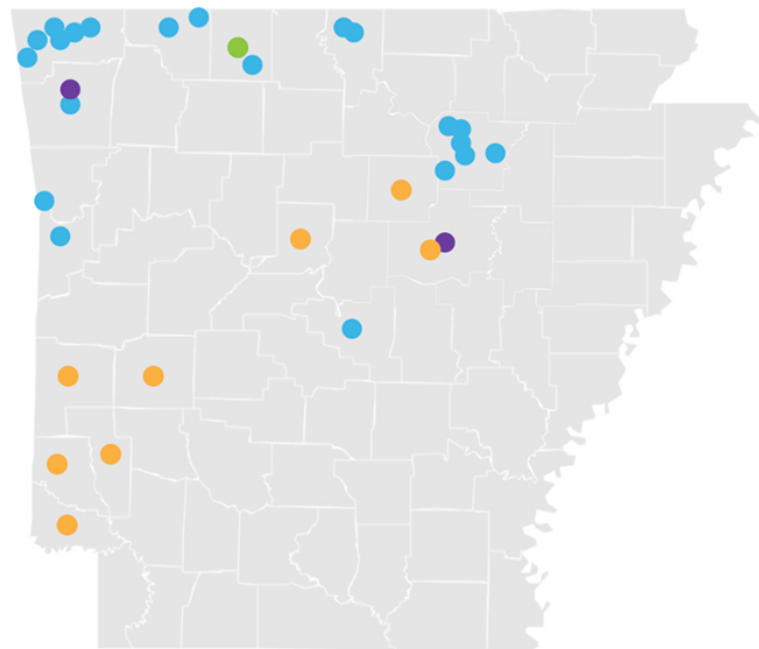


LENA Grow teachers increase CLASS[®] scores



For each CLASS dimension, LENA Grow teachers had greater increases than their control counterparts.

Gains ranged from **+14%** to **+47%** in the instructional support items.



- Current LENA Grow site
- LENA Grow (has expressed interest)
- LENA Grow (in process)
- Research/Clinical

LENA Proudly Partnering With Arkansas Communities

- University of Arkansas
- Batesville Area Chamber of Commerce
- Little Rock School District
- O.U.R. Cooperative
- Conway County
- Cleburne County
- White County
- Montgomery County
- Polk County
- Howard County
- Little River County
- Sevier County
- University of Arkansas
- University of Arkansas for Medical Sciences



Laura Webb

Vendor Setup & Payments

laura.webb@ade.arkansas.gov



Brandy Ishmon

- School Readiness Assistance
- Infant Toddler Contract Program

brandy.ishmon@ade.arkansas.gov



School Readiness Assistance

The new School Readiness Assistance system is currently scheduled to be deployed on December 1, 2024. This is a web-based system which will contain a citizen, worker, and provider portal.

CCDF Infant Toddler Contract Program

PARTICIPANT REQUIREMENTS

To participate in the CCDF Infant/Toddler Contract Program, a childcare participant must meet all of the following guidelines:

- Must be licensed or registered by OEC
- Must have a CCDF Program Participant Agreement
- Be certified in Level Three (3) Better Beginnings or higher
- Must be in compliance with other Arkansas Department of Education funded programs
- Agree to accept reimbursement received from ADE as payment in full for all services covered by this agreement which includes transportation (if applicable)
- Agree to reserve a minimum of 10%, of awarded slots, for children with disabilities

***Priority will be given to:**

- providers located in underserved geographic areas
- levels 4-6 of Better Beginnings
- licensed, community based child care providers
- newly opened Infant/Toddler classrooms

START-UP FUNDING

OEC may provide a minimum of \$20,000 per classroom for all newly opened Infant/Toddler classrooms.

ELIGIBILITY

Family eligibility, application, and documentation requirements can be found at the link below:

<https://dese.ade.arkansas.gov/Offices/office-of-early-childhood/school-readiness-assistance-program>

CALENDARS

Must submit a copy of program operation information i.e. calendar, hours of operation with Intent to Participate form.

***Forms must be submitted via email to: OEC.FamilySupport@ade.arkansas.gov by October 31, 2024.**

Approved providers will be notified by November 15, 2024.

NOTE: Faxed, incomplete, or late forms may not be considered.

CCDF Infant Toddler Contract Program

A large blue triangle is positioned in the bottom right corner of the slide, pointing towards the top right.



NEXT MEETING

**Next call is November 5 at
12:00pm**

Find the recording of today's meeting here:

[Division of Elementary and Secondary Education - Offices - Early Childhood - Informational Provider Calls \(arkansas.gov\)](#)