

Go NAPSACC

Arkansas Better Together Report



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Better Together Report



This Go NAPSACC Annual Report provides summary results for your state for Year 2 of the Better Together project 7/1/2020-6/30/2021 and Year 3 7/1/2021-6/30/2022..

Your Data

A Microsoft® Excel® file containing your raw data used to create this report is embedded. To access the workbook from Adobe® Reader®, double click on the 'pin' in the upper left corner of this page. Alternatively, you may access the workbook through the vertical navigation pane on the left side of the Adobe® Reader® window by clicking on the comments tool icon.

Reach, Implementation, and Impact

These sections provide high level information on how your state is doing.

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Key terms	
Valid Self-Assessment	A self-assessment is classified as valid if it had <10% missing responses
PRE-Self-Assessment	First valid self-assessment completed
POST-Self-Assessment	Most recent valid self-assessment completed
Change	Calculated as post self-assessment minus pre-self-assessment
n	Number of individual programs
Mean	"average" sum of all values divided by the total number of programs
Standard deviation	Number used to tell how measurements for a group are spread out from the average (mean)
p-value	Calculated from a paired sample t-test. Used to determine if differences are statistically significant (typical cut off <0.05). Shown only for modules with at least 10 completers.

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REACH

The table below provides a snapshot of early care and education providers that have registered for Go NAPSACC and have started at least one self-assessment.

Program Characteristics	All Participants ^a		Active ^b		Completers ^c	
	n	(%)	n	(%)	n	(%)
Type of program						
• Head Start	9	(6.1%)	7	(6.8%)	3	(16.7%)
• Family Child Care Home	59	(40.1%)	39	(37.9%)	4	(22.2%)
• Center-based	72	(49.0%)	52	(50.5%)	11	(61.1%)
• School-based	7	(4.8%)	5	(4.9%)	0	(0.0%)
Program association						
• Faith-based	21	(14.3%)	13	(12.6%)	2	(11.1%)
• Native American/Alaska Native Tribe	2	(1.4%)	2	(1.9%)	0	(0.0%)
• Military	0	(0.0%)	0	(0.0%)	0	(0.0%)
• None	123	(83.7%)	87	(84.5%)	16	(88.9%)
• Multiple	1	(0.7%)	1	(1.0%)	0	(0.0%)
• Missing	0	(0.0%)	0	(0.0%)	0	(0.0%)
Urbanization						
• Rural	4	(2.7%)	4	(3.9%)	0	(0.0%)
• Urban	56	(38.1%)	38	(36.9%)	8	(44.4%)
• Metro	87	(59.2%)	61	(59.2%)	10	(55.6%)
Participates in CACFP	119	(81.0%)	87	(84.5%)	14	(77.8%)
Enrollment type						
• Full-day	145	(98.6%)	102	(99.0%)	17	(94.4%)
• Half-day	2	(1.4%)	1	(1.0%)	1	(5.6%)
Ages served						
• 0 to 2 years	121	(82.3%)	83	(80.6%)	17	(94.4%)
• 2 to 5 years	144	(98.0%)	102	(99.0%)	17	(94.4%)
Meals provided						
• < 12 months	87	(59.2%)	59	(57.3%)	13	(72.2%)
• ≥ 12 months	143	(97.3%)	101	(98.1%)	18	(100.0%)
Years in operation (mean [SD])	15.7	(12.8)	16.3	(13.0)	15.1	(12.6)
Total number of children	6227		4745		921	

Note: CACFP = Child and Adult Care Food Program; SD = standard deviation. ^a All participants is defined as all programs registered the state. ^b Active are defined as those with at least 1 valid self-assessment during reporting dates. ^c Completers are defined as having a valid (< ~10% missing data) initial and final (≥30 days later) self-assessments.

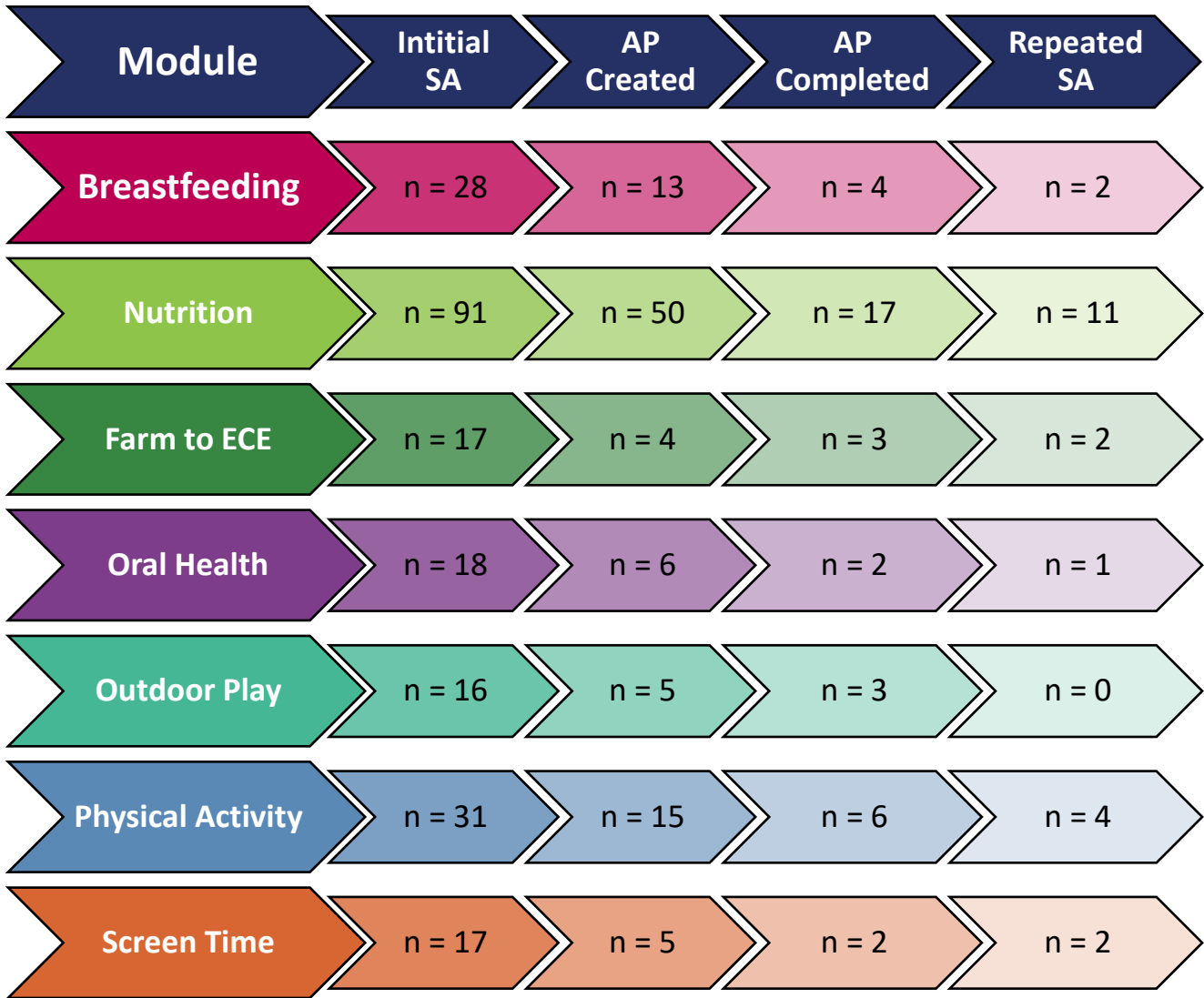
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IMPLEMENTATION

The figure below allows you to see the number of ECE providers completing the major milestones in each module.



Note: SA = Self-Assessment. AP = Action Plan. ECE = Early Care and Education

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IMPACT

The table below allows you to see the changes in scores for each of the available modules. These changes are only reported for completers (ECE providers with an initial and final self-assessment).

Mean Scores on Self-Assessments

	Active Participants			Completers Only							
	Baseline			Baseline			Follow-up		Change		p-value
	n	mean	SD	n	mean	SD	mean	SD	mean	SD	
Breastfeeding & Infant Feeding											
• % Best practices met	28	56.9	25.5	2	50.0	28.3	63.0	46.7	13.0	18.4	-
• Total score	28	79.6	13.8	2	70.5	16.3	83.5	21.9	13.0	5.7	-
Child Nutrition											
• % Best practices met	91	52.1	13.4	11	52.0	12.4	61.5	14.8	9.5	12.6	0.0308
• Total score	91	79.4	6.9	11	79.8	6.2	84.6	5.9	4.8	5.6	0.0177
Farm to ECE											
• % Best practices met	17	18.0	17.9	2	5.0	0.0	10.5	14.8	5.5	14.8	0.6928
• Total score	17	56.1	15.3	2	47.5	7.8	45.0	24.0	-2.5	16.3	0.8637
Oral Health											
• % Best practices met	18	45.2	16.2	-	-	-	-	-	-	-	-
• Total score	18	67.9	15.3	-	-	-	-	-	-	-	-
Outdoor Play & Learning											
• % Best practices met	16	39.7	22.4	-	-	-	-	-	-	-	-
• Total score	16	73.6	13.5	-	-	-	-	-	-	-	-
Physical Activity											
• % Best practices met	31	47.5	23.3	4	40.5	28.8	64.8	23.9	24.3	17.8	-
• Total score	31	77.6	12.2	4	74.0	15.3	88.3	7.9	14.3	9.1	-
Screen Time											
• % Best practices met	17	45.3	21.1	2	44.0	8.5	62.5	17.7	18.5	9.2	-
• Total score	17	69.6	15.5	2	73.5	10.6	90.0	2.8	16.5	7.8	-

Note: SD = Standard Deviation. Active participants are defined as those with at least 1 valid self-assessment during reporting dates. Completers are defined as having a valid (< ~10% missing data) initial and final (≥30 days later) self-assessments. Descriptive summary provided for modules with at least 2 completers. Statistical analysis shown only for modules with at least 10 completers.

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HIGHEST & LOWEST SCORED PRACTICES AND IMPROVEMENTS

For each module, the tables below highlight provider practices. The first table below highlights practices where providers were doing the best and practices where providers needed the most improvement after the initial self-assessment. The second table shows the most and least improved practices based on both initial and final self-assessments.

