Working with ECE Programs
What Does the Data Tell Us?

Bonnie Williams, MA

Early Care and Education Manager

Bureau of Nutrition and Physical Activity (BNPA)

Arizona Department of Health Services (ADHS)

Jillian Papa, MPH

Research and Development Evaluator

Bureau of Nutrition and Physical Activity (BNPA)

Arizona Department of Health Services (ADHS)

Arizona is working collaboratively with state system partners to promote health and wellness in early childhood programs. The early years are the best years to set the trajectory for healthy behaviors such as healthy eating, physical activity, and limiting screen time.

Caregivers and educators have a ripe opportunity to model and provide healthy experiences to both young children and their families.

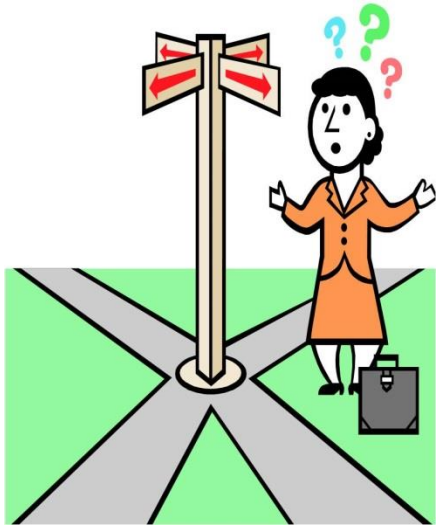
Building on Arizona's Empower standards, we are embedding health, nutrition, physical activity, and wellness plans into our state's diverse early learning systems. Working with partners, finding common ground with programs such as WIC, CACFP, Head Start, SNAP-Ed, etc., provide natural leveraging opportunities for all.

The importance of a young child's development is no longer debated. 'Let's move' on this momentum now.

Empower Standards

Standard 1:	Provide at least 60 minutes of daily physical activity (teacher-led and free play) and do not allow more than 60 minutes of sedentary activity at a time, or more than three hours of screen time per week.
Standard 2:	Practice “sun safety.”
Standard 3:	Provide a breastfeeding-friendly environment.
Standard 4:	Determine whether site is eligible for the United States Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP), and participate if eligible.
Standard 5:	Limit serving fruit juice to no more than two times per week.
Standard 6:	Serve meals family-style and do not use food as a reward.
Standard 7:	Provide monthly oral healthcare education or implement a tooth brushing program.
Standard 8:	Ensure that staff members receive three hours of training annually on Empower topics.
Standard 9:	Make Arizona Smokers’ Helpline (ASHLine) education materials available at all times.
Standard 10:	Maintain a smoke-free campus.

Caution:



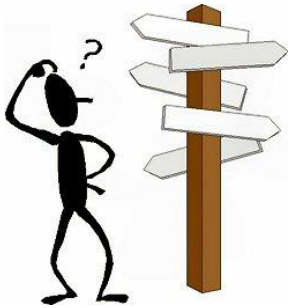
ECE System Elements

Arizona Department of Health Services (ADHS)
Bureau of Child Care Licensing (BCCL)
*Licensed Child Care Centers
*Licensed Child Care Group Home
Bureau of Women and Children's Health
*Material, Infant and Early Childhood Home Visiting (MIECHV)
Bureau of Nutrition and Physical Activity (BNPA)
*Women, Infants and Children (WIC)
*Arizona Nutrition Network (SNAP-Ed)
*Empower Standards

Arizona Department of Economic Security (DES)
*Certified Family Child Care Homes FCC)
*Certified In-Home Child Care
*Arizona Early Intervention Program (AzEIP-Part C)
*Child Care and Development Block Grant
*Child Care Development Fund
*State Plan
*DES Child Care Subsidy

First Things First (FTF)
*Quality First (QRIS)
*Other Initiatives and Programs

Tribes
*Child Care and Certificate Program
*Head Start/Early Head Start



Head Start/Early Head Start
*Regional Grantees, Delegates, Tribal, Migrant
*Performance Standards (federal regulations, local decision-making)
*Child Care Partnerships

Arizona Department of Education (ADE)
Child and Adult Care Food Program (CACFP)
*Alternative Approval Home
Early Childhood Education/Early Childhood Special Education
*Early Learning Standards (ELS) 3-5
*Infant Toddler Developmental Guidelines (ITDG) 0-3
*Preschool Development Grant
*Preschool Special Education (Part B, Section 619)

Local Education Agencies (LEA)/Public Schools/Charter Schools
*various early education programs/free/tuition
*special funding/projects

Many other quality initiatives which may be local, state, national, international
Montessori
Faith-based
Professional Association (NAEYC, NAFCC, etc.)

ECE System Coordination

Empower is compatible with…

- ✓ *Quality First (FTF QIRS system)*
- ✓ *Head Start/Early Head Start Performance Standards*
- ✓ *ECE accreditation systems*
- ✓ *AZ Early Learning Standards (3-5 year olds)*
- ✓ *AZ Infant/Toddler Guidelines (0-3 year olds)*
- ✓ *Teaching Strategies Gold and other assessment/ongoing progress monitoring systems*
- ✓ *ECE curriculum approaches*

How to Find ECE Partners?