Breastfeeding & Infant Feeding

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

Item	Question #	Average Score
Highest Scored Practices		
1 When cereal or formula is purchased for infants, it is always iron-rich	BF11	4.0
2 Baby food desserts that contain added sugar are rarely or never purchased for infants	BF13	4.0
3 When mashed or pureed meats or vegetables are purchased or prepared by the program, these foods rarely or never contain added salt	BF12	3.8
4 At meal times, teachers always praise and give hands-on help to guide older infants as they learn to feed themselves	BF17	3.7
5 Enough refrigerator and/or freezer space is always available for all breastfeeding mothers to store expressed breast milk	BF3	3.7
Lowest Scored Practices		
1 Professional development on promoting and supporting breastfeeding covers a variety of topics related to the benefits of breastfeeding, working with expressed breast milk, and ways to support breastfeeding mothers	BF7	2.6
2 Teachers and staff receive professional development on promoting and supporting breastfeeding 2 times per year or more	BF6	2.6
3 A quiet and comfortable space, other than a bathroom, is always available for mothers to breastfeed or express breast milk	BF1	2.5
4 There is a written policy on promoting and supporting breastfeeding that includes a variety of topics related to the breastfeeding environment and support and education for families, teachers, and staff	BF10	2.2
5 Posters, brochures, children’s books, and other materials that support breastfeeding are displayed throughout the building	BF4	2.1

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Child Nutrition

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

Item	Question #	Average Score
Highest Scored Practices		
1 Television and videos are never on during meal or snack times	CN20	4.0
2 Teachers and staff rarely or never eat or drink unhealthy foods or beverages in front of children	CN22	3.9
3 High-sugar, high-fat foods are offered less than 1 time per week or never	CN11	3.8
4 Fried or pre-fried potatoes are offered less than 1 time per week or never	CN6	3.8
5 Flavored milk is never offered	CN18	3.8
Lowest Scored Practices		
1 Education for families on child nutrition covers a variety of topics about healthy foods and beverages for children and ways to help children build healthy eating habits	CN44	2.2
2 Children participate in planned nutrition education 1 time per week or more	CN39	2.2
3 There is a written policy on child nutrition that includes a variety of topics related to what children eat during the day, how mealtimes run, and education for children, staff, teachers, and families on healthy eating	CN46	1.9
4 Teachers use an authoritative feeding style during every meal and snack time	CN31	1.5
5 In general, preschool children always choose and serve all foods themselves at meal and snack times	CN19	1.5

Completers' Top 5 Most and Least Improved Practices (Change Pre & Post Self-Assessments)

Item	Question #	Average Change
Most Improved Practices		
1 Teachers and staff receive professional development on child nutrition 2 times per year or more	CN42	1.2
2 Children participate in planned nutrition education 1 time per week or more	CN39	0.7
3 How often do teachers and staff receive professional development on child nutrition (other than food safety and food program guidelines)?	CN41	0.7
4 Only fat-free or skim milk is offered to children ages 2 years and older (excluding those with milk allergies)	CN17	0.5
5 When in classrooms during meal and snack times, teachers and staff always eat and drink the same foods and beverages as children	CN21	0.5
Least Improved Practices		
1 Teachers never use children's preferred foods to encourage them to eat new or less-preferred foods	CN32	-0.3
2 Fried or pre-fried potatoes are offered less than 1 time per week or never	CN6	-0.3
3 Fruit (not including juice) is offered 2 times per day or more (Half-day: 1 time per day or more)	CN1	-0.5
4 There are few or no posters, books, or other learning materials that promote unhealthy foods	CN25	-0.5
5 Teachers remind children to drink water at least 1 time during each indoor and outdoor play period	CN36	-0.5

Note: Completers are defined as having a valid (< ~10% missing data) initial and final (≥30 days later) self-assessments.

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Farm to Early Care & Education

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

	Item	Question #	Average Score
Highest Scored Practices			
1	The materials used to help preschool children learn about food and where it comes from include a variety of posters, pictures, books, and props	FE14	3.1
2	A variety of local fruits, vegetables, herbs, grains, dairy products, and/or protein foods are offered over the course of the year	FE1	2.9
3	Children do a variety of activities to help plan, plant, care for, harvest, and learn from the garden	FE10	2.8
4	Teachers talk with children informally about where foods come from or how they grow each time they see an opportunity	FE15	2.8
5	Over the course of the year, local foods are offered as part of meals or snacks 1 time per week or more	FE2	2.6
Lowest Scored Practices			
1	Preschool children have the opportunity to meet a farmer 1 time per year or more and families are invited to attend	FE13	1.7
2	All staff participate in Farm to ECE professional development related to their jobs 1 time per year or more	FE16	1.7
3	Professional development on Farm to ECE covers a variety of topics about buying and using local foods and educating children and their families about local foods	FE17	1.7
4	The program communicates about local foods included in meals or snacks through menus, farm information, recipes, signs, marketing materials, and/or other strategies	FE4	1.7
5	There is a written policy on Farm to ECE that includes a variety of topics related to the local foods that the program serves and other efforts to educate children and families and connect them to local foods	FE21	1.1

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Oral Health

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

Item	Question #	Average Score
Highest Scored Practices		
1 Teachers and staff always try to create a positive experience for children during scheduled tooth brushing	OH14	4.0
2 High-sugar foods are offered less than 1 time per week or never	OH7	4.0
3 Toddlers are never offered sippy cups during naptime or to carry during playtime	OH17	3.9
4 During scheduled tooth brushing, teachers and staff always offer children praise to support tooth brushing	OH15	3.9
5 Infants are never offered bottles during naptime or playtime	OH16	3.9
Lowest Scored Practices		
1 An age-appropriate amount of fluoride toothpaste is dispensed by an adult either from a child's own tube of toothpaste onto his/her brush, or in single portions from a common tube squeezed onto a paper cup or piece of paper	OH5	2.2
2 For infants with teeth, time for tooth brushing is provided 1 time per day	OH1	2.2
3 Education for families on children's oral health covers a variety of topics including the importance of oral health for young children, habits that support oral health, and our program's policies and practices for prevention of children's tooth decay	OH24	2.0
4 Professional development on children's oral health covers a variety of topics including the importance of oral health for young children, habits that support oral health, and strategies for positive scheduled tooth brushing in child care	OH22	1.9
5 There is a written policy on the prevention of children's tooth decay that includes a variety of topics related to the importance of oral health, habits that support oral health, and practices to help prevent children's tooth decay	OH26	1.3

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Outdoor Play & Learning

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

Item	Question #	Average Score
Highest Scored Practices		
1 Outdoor playtime is provided to toddlers for 60 minutes or more each day (Half-day: 30 minutes or more)	OP3	3.8
2 The program’s open area for outdoor games, activities, and events is large enough for all children, who regularly use the space together, to run around safely	OP7	3.5
3 The program does different types of activities with children outdoors, including free play, structured learning opportunities, seasonal outdoor activities, walking trips, and/or outdoor field trips	OP5	3.3
4 Most or all of the following portable play equipment is available and in good condition for children to use outdoors	OP12	3.3
5 There is always at least one item of portable play equipment available for each child during outdoor active playtime	OP14	3.3
Lowest Scored Practices		
1 There is a paved path for wheeled toys that is 5 feet wide or wider, has curves and loops, and connects the building with different play areas	OP10	2.5
2 Infants are taken outdoors 2 times per day or more	OP4	2.5
3 The outdoor play space for preschool children includes 8 play areas or more	OP8	2.5
4 Education for families on outdoor play and learning includes a variety of topics to help ensure that children get the recommended amount of outdoor playtime each day	OP18	2.5
5 Families are offered education on outdoor play and learning 2 times per year or more	OP17	2.4

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Physical Activity

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

	Item	Question #	Average Score
Highest Scored Practices			
1	Teachers never take away time for physical activity or remove preschool children or toddlers from physically active playtime for longer than 5 minutes, as a way of managing challenging behaviors	PA12	3.7
2	During preschool children’s physically active playtime, teachers supervise, verbally encourage, and regularly join in to increase children’s physical activity	PA13	3.6
3	During tummy time and other activities, teachers always interact with infants to help them build motor skills	PA14	3.5
4	Preschool children and toddlers participate in planned lessons focused on building gross motor skills 1 time per week or more	PA16	3.5
5	Developmentally appropriate portable play equipment is always offered to infants during tummy time and other indoor activities	PA10	3.5
Lowest Scored Practices			
1	Education for families on children’s physical activity covers a variety of topics including motor skill development and guidance to help families encourage physical activity at home	PA21	2.8
2	Toddlers are provided 90 minutes or more for indoor and outdoor physical activity each day	PA2	2.8
3	Families are offered education on children’s physical activity 2 times per year or more	PA20	2.6
4	Adult-led physical activity is provided to preschool children for 60 minutes or more each day	PA4	2.3
5	There is a written policy on physical activity that includes a variety of topics related to the amount of time provided to children for physical activity and ways that children are encouraged to be physically active	PA23	2.0

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Screen Time

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

Item	Question #	Average Score
Highest Scored Practices		
1 Screen time* is rarely or never used as a reward	ST6	4.0
2 When television or videos are shown to children, this programming is always educational and commercial free	ST4	3.7
3 When screen time is offered, children are always given the opportunity to do an alternative activity	ST5	3.6
4 For children under 2 years of age, no screen time* is allowed	ST3	3.5
5 Children 2 years of age and older are allowed 30 minutes of screen time* or less each week	ST2	3.3
Lowest Scored Practices		
1 Professional development on screen time includes a variety of topics related to the recommended amount, types, and use of screen time in child care	ST9	2.5
2 Education for families on screen time includes a variety of topics related to screen time recommendations and how families can follow them at home	ST11	2.2
3 Teachers and staff receive professional development on screen time 2 times per year or more	ST8	2.2
4 Families are offered education on screen time 2 times per year or more	ST10	1.9
5 There is a written policy on screen time that includes a variety of topics related to the program's screen time practices and communicating screen time recommendations to teachers, staff, and families	ST13	1.7

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CONSULTANT ACTIVITY SUMMARY

The table below allows you to see a more detailed view of consultant activity for those completing logs.

Consultant Activity			
	N	Mean	Range
Number of Consultants	6	-	-
Average Caseload	6	22.2	(1.0, 99.0)
Time spent per ECE provider per month (minutes)	6	64.2	(5.0, 191.5)
Implementation Support (average counts)			
• <i>Orientation</i>	6	4.5	(0.0, 15.0)
• <i>Self-Assessment</i>	6	22.2	(0.0, 121.0)
• <i>Goal Setting</i>	6	27.0	(0.0, 159.0)
• <i>Action Planning</i>	6	44.8	(0.0, 258.0)
• <i>Resource Identification</i>	6	9.5	(0.0, 57.0)
• <i>Check-in</i>	6	101.2	(0.0, 580.0)
• <i>Training</i>			
○ <i>Staff</i>	1	3.0	(3.0, 3.0)
○ <i>Parents</i>	0	0.0	(0.0, 0.0)
Content Support (average counts)			
• <i>Breastfeeding & Infant feeding</i>	6	4.5	(0.0, 26.0)
• <i>Child Nutrition</i>	6	18.7	(0.0, 103.0)
• <i>Farm to ECE</i>	6	1.5	(0.0, 8.0)
• <i>Oral Health</i>	6	1.3	(0.0, 4.0)
• <i>Outdoor Play & Learning</i>	6	1.7	(0.0, 10.0)
• <i>Physical Activity</i>	6	6.5	(0.0, 35.0)
• <i>Screen time</i>	6	2.0	(0.0, 12.0)

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REACH

The table below provides a snapshot of early care and education providers that have registered for Go NAPSACC and have started at least one self-assessment.

Program Characteristics	All Participants ^a		Active ^b		Completers ^c	
	n	(%)	n	(%)	n	(%)
Type of program						
• Head Start	17	(15.6%)	17	(15.6%)	17	(15.7%)
• Family Child Care Home	17	(15.6%)	17	(15.6%)	17	(15.7%)
• Center-based	66	(60.6%)	66	(60.6%)	65	(60.2%)
• School-based	9	(8.3%)	9	(8.3%)	9	(8.3%)
Program association						
• Faith-based	4	(3.7%)	4	(3.7%)	4	(3.7%)
• Native American/Alaska Native Tribe	1	(0.9%)	1	(0.9%)	1	(0.9%)
• Military	0	(0.0%)	0	(0.0%)	0	(0.0%)
• None	100	(91.7%)	100	(91.7%)	99	(91.7%)
• Multiple	3	(2.8%)	3	(2.8%)	3	(2.8%)
• Missing	0	(0.0%)	0	(0.0%)	0	(0.0%)
Urbanization						
• Rural	2	(1.8%)	2	(1.8%)	2	(1.9%)
• Urban	65	(59.6%)	65	(59.6%)	65	(60.2%)
• Metro	42	(38.5%)	42	(38.5%)	41	(38.0%)
Participates in CACFP	87	(79.8%)	87	(79.8%)	86	(79.6%)
Enrollment type						
• Full-day	108	(99.1%)	108	(99.1%)	107	(99.1%)
• Half-day	1	(0.9%)	1	(0.9%)	1	(0.9%)
Ages served						
• 0 to 2 years	80	(73.4%)	80	(73.4%)	79	(73.1%)
• 2 to 5 years	104	(95.4%)	104	(95.4%)	103	(95.4%)
Meals provided						
• < 12 months	69	(63.3%)	69	(63.3%)	68	(63.0%)
• ≥ 12 months	107	(98.2%)	107	(98.2%)	106	(98.1%)
Years in operation (mean [SD])	16.5	(12.5)	16.5	(12.5)	16.4	(12.6)
Total number of children	5895		5895		5895	

Note: CACFP = Child and Adult Care Food Program; SD = standard deviation. ^a All participants is defined as all programs registered the state. ^b Active are defined as those with at least 1 valid self-assessment during reporting dates. ^c Completers are defined as having a valid (< ~10% missing data) initial and final (≥30 days later) self-assessments.

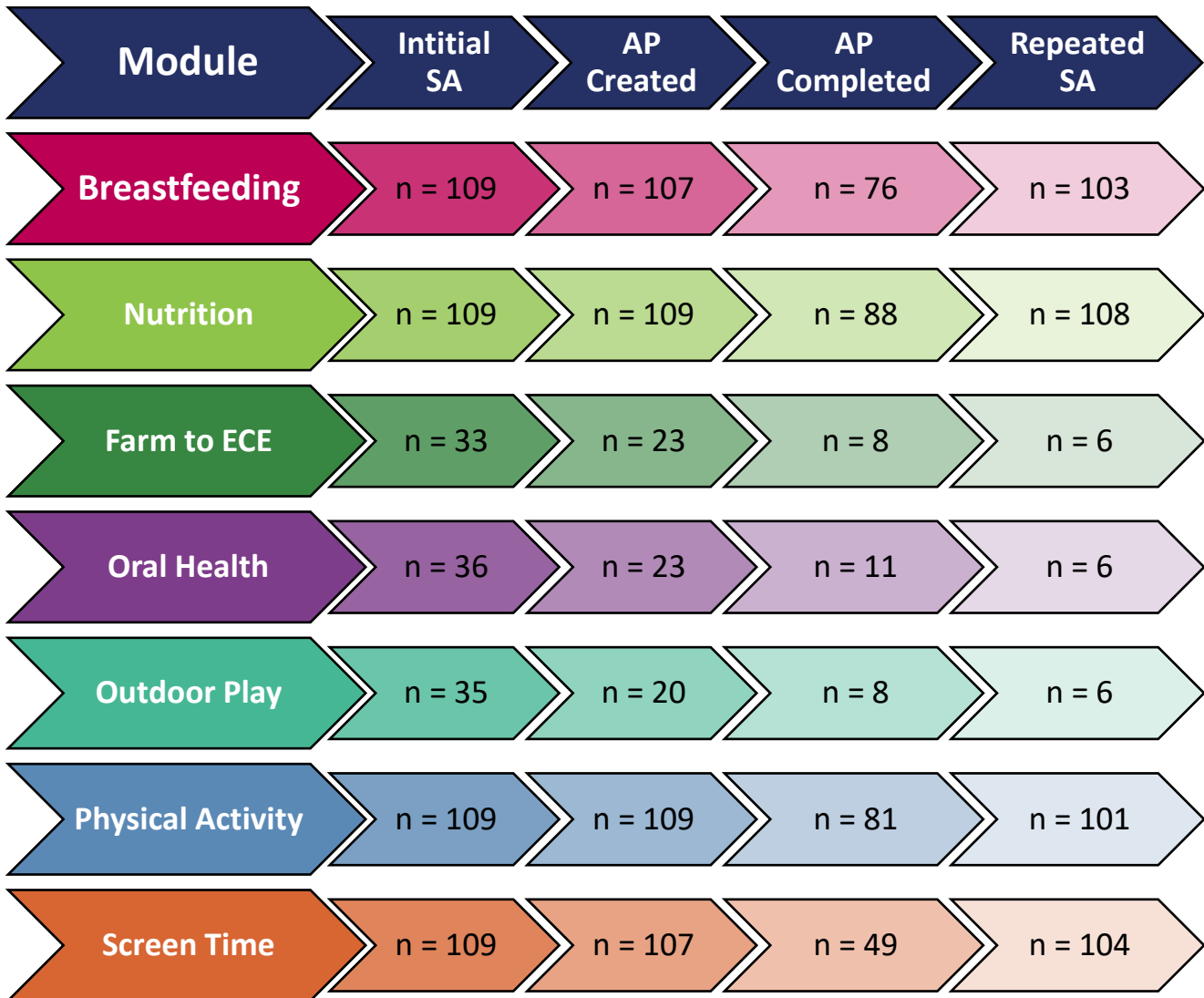
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IMPLEMENTATION

The figure below allows you to see the number of ECE providers completing the major milestones in each module.



Note: SA = Self-Assessment. AP = Action Plan. ECE = Early Care and Education

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IMPACT

The table below allows you to see the changes in scores for each of the available modules. These changes are only reported for completers (ECE providers with an initial and final self-assessment).

Mean Scores on Self-Assessments

	Active Participants			Completers Only								
	Baseline			Baseline			Follow-up		Change		p-value	
	n	mean	SD	n	mean	SD	mean	SD	mean	SD		
Breastfeeding & Infant Feeding												
• % Best practices met	109	40.2	26.5	103	39.4	25.7	52.9	29.4	13.5	19.9	<.0001	
• Total score	109	68.7	18.6	103	68.3	18.5	78.4	17.2	10.1	11.7	<.0001	
Child Nutrition												
• % Best practices met	109	50.5	13.6	108	50.4	13.6	59.5	18.0	9.1	16.5	<.0001	
• Total score	109	78.3	7.3	108	78.3	7.3	83.0	8.8	4.7	8.2	<.0001	
Farm to ECE												
• % Best practices met	33	21.6	18.5	6	13.5	16.6	18.0	20.1	4.5	14.4	-	
• Total score	33	51.6	15.3	6	47.7	15.2	49.3	19.7	1.7	12.0	-	
Oral Health												
• % Best practices met	36	40.3	22.4	6	26.7	25.2	39.5	28.1	12.8	18.7	-	
• Total score	36	63.8	17.6	6	51.7	20.1	61.7	20.5	10.0	14.0	-	
Outdoor Play & Learning												
• % Best practices met	35	38.7	18.6	6	45.8	23.3	53.7	29.0	7.8	17.5	-	
• Total score	35	73.3	10.0	6	75.2	13.4	80.7	12.1	5.5	7.1	-	
Physical Activity												
• % Best practices met	109	40.6	21.9	101	40.6	21.8	55.8	24.3	15.2	20.6	<.0001	
• Total score	109	74.2	12.0	101	74.3	12.0	82.4	11.9	8.0	9.5	<.0001	
Screen Time												
• % Best practices met	109	48.4	21.3	104	47.5	20.7	58.7	24.7	11.2	19.3	<.0001	
• Total score	109	73.5	14.5	104	73.1	14.3	80.7	14.7	7.6	12.2	<.0001	

Note: SD = Standard Deviation. Active participants are defined as those with at least 1 valid self-assessment during reporting dates. Completers are defined as having a valid (< ~10% missing data) initial and final (≥30 days later) self-assessments. Descriptive summary provided for modules with at least 2 completers. Statistical analysis shown only for modules with at least 10 completers.