***Child Care Resource & Referral (CCR&R)**

http://azchildcare.org/countylist.html

***Licensed Child Care Centers**

http://hsapps.azdhs.gov/ls/sod/SearchProv.aspx?type=CC

***Licensed Child Care Group Homes (CCGH)**

http://hsapps.azdhs.gov/ls/sod/SearchProv.aspx?type=CC

***Certified Family Child Care (FCC) Homes**

http://azchildcare.org/countylist.html

***Public School Preschools (ADE/LEA)**

http://hsapps.azdhs.gov/ls/sod/SearchProv.aspx?type=CC

***Head Start/Early Head Start (HS/EHS) Programs**

http://eclkc.ohs.acf.hhs.gov/hslc/HeadStartOffices

http://azheadstart.org/head-start-programs.php

***CACFP Participant ECE Programs**

http://www.azed.gov/health-nutrition/cacfp/

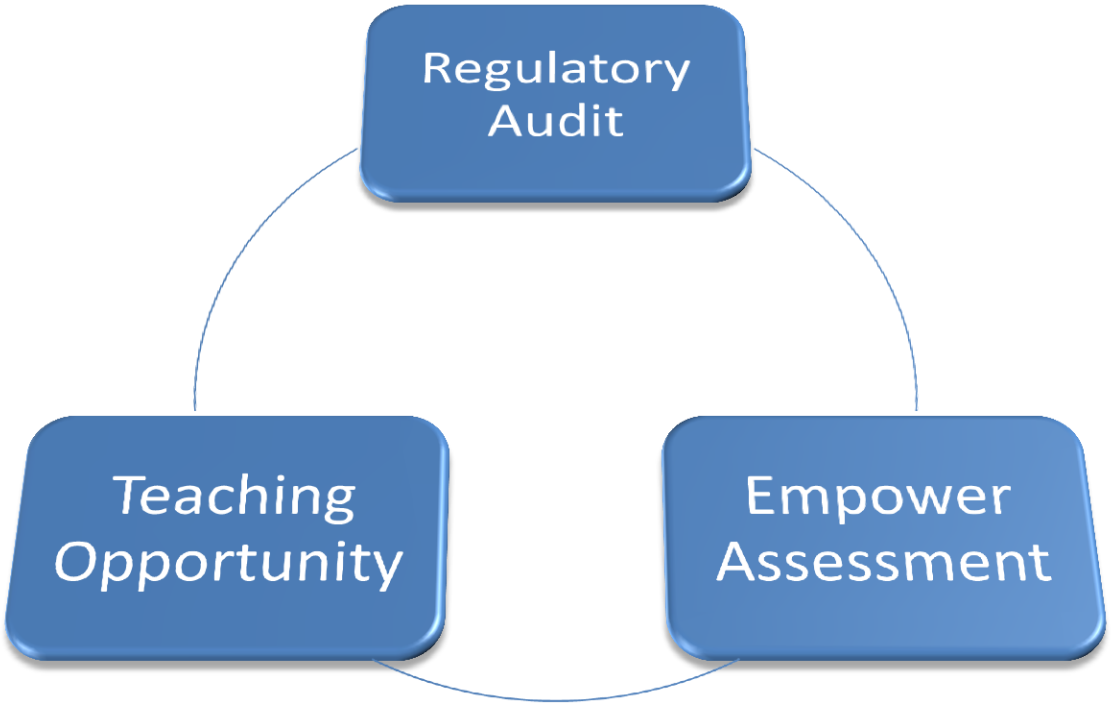
Background

- Developed as a pilot program in January 2010 to promote healthy environments for children in licensed childcare facilities.
- Requires facilities to follow standards in exchange for discounted licensing fees.
- There are more than 2,400 facilities participating, with approximately 200,000 children enrolled.

The Redesign of 2013

- Early evaluations were broad and difficult to interpret.
- New survey design was rolled out on July 1, 2013.
- Avoided words like “encourage” and “promote.”
- Tool directly aligned with guidebook.
- Broke out components of each standard into observable, scalable units.
- Tablets used to facilitate data collection.

The Challenge!



Evaluation Designed to

- Track levels of compliance with policies.
- Monitor self-reports of implementation (none, partial, full).
- Identify barriers to implementation.
- Identify successful strategies and best practices.

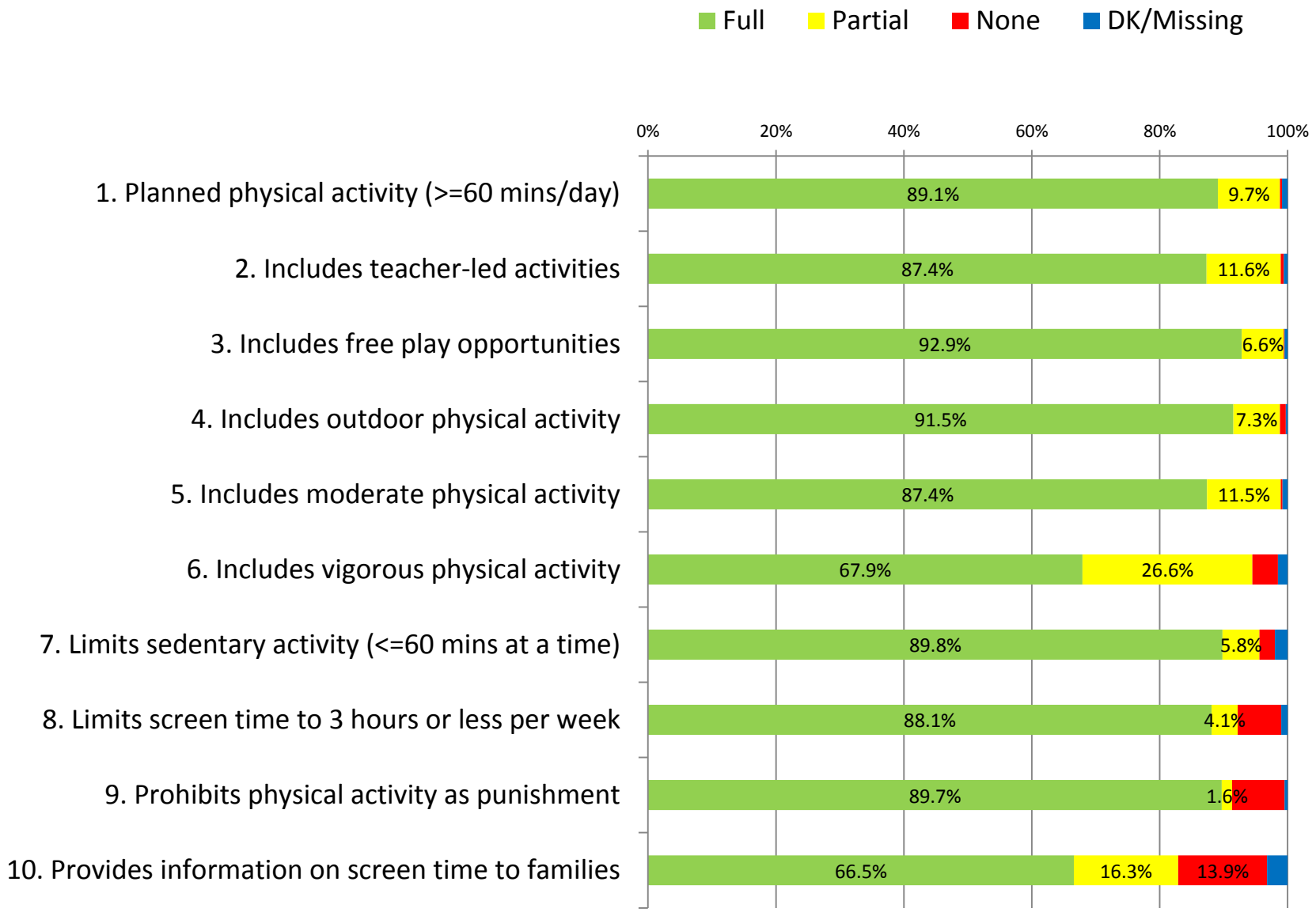
Evaluation Methodology

- Licensing team checks to see whether facilities have written policies on each standard, and
- Childcare providers are asked to self-report their level of implementation.
- As of June 30, 2015, 1,850 facilities serving 182,602 children had been evaluated with the this methodology.