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HIGHEST & LOWEST SCORED PRACTICES AND IMPROVEMENTS

For each module, the tables below highlight provider practices. The first table below highlights practices where providers were doing the best and practices where providers needed the most improvement after the initial self-assessment. The second table shows the most and least improved practices based on both initial and final self-assessments.

Breastfeeding & Infant Feeding

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

Item	Question #	Average Score
Highest Scored Practices		
1 When cereal or formula is purchased for infants, it is always iron-rich	BF11	3.8
2 Baby food desserts that contain added sugar are rarely or never purchased for infants	BF13	3.7
3 At meal times, teachers always praise and give hands-on help to guide older infants as they learn to feed themselves	BF17	3.7
4 When mashed or pureed meats or vegetables are purchased or prepared by the program, these foods rarely or never contain added salt	BF12	3.6
5 Enough refrigerator and/or freezer space is always available for all breastfeeding mothers to store expressed breast milk	BF3	3.6
Lowest Scored Practices		
1 Professional development on promoting and supporting breastfeeding covers a variety of topics related to the benefits of breastfeeding, working with expressed breast milk, and ways to support breastfeeding mothers	BF7	2.3
2 A quiet and comfortable space, other than a bathroom, is always available for mothers to breastfeed or express breast milk	BF1	2.2
3 Teachers and staff receive professional development on promoting and supporting breastfeeding 2 times per year or more	BF6	2.1
4 Posters, brochures, children’s books, and other materials that support breastfeeding are displayed throughout the building	BF4	1.8
5 There is a written policy on promoting and supporting breastfeeding that includes a variety of topics related to the breastfeeding environment and support and education for families, teachers, and staff	BF10	1.7

Completers’ Top 5 Most and Least Improved Practices (Change Pre & Post Self-Assessments)

Item	Question #	Average Change
Most Improved Practices		
1 There is a written policy on promoting and supporting breastfeeding that includes a variety of topics related to the breastfeeding environment and support and education for families, teachers, and staff	BF10	0.7
2 Teachers and staff receive professional development on promoting and supporting breastfeeding 2 times per year or more	BF6	0.7
3 Posters, brochures, children’s books, and other materials that support breastfeeding are displayed throughout the building	BF4	0.7
4 There is a written policy on infant feeding and nutrition that includes a variety of topics related to how, when, and what infants are fed, and how this information is communicated to teachers and families	BF25	0.6
5 Professional development on promoting and supporting breastfeeding covers a variety of topics related to the benefits of breastfeeding, working with expressed breast milk, and ways to support breastfeeding mothers	BF7	0.6
Least Improved Practices		
1 Enough refrigerator and/or freezer space is always available for all breastfeeding mothers to store expressed breast milk	BF3	0.2
2 Baby food desserts that contain added sugar are rarely or never purchased for infants	BF13	0.2
3 At meal times, teachers always praise and give hands-on help to guide older infants as they learn to feed themselves	BF17	0.1
4 When cereal or formula is purchased for infants, it is always iron-rich	BF11	0.1
5 With permission from families, the timing of infant feedings is fully flexible to infants showing they are hungry	BF14	0.1

Note: Completers are defined as having a valid (< ~10% missing data) initial and final (≥30 days later) self-assessments.

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Child Nutrition

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

Item	Question #	Average Score
Highest Scored Practices		
1 Flavored milk is never offered	CN18	4.0
2 Television and videos are never on during meal or snack times	CN20	3.9
3 Teachers and staff rarely or never eat or drink unhealthy foods or beverages in front of children	CN22	3.9
4 Teachers rarely or never require that children sit at the table until they clean their plates	CN30	3.9
5 High-sugar, high-fat foods are offered less than 1 time per week or never	CN11	3.8
Lowest Scored Practices		
1 When in classrooms during meal and snack times, teachers and staff always eat and drink the same foods and beverages as children	CN21	2.4
2 Children participate in planned nutrition education 1 time per week or more	CN39	2.3
3 There is a written policy on child nutrition that includes a variety of topics related to what children eat during the day, how mealtimes run, and education for children, staff, teachers, and families on healthy eating	CN46	2.1
4 Teachers use an authoritative feeding style during every meal and snack time	CN31	1.8
5 In general, preschool children always choose and serve all foods themselves at meal and snack times	CN19	1.5

Completers' Top 5 Most and Least Improved Practices (Change Pre & Post Self-Assessments)

Item	Question #	Average Change
Most Improved Practices		
1 When children request seconds, teachers always ask them if they are still hungry before serving more food	CN29	0.6
2 Education for families on child nutrition covers a variety of topics about healthy foods and beverages for children and ways to help children build healthy eating habits	CN44	0.6
3 When in classrooms during meal and snack times, teachers and staff always eat and drink the same foods and beverages as children	CN21	0.6
4 Children participate in planned nutrition education 1 time per week or more	CN39	0.6
5 Teachers talk with children informally about healthy eating each time they see an opportunity	CN40	0.6
Least Improved Practices		
1 There are no soda or other vending machines on site	CN26	0.0
2 Flavored milk is never offered	CN18	0.0
3 Weekly menus always include a variety of healthy foods	CN38	0.0
4 Fruit (not including juice) is offered 2 times per day or more (Half-day: 1 time per day or more)	CN1	-0.1
5 There are few or no posters, books, or other learning materials that promote unhealthy foods	CN25	-0.4

Note: Completers are defined as having a valid (< ~10% missing data) initial and final (≥30 days later) self-assessments.

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Farm to Early Care & Education

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

	Item	Question #	Average Score
Highest Scored Practices			
1	The materials used to help preschool children learn about food and where it comes from include a variety of posters, pictures, books, and props	FE14	3.5
2	Teachers talk with children informally about where foods come from or how they grow each time they see an opportunity	FE15	3.1
3	Over the course of the year, local foods are offered as part of meals or snacks 1 time per week or more	FE2	2.9
4	A variety of local fruits, vegetables, herbs, grains, dairy products, and/or protein foods are offered over the course of the year	FE1	2.7
5	During the growing season, local fruits and/or vegetables are offered as part of meals or snacks 3 times per week or more	FE3	2.7
Lowest Scored Practices			
1	Children do a variety of activities to help plan, plant, care for, harvest, and learn from the garden	FE10	1.5
2	During the growing season, structured gardening time is provided to preschool children 2 times per week or more	FE9	1.4
3	The program's garden grows a variety of herbs, fruits, and/or vegetables to reflect the diverse food traditions of enrolled children	FE8	1.4
4	Over the course of the year, 7 or more different fruits and/or vegetables grow in the program's garden	FE7	1.3
5	There is a written policy on Farm to ECE that includes a variety of topics related to the local foods that the program serves and other efforts to educate children and families and connect them to local foods	FE21	1.2

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Oral Health

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

Item	Question #	Average Score
Highest Scored Practices		
1 During scheduled tooth brushing, teachers and staff always offer children praise to support tooth brushing	OH15	3.9
2 During regularly scheduled tooth brushing for children 3 years of age and older, teachers or staff always monitor children’s brushing ability and offer hands-on help as needed	OH13	3.9
3 Toddlers are never offered sippy cups during naptime or to carry during playtime	OH17	3.8
4 Teachers and staff always try to create a positive experience for children during scheduled tooth brushing	OH14	3.8
5 Juice is never offered to infants	OH11	3.8
Lowest Scored Practices		
1 Education for families on children’s oral health covers a variety of topics including the importance of oral health for young children, habits that support oral health, and our program’s policies and practices for prevention of children’s tooth decay	OH24	2.0
2 Professional development on children’s oral health covers a variety of topics including the importance of oral health for young children, habits that support oral health, and strategies for positive scheduled tooth brushing in child care	OH22	2.0
3 Teachers and staff receive professional development on children’s oral health 2 times per year or more	OH21	2.0
4 An age-appropriate amount of fluoride toothpaste is dispensed by an adult either from a child’s own tube of toothpaste onto his/her brush, or in single portions from a common tube squeezed onto a paper cup or piece of paper	OH5	2.0
5 There is a written policy on the prevention of children’s tooth decay that includes a variety of topics related to the importance of oral health, habits that support oral health, and practices to help prevent children’s tooth decay	OH26	1.4

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Outdoor Play & Learning

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

	Item	Question #	Average Score
Highest Scored Practices			
1	The program’s open area for outdoor games, activities, and events is large enough for all children, who regularly use the space together, to run around safely	OP7	3.9
2	Portable play equipment is always available to children during outdoor active playtime	OP13	3.7
3	Outdoor playtime is provided to toddlers for 60 minutes or more each day (Half-day: 30 minutes or more)	OP3	3.5
4	The program does different types of activities with children outdoors, including free play, structured learning opportunities, seasonal outdoor activities, walking trips, and/or outdoor field trips	OP5	3.4
5	Most or all of the following portable play equipment is available and in good condition for children to use outdoors	OP12	3.4
Lowest Scored Practices			
1	The program has a written policy on outdoor play and learning that includes a variety of topics related to the amount of outdoor playtime provided and ways to ensure that children can take full advantage of this time	OP20	2.6
2	Education for families on outdoor play and learning includes a variety of topics to help ensure that children get the recommended amount of outdoor playtime each day	OP18	2.5
3	There is a paved path for wheeled toys that is 5 feet wide or wider, has curves and loops, and connects the building with different play areas	OP10	2.5
4	The outdoor play space for preschool children includes 8 play areas or more	OP8	2.0
5	There is a garden that produces enough fruits and/or vegetables to provide children meals or snacks during 1 or more seasons	OP9	1.5

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Physical Activity

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

	Item	Question #	Average Score
Highest Scored Practices			
1	Teachers never take away time for physical activity or remove preschool children or toddlers from physically active playtime for longer than 5 minutes, as a way of managing challenging behaviors	PA12	3.7
2	Outside of nap and meal times, the longest that preschool children and toddlers are expected to remain seated at any one time is less than 15 minutes	PA5	3.6
3	During tummy time and other activities, teachers always interact with infants to help them build motor skills	PA14	3.5
4	During preschool children’s physically active playtime, teachers supervise, verbally encourage, and regularly join in to increase children’s physical activity	PA13	3.4
5	Preschool children and toddlers participate in planned lessons focused on building gross motor skills 1 time per week or more	PA16	3.3
Lowest Scored Practices			
1	There is a large variety of posters, books, and other learning materials that promote physical activity, with items added or rotated seasonally	PA11	2.6
2	Toddlers are provided 90 minutes or more for indoor and outdoor physical activity each day	PA2	2.5
3	Preschool children are provided 120 minutes or more for indoor and outdoor physical activity each day	PA1	2.5
4	There is a written policy on physical activity that includes a variety of topics related to the amount of time provided to children for physical activity and ways that children are encouraged to be physically active	PA23	2.0
5	Adult-led physical activity is provided to preschool children for 60 minutes or more each day	PA4	2.0

Completers’ Top 5 Most and Least Improved Practices (Change Pre & Post Self-Assessments)

	Item	Question #	Average Change
Most Improved Practices			
1	There is a written policy on physical activity that includes a variety of topics related to the amount of time provided to children for physical activity and ways that children are encouraged to be physically active	PA23	0.7
2	Education for families on children’s physical activity covers a variety of topics including motor skill development and guidance to help families encourage physical activity at home	PA21	0.5
3	Families are offered education on children’s physical activity 2 times per year or more	PA20	0.5
4	Teachers talk with children informally about the importance of physical activity each time they see an opportunity	PA17	0.5
5	Preschool children are provided 120 minutes or more for indoor and outdoor physical activity each day	PA1	0.4
Least Improved Practices			
1	Teachers and staff receive professional development on children’s physical activity (other than playground safety) 2 times per year or more	PA18	0.2
2	The indoor play space offers separate areas for different age groups that accommodate multiple types of activities and offer full access to children with special needs	PA7	0.2
3	During tummy time and other activities, teachers always interact with infants to help them build motor skills	PA14	0.1
4	Outside of nap and meal times, the longest that preschool children and toddlers are expected to remain seated at any one time is less than 15 minutes	PA5	0.1
5	Teachers never take away time for physical activity or remove preschool children or toddlers from physically active playtime for longer than 5 minutes, as a way of managing challenging behaviors	PA12	-0.1

Note: Completers are defined as having a valid (< ~10% missing data) initial and final (≥30 days later) self-assessments.

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Screen Time

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

Item	Question #	Average Score
Highest Scored Practices		
1 Screen time* is rarely or never used as a reward	ST6	3.8
2 When television or videos are shown to children, this programming is always educational and commercial free	ST4	3.7
3 For children under 2 years of age, no screen time* is allowed	ST3	3.7
4 Children 2 years of age and older are allowed 30 minutes of screen time* or less each week	ST2	3.7
5 When screen time* is offered, teachers always talk with children about what they are seeing and learning	ST7	3.6
Lowest Scored Practices		
1 Teachers and staff receive professional development on screen time 2 times per year or more	ST8	2.6
2 Professional development on screen time includes a variety of topics related to the recommended amount, types, and use of screen time in child care	ST9	2.5
3 Education for families on screen time includes a variety of topics related to screen time recommendations and how families can follow them at home	ST11	2.4
4 Families are offered education on screen time 2 times per year or more	ST10	2.2
5 There is a written policy on screen time that includes a variety of topics related to the program's screen time practices and communicating screen time recommendations to teachers, staff, and families	ST13	2.1

Completers' Top 5 Most and Least Improved Practices (Change Pre & Post Self-Assessments)

Item	Question #	Average Change
Most Improved Practices		
1 Families are offered education on screen time 2 times per year or more	ST10	0.6
2 Education for families on screen time includes a variety of topics related to screen time recommendations and how families can follow them at home	ST11	0.6
3 There is a written policy on screen time that includes a variety of topics related to the program's screen time practices and communicating screen time recommendations to teachers, staff, and families	ST13	0.4
4 Professional development on screen time includes a variety of topics related to the recommended amount, types, and use of screen time in child care	ST9	0.4
5 Teachers and staff receive professional development on screen time 2 times per year or more	ST8	0.4
Least Improved Practices		
1 There are no televisions or televisions are stored outside of classrooms and are not regularly available to children	ST1	0.2
2 Children 2 years of age and older are allowed 30 minutes of screen time* or less each week	ST2	0.2
3 When screen time* is offered, teachers always talk with children about what they are seeing and learning	ST7	0.2
4 Screen time* is rarely or never used as a reward	ST6	0.0
5 When television or videos are shown to children, this programming is always educational and commercial free	ST4	-0.1

Note: Completers are defined as having a valid (< ~10% missing data) initial and final (≥30 days later) self-assessments.

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CONSULTANT ACTIVITY SUMMARY

The table below allows you to see a more detailed view of consultant activity for those completing logs.

Consultant Activity	N	Mean	Range
Number of Consultants	6	-	-
Average Caseload	6	20.5	(1.0, 48.0)
Time spent per ECE provider per month (minutes)	6	179.6	(30.0, 326.3)
Implementation Support (average counts)			
• <i>Orientation</i>	6	14.8	(0.0, 44.0)
• <i>Self-Assessment</i>	6	23.7	(1.0, 51.0)
• <i>Goal Setting</i>	6	8.7	(0.0, 26.0)
• <i>Action Planning</i>	6	29.2	(0.0, 70.0)
• <i>Resource Identification</i>	6	3.2	(0.0, 14.0)
• <i>Check-in</i>	6	58.3	(0.0, 118.0)
• <i>Training</i>			
○ <i>Staff</i>	0	0.0	(0.0, 0.0)
○ <i>Parents</i>	0	0.0	(0.0, 0.0)
Content Support (average counts)			
• <i>Breastfeeding & Infant feeding</i>	6	13.3	(0.0, 45.0)
• <i>Child Nutrition</i>	6	22.5	(0.0, 44.0)
• <i>Farm to ECE</i>	6	2.5	(0.0, 10.0)
• <i>Oral Health</i>	6	0.7	(0.0, 2.0)
• <i>Outdoor Play & Learning</i>	6	0.0	(0.0, 0.0)
• <i>Physical Activity</i>	6	19.3	(0.0, 59.0)
• <i>Screen time</i>	6	4.5	(0.0, 12.0)

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REACH

The table below provides a snapshot of early care and education providers that have registered for Go NAPSACC and have started at least one self-assessment.

Program Characteristics	All Participants ^a		Active ^b		Completers ^c	
	n	(%)	n	(%)	n	(%)
Type of program						
• Head Start	14	(22.6%)	14	(22.6%)	14	(22.6%)
• Family Child Care Home	5	(8.1%)	5	(8.1%)	5	(8.1%)
• Center-based	36	(58.1%)	36	(58.1%)	36	(58.1%)
• School-based	7	(11.3%)	7	(11.3%)	7	(11.3%)
Program association						
• Faith-based	2	(3.2%)	2	(3.2%)	2	(3.2%)
• Native American/Alaska Native Tribe	0	(0.0%)	0	(0.0%)	0	(0.0%)
• Military	0	(0.0%)	0	(0.0%)	0	(0.0%)
• None	56	(90.3%)	56	(90.3%)	56	(90.3%)
• Multiple	3	(4.8%)	3	(4.8%)	3	(4.8%)
• Missing	0	(0.0%)	0	(0.0%)	0	(0.0%)
Urbanization						
• Rural	0	(0.0%)	0	(0.0%)	0	(0.0%)
• Urban	39	(62.9%)	39	(62.9%)	39	(62.9%)
• Metro	23	(37.1%)	23	(37.1%)	23	(37.1%)
Participates in CACFP	48	(77.4%)	48	(77.4%)	48	(77.4%)
Enrollment type						
• Full-day	61	(98.4%)	61	(98.4%)	61	(98.4%)
• Half-day	1	(1.6%)	1	(1.6%)	1	(1.6%)
Ages served						
• 0 to 2 years	40	(64.5%)	40	(64.5%)	40	(64.5%)
• 2 to 5 years	57	(91.9%)	57	(91.9%)	57	(91.9%)
Meals provided						
• < 12 months	36	(58.1%)	36	(58.1%)	36	(58.1%)
• ≥ 12 months	60	(96.8%)	60	(96.8%)	60	(96.8%)
Years in operation (mean [SD])	16.3	(11.4)	16.3	(11.4)	16.3	(11.4)
Total number of children	3317		3317		3317	

Note: CACFP = Child and Adult Care Food Program; SD = standard deviation. ^a All participants is defined as all programs registered the state. ^b Active are defined as those with at least 1 valid self-assessment during reporting dates. ^c Completers are defined as having a valid (< ~10% missing data) initial and final (≥30 days later) self-assessments.