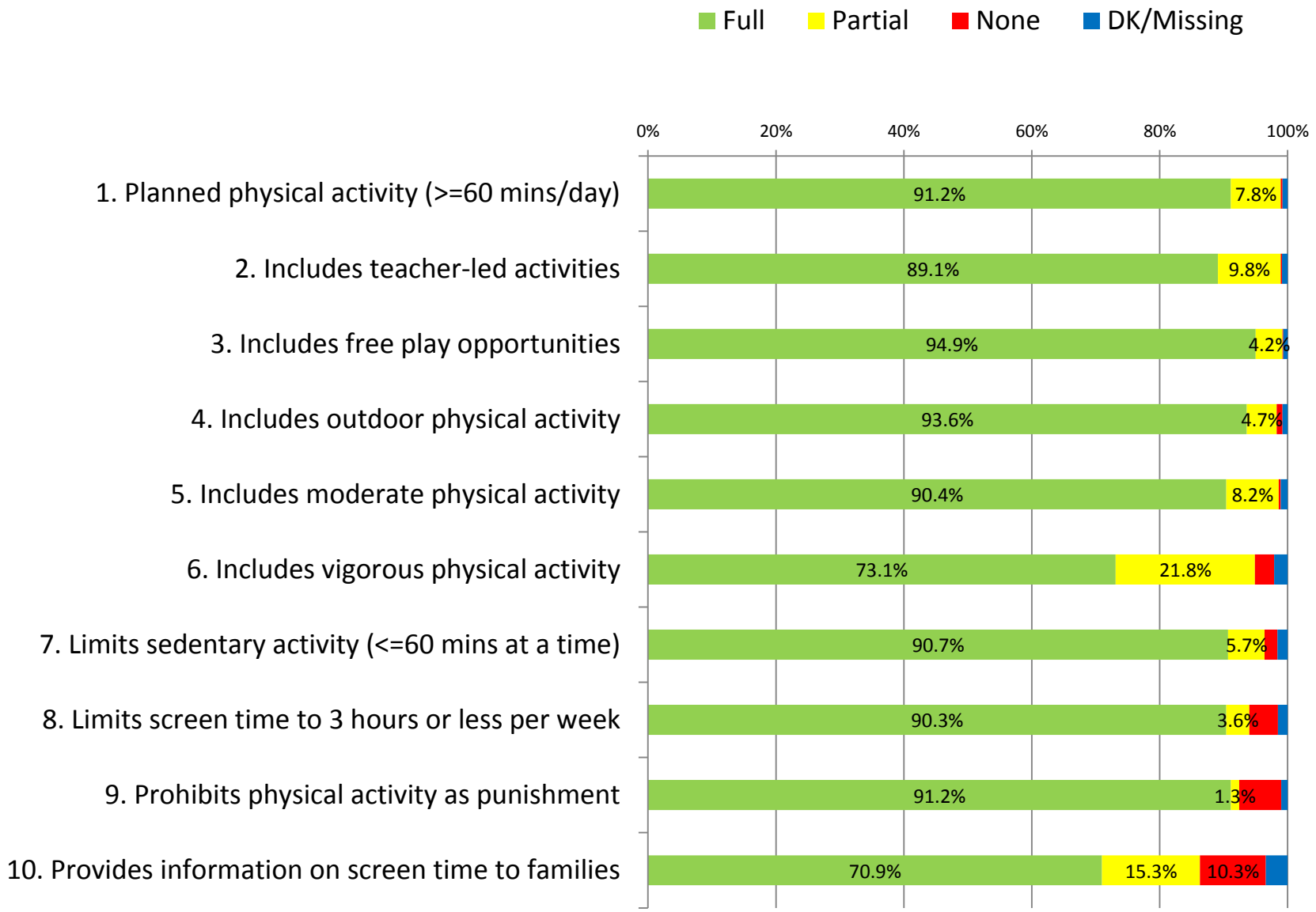
Overall Findings

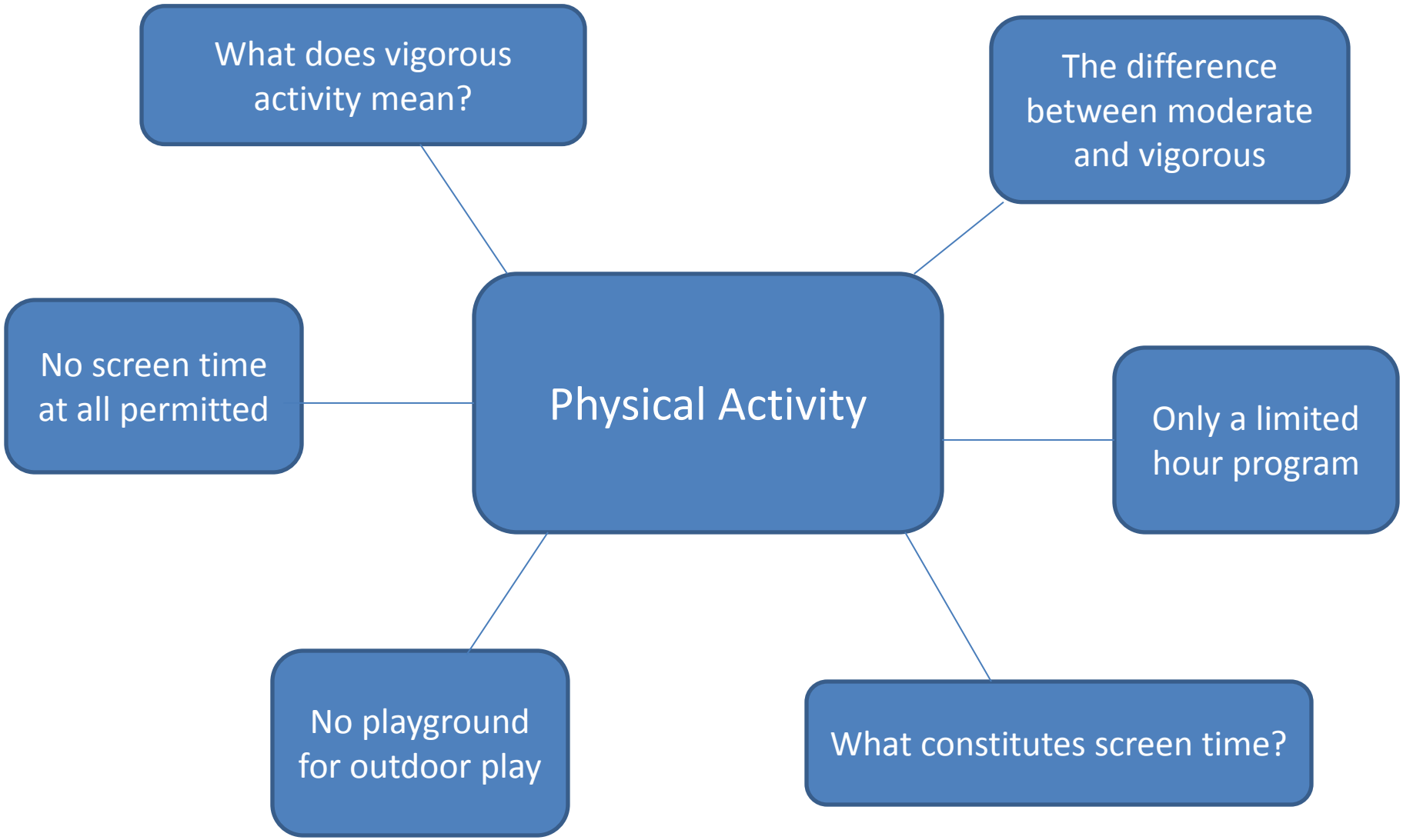
- The family-education component was the least likely to be implemented.
- The large majority of facilities were at least partially implementing one of the components of a standard.
- From Year 1 to Year 2, there have been slight increases in self-reported implementation of the Empower standards.

Year One: Physical Activity Components - Level of Implementation (n=1,527)



Year Two: Physical Activity Components - Level of Implementation (n=1,108)




What does vigorous activity mean?
The difference between moderate and vigorous
No screen time at all permitted
Physical Activity
Only a limited hour program
No playground for outdoor play
What constitutes screen time?

Physical Activity Break

My Bonnie lies over the ocean

My Bonnie lies over the sea

My Bonnie lies over the ocean

Oh bring back my Bonnie to me

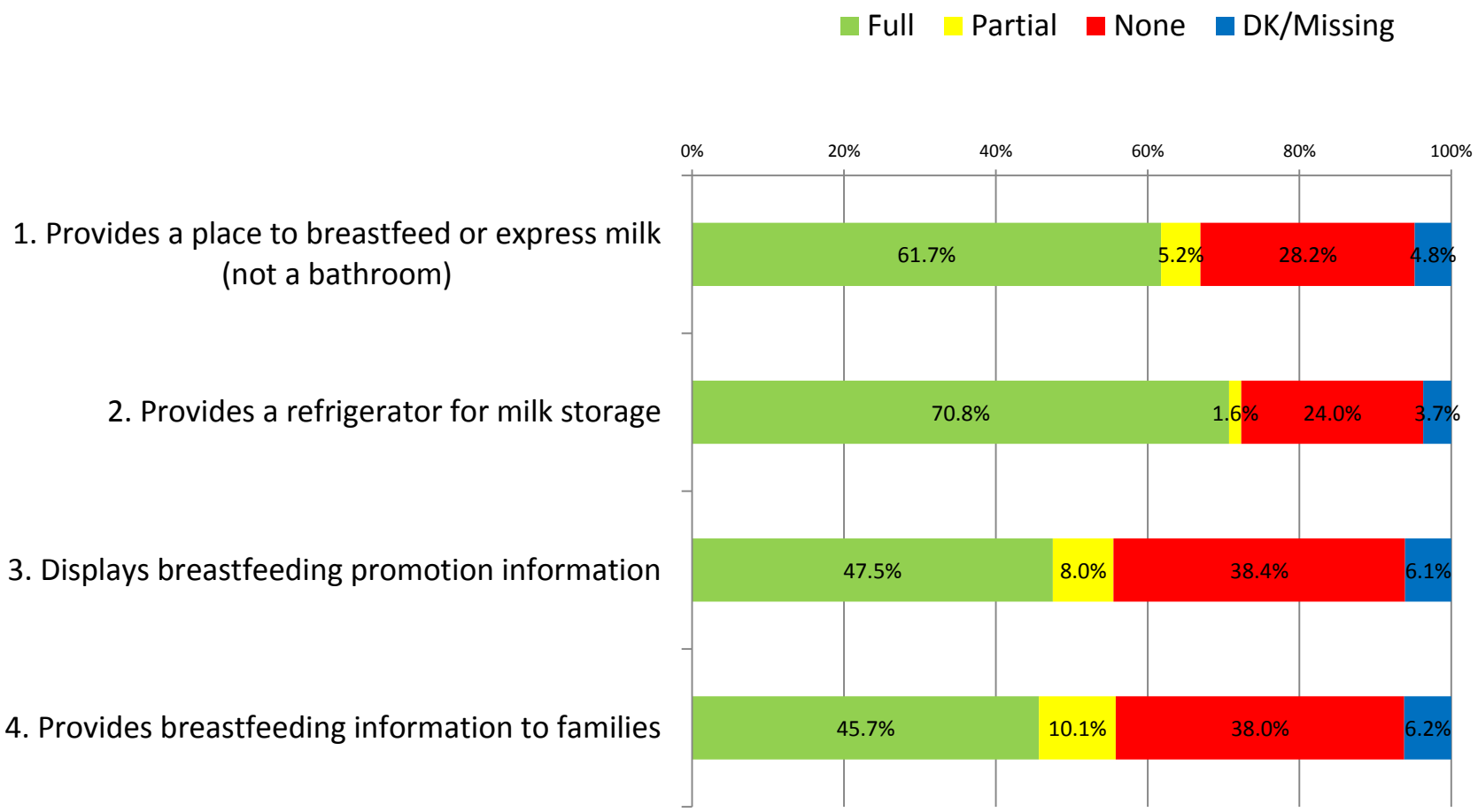
Bring back, bring back

Oh bring back my Bonnie to me, to me

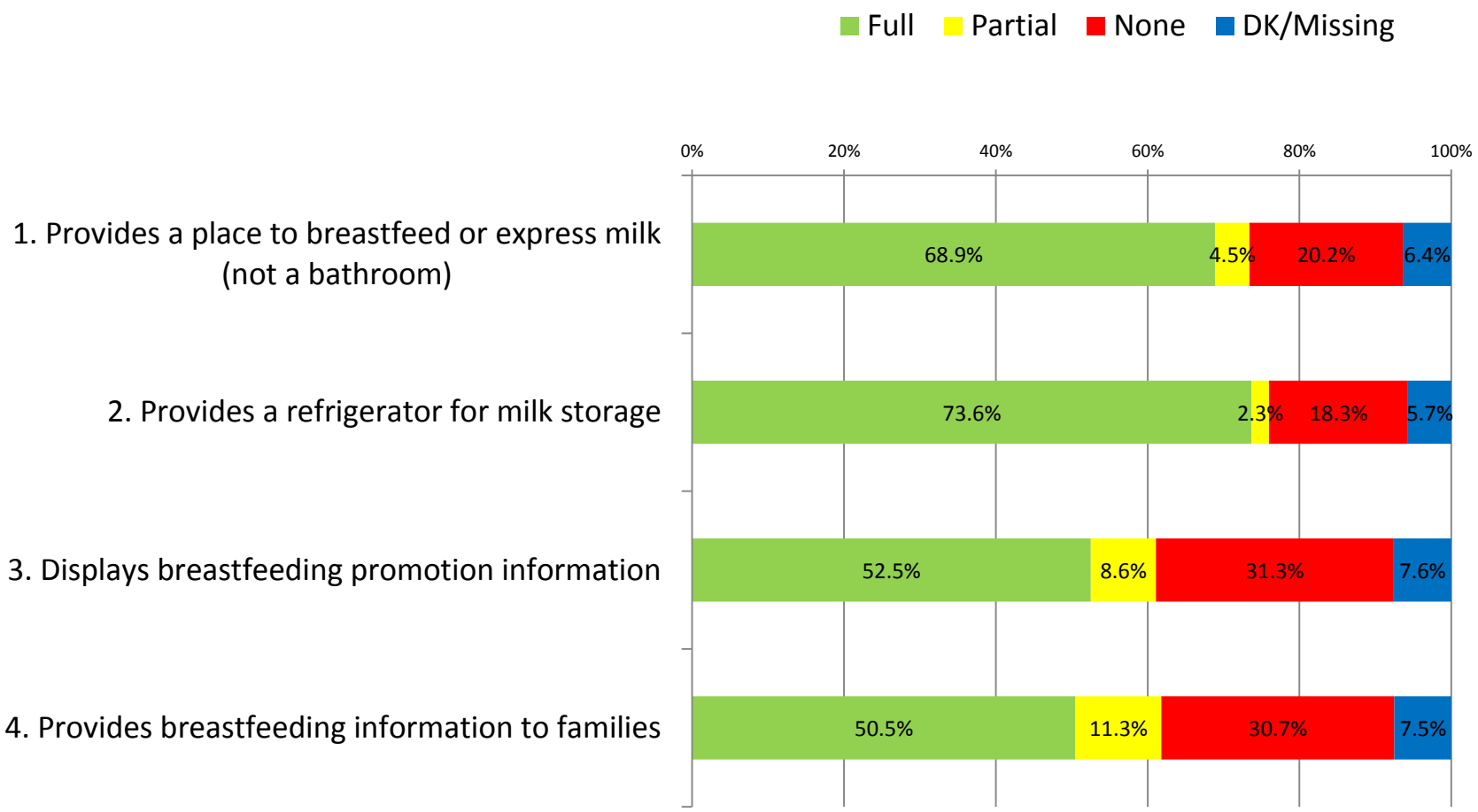
Bring back, bring back