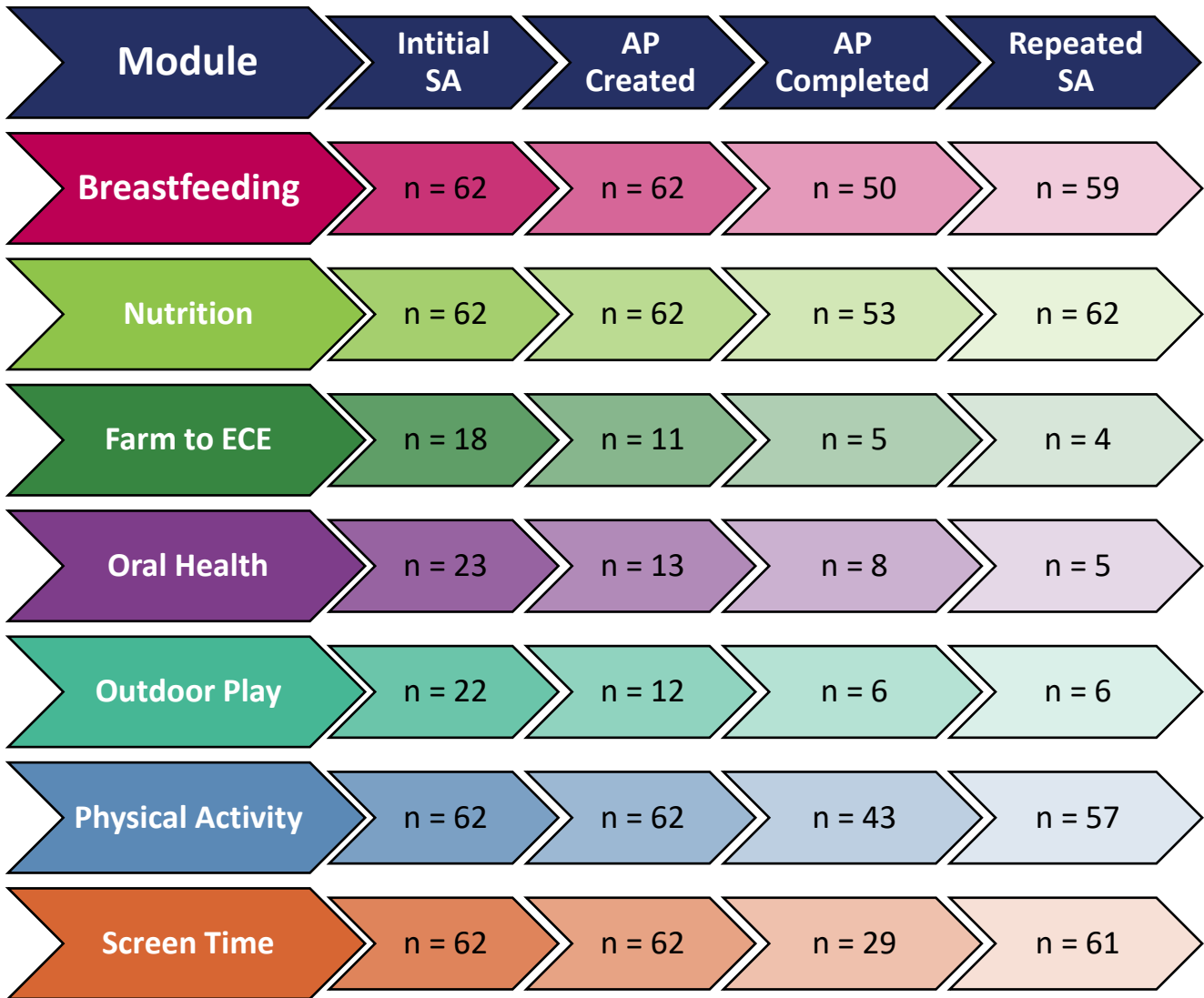
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IMPLEMENTATION

The figure below allows you to see the number of ECE providers completing the major milestones in each module.



Note: SA = Self-Assessment. AP = Action Plan. ECE = Early Care and Education

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IMPACT

The table below allows you to see the changes in scores for each of the available modules. These changes are only reported for completers (ECE providers with an initial and final self-assessment).

Mean Scores on Self-Assessments

	Active Participants			Completers Only								
	Baseline			Baseline			Follow-up		Change		p-value	
	n	mean	SD	n	mean	SD	mean	SD	mean	SD		
Breastfeeding & Infant Feeding												
• % Best practices met	62	34.2	25.8	59	33.9	25.9	48.5	30.0	14.7	16.0	<.0001	
• Total score	62	64.4	20.0	59	64.3	20.2	75.9	18.3	11.6	11.3	<.0001	
Child Nutrition												
• % Best practices met	62	50.1	13.6	62	50.1	13.6	58.0	17.7	8.0	15.6	0.000	
• Total score	62	78.0	7.3	62	78.0	7.3	82.2	8.2	4.2	7.4	<.0001	
Farm to ECE												
• % Best practices met	18	18.2	15.3	4	9.3	8.1	14.5	22.3	5.3	17.3	-	
• Total score	18	49.0	12.7	4	44.8	8.5	45.0	17.5	0.3	15.3	-	
Oral Health												
• % Best practices met	23	36.7	23.3	5	29.2	27.3	34.8	28.7	5.6	6.6	-	
• Total score	23	59.9	18.0	5	53.2	22.1	58.2	20.8	5.0	7.5	-	
Outdoor Play & Learning												
• % Best practices met	22	36.3	19.8	6	45.8	23.3	53.7	29.0	7.8	17.5	-	
• Total score	22	71.3	10.6	6	75.2	13.4	80.7	12.1	5.5	7.1	-	
Physical Activity												
• % Best practices met	62	43.2	21.6	57	42.2	21.8	56.5	25.0	14.3	17.9	<.0001	
• Total score	62	75.6	11.6	57	75.2	11.8	82.6	11.7	7.4	8.6	<.0001	
Screen Time												
• % Best practices met	62	47.1	22.3	61	47.2	22.4	58.9	25.1	11.7	17.2	<.0001	
• Total score	62	72.1	14.9	61	72.0	15.0	80.9	15.0	8.8	11.2	<.0001	

Note: SD = Standard Deviation. Active participants are defined as those with at least 1 valid self-assessment during reporting dates. Completers are defined as having a valid (< ~10% missing data) initial and final (≥30 days later) self-assessments. Descriptive summary provided for modules with at least 2 completers. Statistical analysis shown only for modules with at least 10 completers.

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HIGHEST & LOWEST SCORED PRACTICES AND IMPROVEMENTS

For each module, the tables below highlight provider practices. The first table below highlights practices where providers were doing the best and practices where providers needed the most improvement after the initial self-assessment. The second table shows the most and least improved practices based on both initial and final self-assessments.

Breastfeeding & Infant Feeding

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

Item	Question #	Average Score
Highest Scored Practices		
1 When cereal or formula is purchased for infants, it is always iron-rich	BF11	3.9
2 Baby food desserts that contain added sugar are rarely or never purchased for infants	BF13	3.8
3 When mashed or pureed meats or vegetables are purchased or prepared by the program, these foods rarely or never contain added salt	BF12	3.7
4 Teachers always use responsive feeding techniques when feeding infants	BF16	3.5
5 At meal times, teachers always praise and give hands-on help to guide older infants as they learn to feed themselves	BF17	3.5
Lowest Scored Practices		
1 A quiet and comfortable space, other than a bathroom, is always available for mothers to breastfeed or express breast milk	BF1	2.1
2 Professional development on promoting and supporting breastfeeding covers a variety of topics related to the benefits of breastfeeding, working with expressed breast milk, and ways to support breastfeeding mothers	BF7	2.1
3 Teachers and staff receive professional development on promoting and supporting breastfeeding 2 times per year or more	BF6	1.9
4 Posters, brochures, children’s books, and other materials that support breastfeeding are displayed throughout the building	BF4	1.7
5 There is a written policy on promoting and supporting breastfeeding that includes a variety of topics related to the breastfeeding environment and support and education for families, teachers, and staff	BF10	1.5

Completers’ Top 5 Most and Least Improved Practices (Change Pre & Post Self-Assessments)

Item	Question #	Average Change
Most Improved Practices		
1 Teachers and staff receive professional development on promoting and supporting breastfeeding 2 times per year or more	BF6	0.7
2 There is a written policy on promoting and supporting breastfeeding that includes a variety of topics related to the breastfeeding environment and support and education for families, teachers, and staff	BF10	0.7
3 Professional development on promoting and supporting breastfeeding covers a variety of topics related to the benefits of breastfeeding, working with expressed breast milk, and ways to support breastfeeding mothers	BF7	0.7
4 The written infant feeding plan includes guidance on how, when, and what infants are fed, and how the program can support breastfeeding mothers	BF19	0.7
5 Families are offered education on infant feeding and nutrition upon request, at 1 set time during the year, and at other times as infants reach developmental milestones	BF22	0.6
Least Improved Practices		
1 Teachers always use responsive feeding techniques when feeding infants	BF16	0.2
2 Baby food desserts that contain added sugar are rarely or never purchased for infants	BF13	0.2
3 With permission from families, the timing of infant feedings is fully flexible to infants showing they are hungry	BF14	0.1
4 Both a written and verbal report are provided to families about what, when, and how much their infants eat	BF18	0.1
5 When cereal or formula is purchased for infants, it is always iron-rich	BF11	-0.1

Note: Completers are defined as having a valid (< ~10% missing data) initial and final (≥30 days later) self-assessments.

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Better Together Report – Learning Collaboratives – Year 2

Child Nutrition

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

Item	Question #	Average Score
Highest Scored Practices		
1 Flavored milk is never offered	CN18	4.0
2 Television and videos are never on during meal or snack times	CN20	4.0
3 Teachers and staff rarely or never eat or drink unhealthy foods or beverages in front of children	CN22	3.9
4 High-sugar, high-fat foods are offered less than 1 time per week or never	CN11	3.9
5 Teachers rarely or never require that children sit at the table until they clean their plates	CN30	3.9
Lowest Scored Practices		
1 Education for families on child nutrition covers a variety of topics about healthy foods and beverages for children and ways to help children build healthy eating habits	CN44	2.3
2 When in classrooms during meal and snack times, teachers and staff always eat and drink the same foods and beverages as children	CN21	2.2
3 There is a written policy on child nutrition that includes a variety of topics related to what children eat during the day, how mealtimes run, and education for children, staff, teachers, and families on healthy eating	CN46	2.0
4 Teachers use an authoritative feeding style during every meal and snack time	CN31	1.8
5 In general, preschool children always choose and serve all foods themselves at meal and snack times	CN19	1.4

Completers’ Top 5 Most and Least Improved Practices (Change Pre & Post Self-Assessments)

Item	Question #	Average Change
Most Improved Practices		
1 When children request seconds, teachers always ask them if they are still hungry before serving more food	CN29	0.6
2 Education for families on child nutrition covers a variety of topics about healthy foods and beverages for children and ways to help children build healthy eating habits	CN44	0.6
3 When in classrooms during meal and snack times, teachers and staff always eat and drink the same foods and beverages as children	CN21	0.6
4 Teachers talk with children informally about healthy eating each time they see an opportunity	CN40	0.6
5 Children participate in planned nutrition education 1 time per week or more	CN39	0.6
Least Improved Practices		
1 Beverages are always offered in an open, child-sized cup to toddlers who are developmentally ready	CN35	-0.1
2 Children are offered dark green, orange, red, or deep yellow vegetables (not including corn) 1 time per day or more	CN4	-0.1
3 Weekly menus always include a variety of healthy foods	CN38	-0.1
4 Sugary drinks are never offered	CN16	-0.1
5 There are few or no posters, books, or other learning materials that promote unhealthy foods	CN25	-0.3

Note: Completers are defined as having a valid (< ~10% missing data) initial and final (≥30 days later) self-assessments.