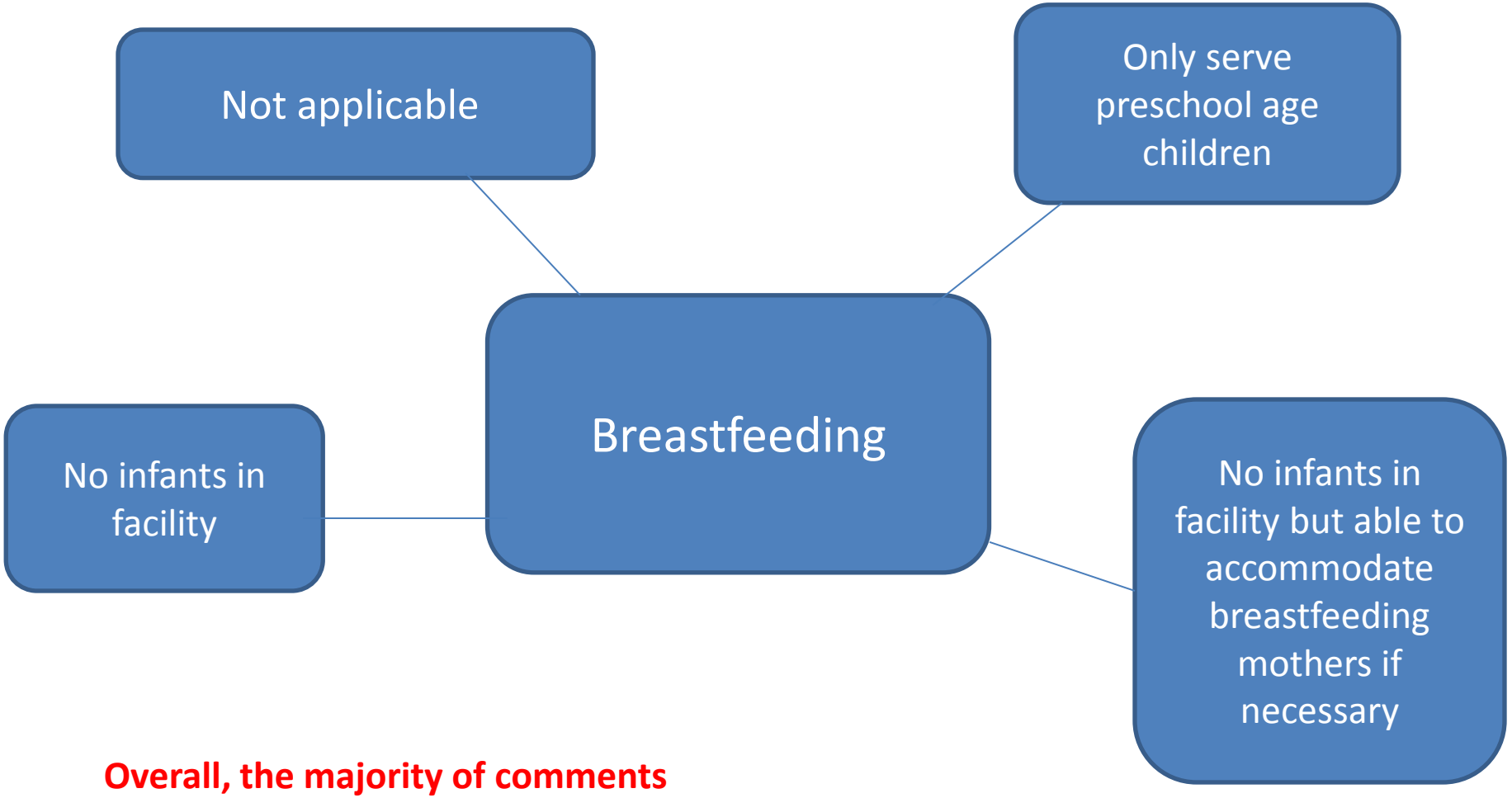
Oh bring back my Bonnie to me

Year One: Breastfeeding Components - Level of Implementation (n=1,527)



Year Two: Breastfeeding Components - Level of Implementation (n=1,108)





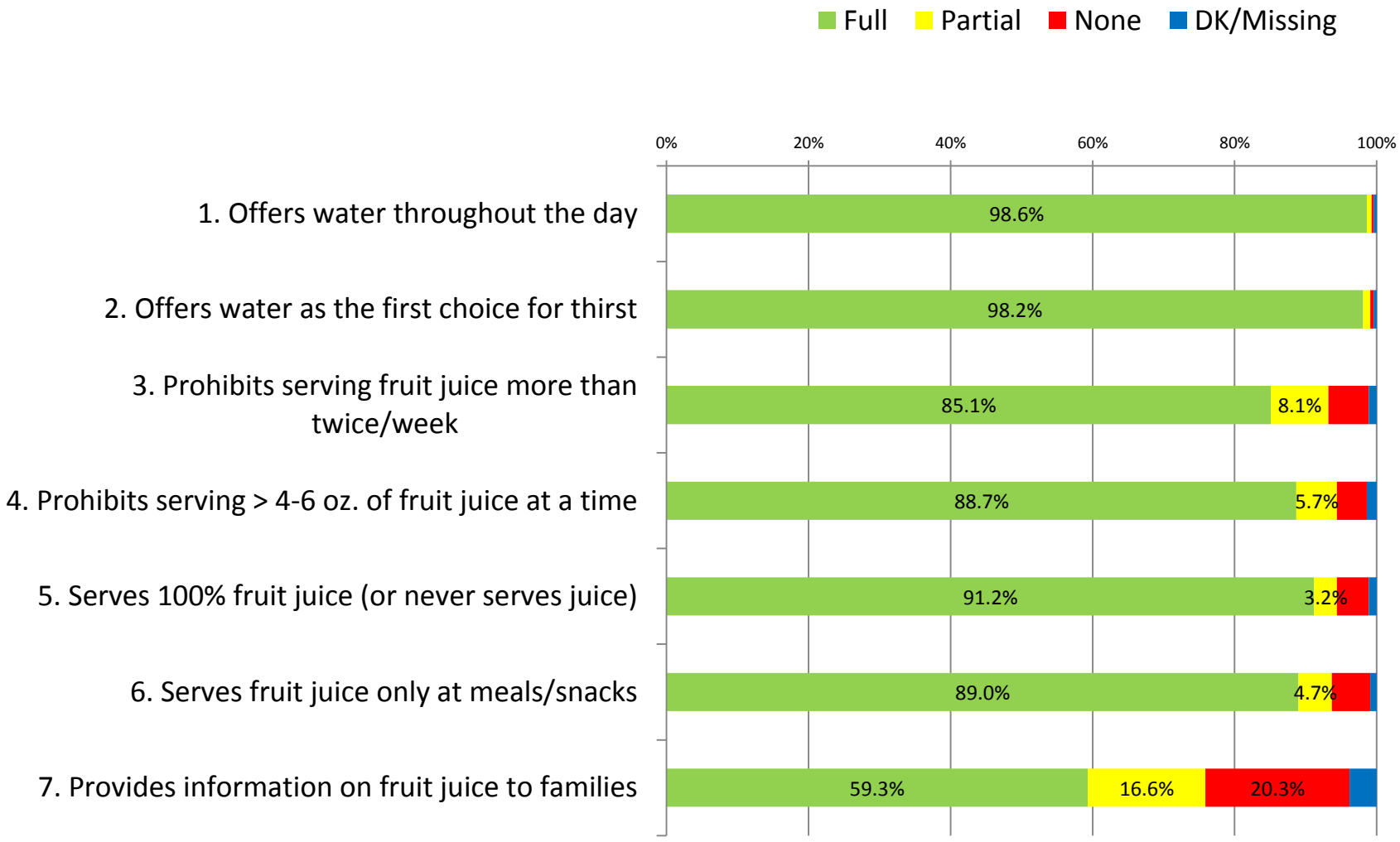
Overall, the majority of comments indicated confusion.

CACFP

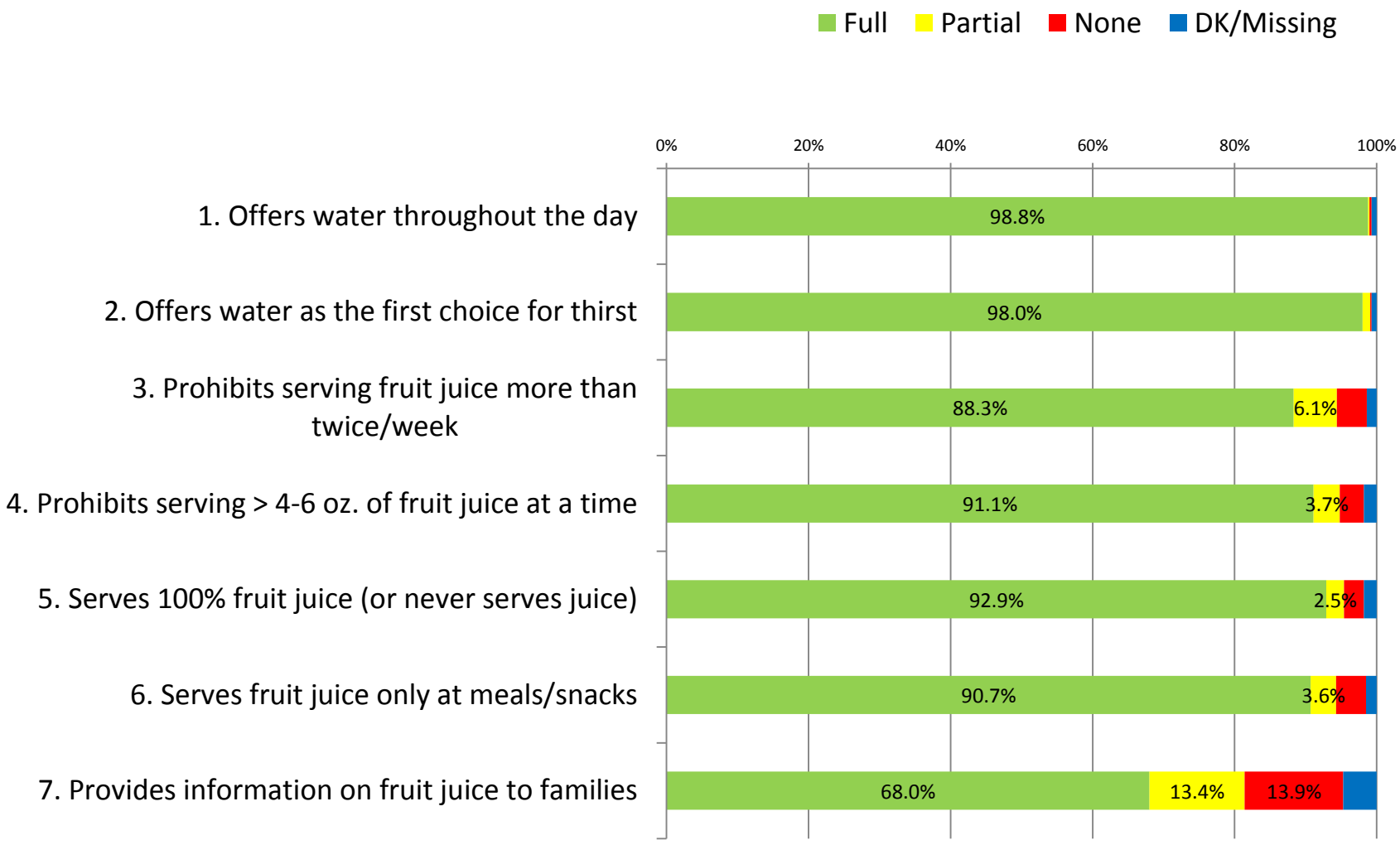
Child and Adult Care Food Program

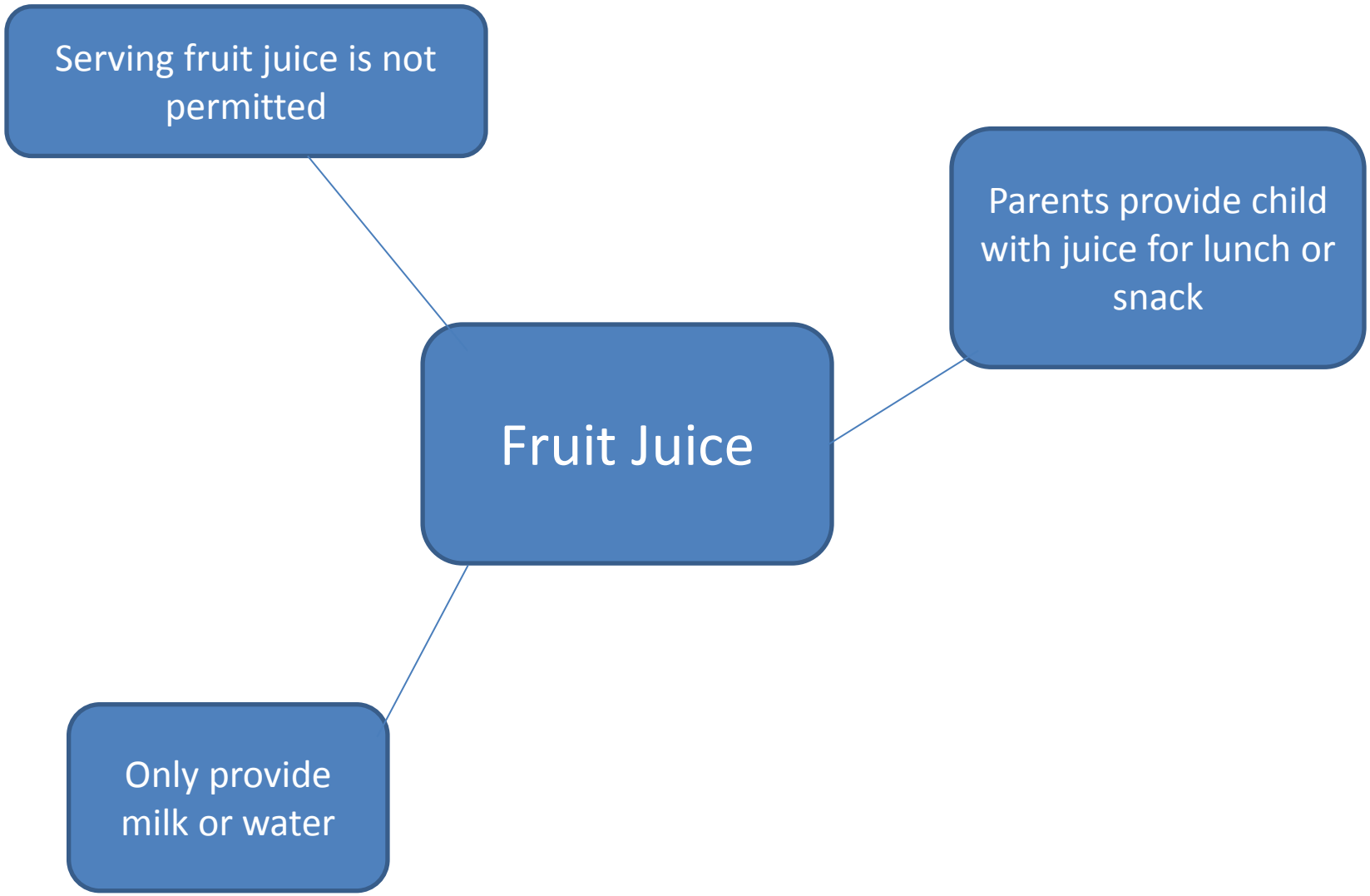
- Facilities with policies for CACFP
  - Year One: 61.2% (n=929)
  - Year Two: 68.3% (n=748)
- Comments
  - Several said they do not participate in the program.
  - Some said it was because their program and families were ineligible.