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Farm to Early Care & Education

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

	Item	Question #	Average Score
Highest Scored Practices			
1	The materials used to help preschool children learn about food and where it comes from include a variety of posters, pictures, books, and props	FE14	3.6
2	Teachers talk with children informally about where foods come from or how they grow each time they see an opportunity	FE15	3.1
3	A variety of local fruits, vegetables, herbs, grains, dairy products, and/or protein foods are offered over the course of the year	FE1	2.6
4	Over the course of the year, local foods are offered as part of meals or snacks 1 time per week or more	FE2	2.6
5	Teachers offer planned education on food and where it comes from 1 time per week or more	FE11	2.6
Lowest Scored Practices			
1	The program has a garden that helps children learn how food grows and produces enough fruits and/or vegetables to be part of preschoolers' meals or snacks	FE6	1.3
2	Over the course of the year, 7 or more different fruits and/or vegetables grow in the program's garden	FE7	1.2
3	There is a written policy on Farm to ECE that includes a variety of topics related to the local foods that the program serves and other efforts to educate children and families and connect them to local foods	FE21	1.2
4	The program's garden grows a variety of herbs, fruits, and/or vegetables to reflect the diverse food traditions of enrolled children	FE8	1.2
5	During the growing season, structured gardening time is provided to preschool children 2 times per week or more	FE9	1.1

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Oral Health

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

Item	Question #	Average Score
Highest Scored Practices		
1 During regularly scheduled tooth brushing for children 3 years of age and older, teachers or staff always monitor children’s brushing ability and offer hands-on help as needed	OH13	4.0
2 Teachers and staff always try to create a positive experience for children during scheduled tooth brushing	OH14	4.0
3 During scheduled tooth brushing, teachers and staff always offer children praise to support tooth brushing	OH15	4.0
4 Juice is never offered to infants	OH11	3.9
5 Drinking water is always visible and freely available to children, both indoors and outdoors	OH8	3.8
Lowest Scored Practices		
1 For toddlers, time for tooth brushing is provided 1 time per day	OH2	1.8
2 Fluoride toothpaste is provided every time tooth brushing occurs	OH4	1.8
3 For preschool children, time for tooth brushing is provided 1 time per day	OH3	1.8
4 An age-appropriate amount of fluoride toothpaste is dispensed by an adult either from a child’s own tube of toothpaste onto his/her brush, or in single portions from a common tube squeezed onto a paper cup or piece of paper	OH5	1.6
5 There is a written policy on the prevention of children’s tooth decay that includes a variety of topics related to the importance of oral health, habits that support oral health, and practices to help prevent children’s tooth decay	OH26	1.3

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Outdoor Play & Learning

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

	Item	Question #	Average Score
Highest Scored Practices			
1	The program's open area for outdoor games, activities, and events is large enough for all children, who regularly use the space together, to run around safely	OP7	4.0
2	Portable play equipment is always available to children during outdoor active playtime	OP13	3.6
3	Outdoor playtime is provided to toddlers for 60 minutes or more each day (Half-day: 30 minutes or more)	OP3	3.5
4	The program does different types of activities with children outdoors, including free play, structured learning opportunities, seasonal outdoor activities, walking trips, and/or outdoor field trips	OP5	3.4
5	Most or all of the following portable play equipment is available and in good condition for children to use outdoors	OP12	3.3
Lowest Scored Practices			
1	The program has a written policy on outdoor play and learning that includes a variety of topics related to the amount of outdoor playtime provided and ways to ensure that children can take full advantage of this time	OP20	2.6
2	Families are offered education on outdoor play and learning 2 times per year or more	OP17	2.5
3	Education for families on outdoor play and learning includes a variety of topics to help ensure that children get the recommended amount of outdoor playtime each day	OP18	2.4
4	The outdoor play space for preschool children includes 8 play areas or more	OP8	2.1
5	There is a garden that produces enough fruits and/or vegetables to provide children meals or snacks during 1 or more seasons	OP9	1.4

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Physical Activity

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

Item	Question #	Average Score
Highest Scored Practices		
1 Teachers never take away time for physical activity or remove preschool children or toddlers from physically active playtime for longer than 5 minutes, as a way of managing challenging behaviors	PA12	3.7
2 Outside of nap and meal times, the longest that preschool children and toddlers are expected to remain seated at any one time is less than 15 minutes	PA5	3.6
3 During tummy time and other activities, teachers always interact with infants to help them build motor skills	PA14	3.5
4 During preschool children’s physically active playtime, teachers supervise, verbally encourage, and regularly join in to increase children’s physical activity	PA13	3.5
5 Preschool children and toddlers participate in planned lessons focused on building gross motor skills 1 time per week or more	PA16	3.5
Lowest Scored Practices		
1 Toddlers are provided 90 minutes or more for indoor and outdoor physical activity each day	PA2	2.6
2 Preschool children are provided 120 minutes or more for indoor and outdoor physical activity each day	PA1	2.5
3 Families are offered education on children’s physical activity 2 times per year or more	PA20	2.4
4 There is a written policy on physical activity that includes a variety of topics related to the amount of time provided to children for physical activity and ways that children are encouraged to be physically active	PA23	2.3
5 Adult-led physical activity is provided to preschool children for 60 minutes or more each day	PA4	1.8

Completers’ Top 5 Most and Least Improved Practices (Change Pre & Post Self-Assessments)

Item	Question #	Average Change
Most Improved Practices		
1 Families are offered education on children’s physical activity 2 times per year or more	PA20	0.7
2 Education for families on children’s physical activity covers a variety of topics including motor skill development and guidance to help families encourage physical activity at home	PA21	0.6
3 There is a written policy on physical activity that includes a variety of topics related to the amount of time provided to children for physical activity and ways that children are encouraged to be physically active	PA23	0.6
4 Adult-led physical activity is provided to preschool children for 60 minutes or more each day	PA4	0.5
5 Teachers talk with children informally about the importance of physical activity each time they see an opportunity	PA17	0.3
Least Improved Practices		
1 Preschool children and toddlers participate in planned lessons focused on building gross motor skills 1 time per week or more	PA16	0.2
2 The indoor play space offers separate areas for different age groups that accommodate multiple types of activities and offer full access to children with special needs	PA7	0.2
3 During tummy time and other activities, teachers always interact with infants to help them build motor skills	PA14	0.1
4 Toddlers are provided 90 minutes or more for indoor and outdoor physical activity each day	PA2	0.1
5 Teachers never take away time for physical activity or remove preschool children or toddlers from physically active playtime for longer than 5 minutes, as a way of managing challenging behaviors	PA12	-0.1

Note: Completers are defined as having a valid (< ~10% missing data) initial and final (≥30 days later) self-assessments.

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Screen Time

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

Item	Question #	Average Score
Highest Scored Practices		
1 Screen time* is rarely or never used as a reward	ST6	3.9
2 For children under 2 years of age, no screen time* is allowed	ST3	3.7
3 Children 2 years of age and older are allowed 30 minutes of screen time* or less each week	ST2	3.7
4 When television or videos are shown to children, this programming is always educational and commercial free	ST4	3.6
5 When screen time* is offered, teachers always talk with children about what they are seeing and learning	ST7	3.5
Lowest Scored Practices		
1 Teachers and staff receive professional development on screen time 2 times per year or more	ST8	2.5
2 Professional development on screen time includes a variety of topics related to the recommended amount, types, and use of screen time in child care	ST9	2.4
3 Education for families on screen time includes a variety of topics related to screen time recommendations and how families can follow them at home	ST11	2.3
4 Families are offered education on screen time 2 times per year or more	ST10	2.2
5 There is a written policy on screen time that includes a variety of topics related to the program's screen time practices and communicating screen time recommendations to teachers, staff, and families	ST13	2.0

Completers' Top 5 Most and Least Improved Practices (Change Pre & Post Self-Assessments)

Item	Question #	Average Change
Most Improved Practices		
1 There is a written policy on screen time that includes a variety of topics related to the program's screen time practices and communicating screen time recommendations to teachers, staff, and families	ST13	0.6
2 Education for families on screen time includes a variety of topics related to screen time recommendations and how families can follow them at home	ST11	0.6
3 Professional development on screen time includes a variety of topics related to the recommended amount, types, and use of screen time in child care	ST9	0.6
4 Families are offered education on screen time 2 times per year or more	ST10	0.5
5 Teachers and staff receive professional development on screen time 2 times per year or more	ST8	0.4
Least Improved Practices		
1 Children 2 years of age and older are allowed 30 minutes of screen time* or less each week	ST2	0.2
2 When screen time* is offered, teachers always talk with children about what they are seeing and learning	ST7	0.2
3 For children under 2 years of age, no screen time* is allowed	ST3	0.2
4 Screen time* is rarely or never used as a reward	ST6	0.0
5 When television or videos are shown to children, this programming is always educational and commercial free	ST4	-0.1

Note: Completers are defined as having a valid (< ~10% missing data) initial and final (≥30 days later) self-assessments.

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CONSULTANT ACTIVITY SUMMARY

The table below allows you to see a more detailed view of consultant activity for those completing logs.