Year One: Fruit Juice Components - Level of Implementation (n=1,527)

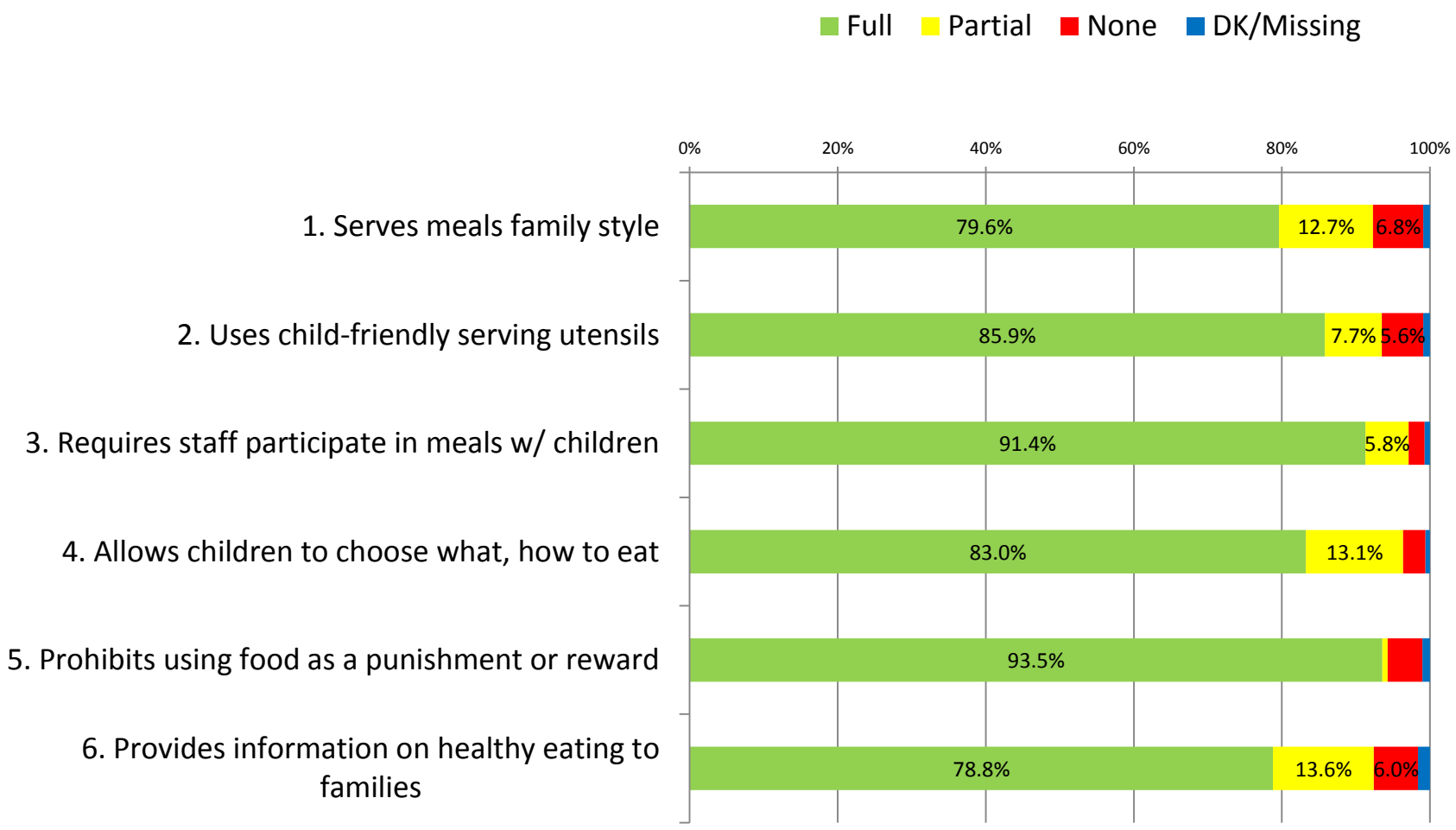


Year Two: Fruit Juice Components - Level of Implementation (n=1,108)

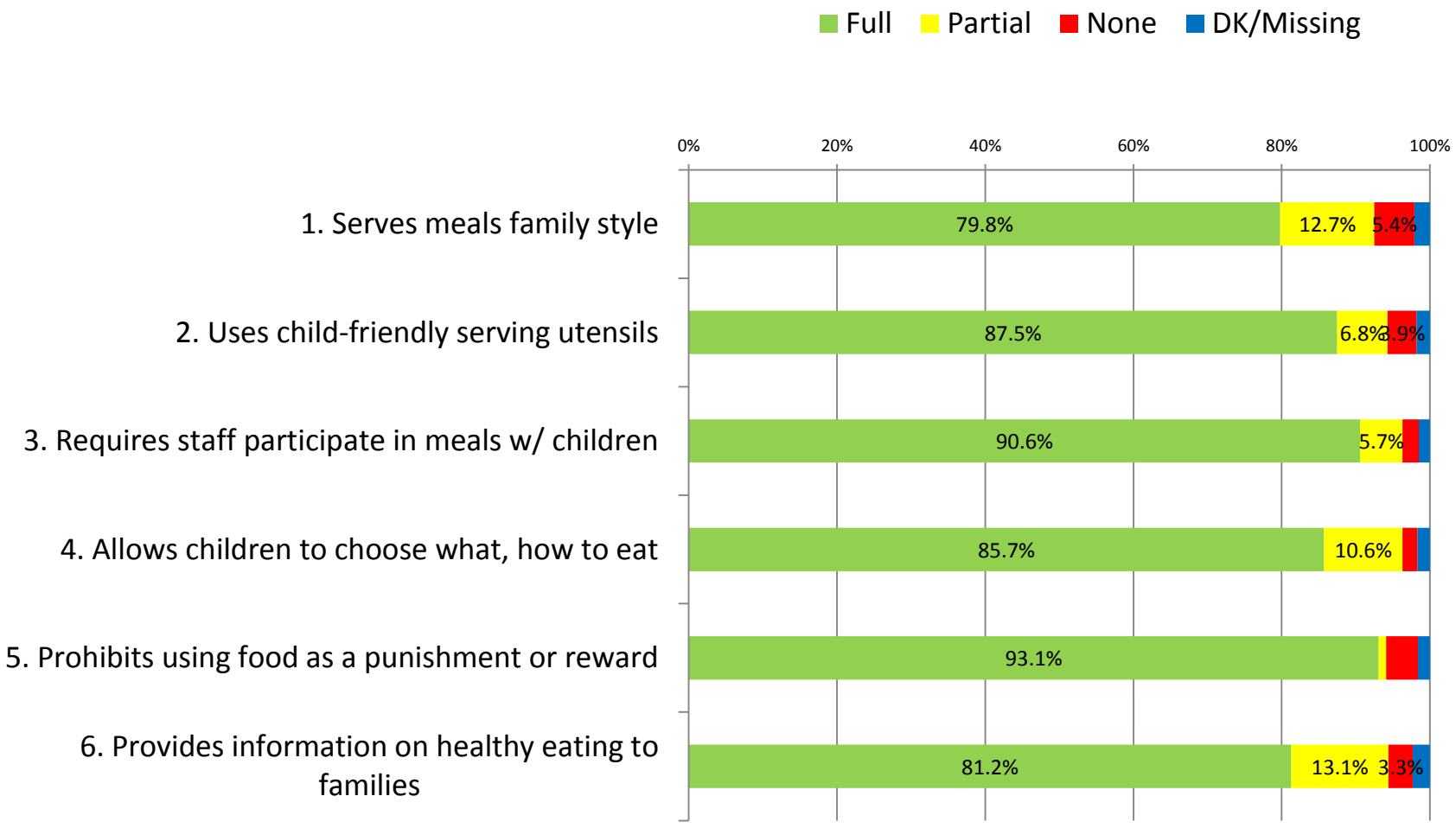


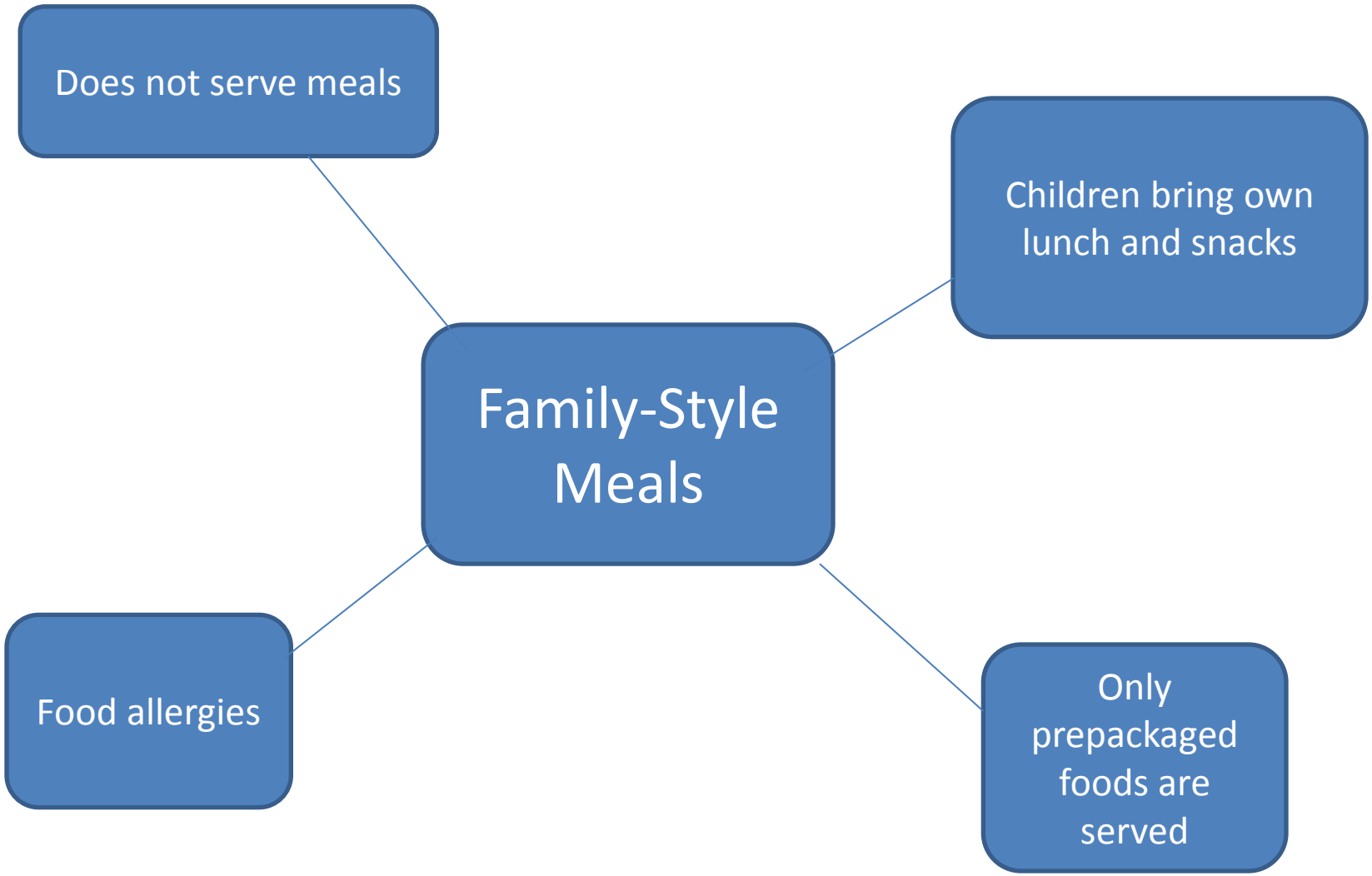

Serving fruit juice is not permitted
Parents provide child with juice for lunch or snack
Fruit Juice
Only provide milk or water

Year One: Family-Style Meals Components - Level of Implementation (n=1,527)



Year Two: Family-Style Meals Components - Level of Implementation (n=1,108)




Does not serve meals
Children bring own lunch and snacks
Family-Style Meals
Food allergies
Only prepackaged foods are served

Capacity Building Phase

- Relying on self-reporting
- Continuously improving the process
- Working across divisions
- Too early for long-term outcomes

Written Policies

- Sites with at least one written policy of a standard tend to have a policy for all components of the standard.
- High correlation between written policies and implementation.
- Feedback from the field suggests written policy data are problematic.

Going Forward

- Revising tool with lessons learned.
- Program self-administers tool.
- Data entered into Survey Monkey.
- Working on a cross-division quality improvement process.

Contact Information

Bonnie.Williams@azdhs.gov
602-542-2847 (office)
480-294-2792 (cell/text)

Jillian.Papa@azdhs.gov
602-364-3288 (office)

www.theempowerpack.org