Consultant Activity	N	Mean	Range
Number of Consultants	5	-	-
Average Caseload	5	14.2	(6.0, 26.0)
Time spent per ECE provider per month (minutes)	5	242.7	(65.0, 454.0)
Implementation Support (average counts)			
• <i>Orientation</i>	5	8.8	(0.0, 25.0)
• <i>Self-Assessment</i>	5	14.8	(4.0, 24.0)
• <i>Goal Setting</i>	5	5.6	(0.0, 10.0)
• <i>Action Planning</i>	5	23.2	(0.0, 50.0)
• <i>Resource Identification</i>	5	1.4	(0.0, 3.0)
• <i>Check-in</i>	5	38.8	(1.0, 82.0)
• <i>Training</i>			
○ <i>Staff</i>	0	0.0	(0.0, 0.0)
○ <i>Parents</i>	0	0.0	(0.0, 0.0)
Content Support (average counts)			
• <i>Breastfeeding & Infant feeding</i>	5	9.6	(0.0, 24.0)
• <i>Child Nutrition</i>	5	18.4	(0.0, 29.0)
• <i>Farm to ECE</i>	5	2.0	(0.0, 10.0)
• <i>Oral Health</i>	5	0.4	(0.0, 2.0)
• <i>Outdoor Play & Learning</i>	5	0.0	(0.0, 0.0)
• <i>Physical Activity</i>	5	8.0	(0.0, 21.0)
• <i>Screen time</i>	5	4.0	(0.0, 12.0)

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REACH

The table below provides a snapshot of early care and education providers that have registered for Go NAPSACC and have started at least one self-assessment.

	All Participants ^a		Active ^b		Completers ^c	
	n	(%)	n	(%)	n	(%)
Type of program						
• Head Start	3	(6.4%)	3	(6.4%)	3	(6.5%)
• Family Child Care Home	12	(25.5%)	12	(25.5%)	12	(26.1%)
• Center-based	30	(63.8%)	30	(63.8%)	29	(63.0%)
• School-based	2	(4.3%)	2	(4.3%)	2	(4.3%)
Program association						
• Faith-based	2	(4.3%)	2	(4.3%)	2	(4.3%)
• Native American/Alaska Native Tribe	1	(2.1%)	1	(2.1%)	1	(2.2%)
• Military	0	(0.0%)	0	(0.0%)	0	(0.0%)
• None	44	(93.6%)	44	(93.6%)	43	(93.5%)
• Multiple	0	(0.0%)	0	(0.0%)	0	(0.0%)
• Missing	0	(0.0%)	0	(0.0%)	0	(0.0%)
Urbanization						
• Rural	2	(4.3%)	2	(4.3%)	2	(4.3%)
• Urban	26	(55.3%)	26	(55.3%)	26	(56.5%)
• Metro	19	(40.4%)	19	(40.4%)	18	(39.1%)
Participates in CACFP	39	(83.0%)	39	(83.0%)	38	(82.6%)
Enrollment type						
• Full-day	47	(100.0%)	47	(100.0%)	46	(100.0%)
• Half-day	0	(0.0%)	0	(0.0%)	0	(0.0%)
Ages served						
• 0 to 2 years	40	(85.1%)	40	(85.1%)	39	(84.8%)
• 2 to 5 years	47	(100.0%)	47	(100.0%)	46	(100.0%)
Meals provided						
• < 12 months	33	(70.2%)	33	(70.2%)	32	(69.6%)
• ≥ 12 months	47	(100.0%)	47	(100.0%)	46	(100.0%)
Years in operation (mean [SD])	16.8	(14.0)	16.8	(14.0)	16.5	(14.1)
Total number of children	2578		2578		2536	

Note: CACFP = Child and Adult Care Food Program; SD = standard deviation. ^a All participants is defined as all programs registered the state. ^b Active are defined as those with at least 1 valid self-assessment during reporting dates. ^c Completers are defined as having a valid (< ~10% missing data) initial and final (≥30 days later) self-assessments.

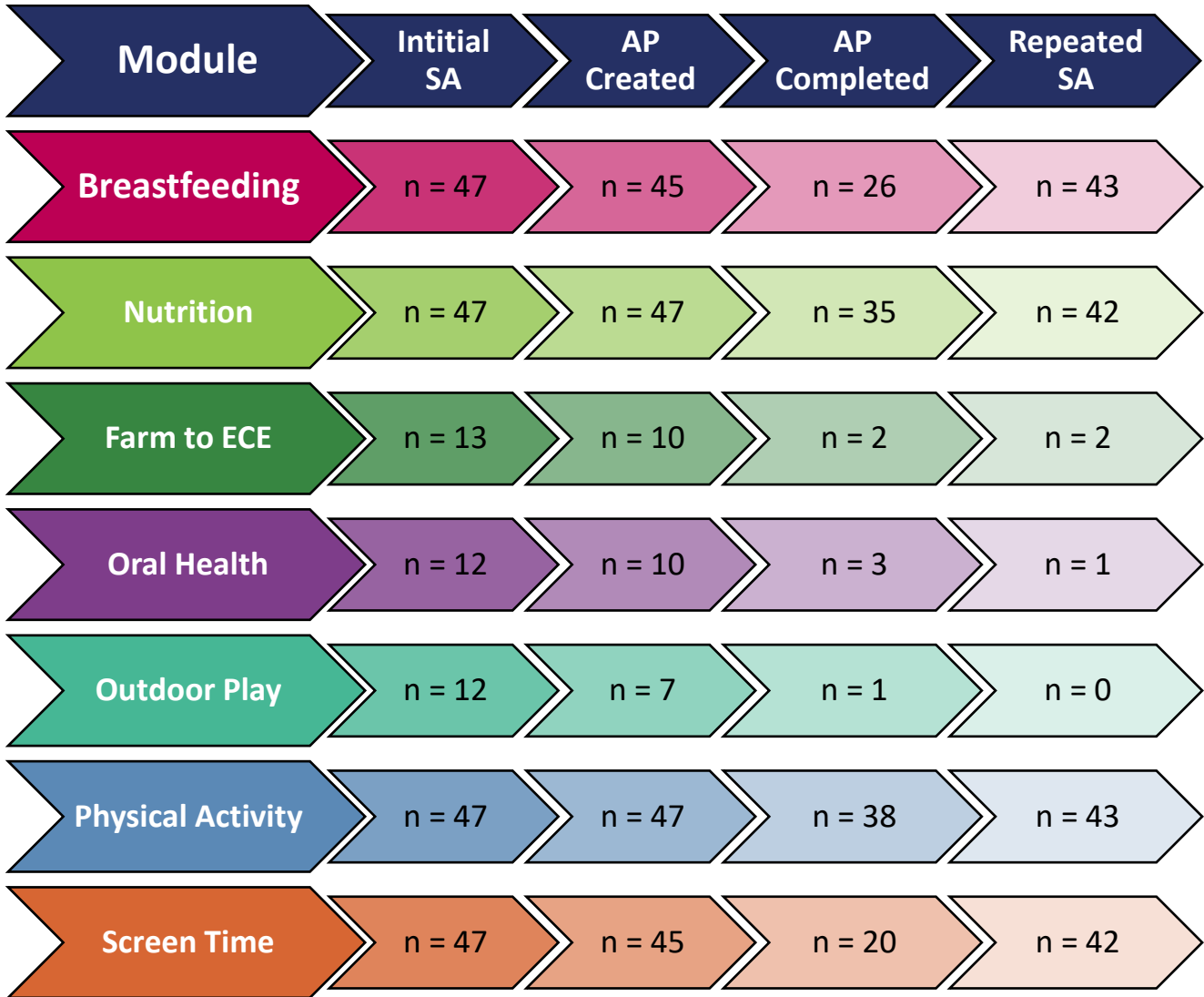
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IMPLEMENTATION

The figure below allows you to see the number of ECE providers completing the major milestones in each module.



Note: SA = Self-Assessment. AP = Action Plan. ECE = Early Care and Education

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IMPACT

The table below allows you to see the changes in scores for each of the available modules. These changes are only reported for completers (ECE providers with an initial and final self-assessment).

Mean Scores on Self-Assessments

	Active Participants			Completers Only								
	Baseline			Baseline			Follow-up		Change		p-value	
	n	mean	SD	n	mean	SD	mean	SD	mean	SD		
Breastfeeding & Infant Feeding												
• % Best practices met	47	48.5	26.1	43	46.4	24.1	58.2	27.9	11.7	24.5	0.003	
• Total score	47	74.5	15.2	43	73.3	14.6	81.5	15.1	8.1	12.2	<.0001	
Child Nutrition												
• % Best practices met	47	51.0	15.6	42	50.6	14.3	62.4	17.1	11.7	15.6	<.0001	
• Total score	47	78.5	8.8	42	78.4	7.6	84.6	8.1	6.1	7.6	<.0001	
Farm to ECE												
• % Best practices met	13	27.5	22.0	2	22.0	31.1	25.0	19.8	3.0	11.3	-	
• Total score	13	55.8	19.0	2	53.5	29.0	58.0	28.3	4.5	0.7	-	
Oral Health												
• % Best practices met	12	45.2	20.0	-	-	-	-	-	-	-	-	
• Total score	12	69.7	15.0	-	-	-	-	-	-	-	-	
Outdoor Play & Learning												
• % Best practices met	12	45.3	13.8	-	-	-	-	-	-	-	-	
• Total score	12	77.7	7.5	-	-	-	-	-	-	-	-	
Physical Activity												
• % Best practices met	47	36.7	22.2	43	38.6	22.1	55.7	23.1	17.1	23.5	<.0001	
• Total score	47	72.2	12.4	43	73.3	12.4	82.7	11.7	9.3	10.2	<.0001	
Screen Time												
• % Best practices met	47	50.0	20.0	42	47.7	18.4	58.6	24.7	11.0	22.2	0.003	
• Total score	47	75.1	14.0	42	74.5	13.4	80.8	14.4	6.3	13.3	0.004	

Note: SD = Standard Deviation. Active participants are defined as those with at least 1 valid self-assessment during reporting dates. Completers are defined as having a valid (< ~10% missing data) initial and final (≥30 days later) self-assessments. Descriptive summary provided for modules with at least 2 completers. Statistical analysis shown only for modules with at least 10 completers.

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HIGHEST & LOWEST SCORED PRACTICES AND IMPROVEMENTS

For each module, the tables below highlight provider practices. The first table below highlights practices where providers were doing the best and practices where providers needed the most improvement after the initial self-assessment. The second table shows the most and least improved practices based on both initial and final self-assessments.

Breastfeeding & Infant Feeding

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

Item	Question #	Average Score
Highest Scored Practices		
1 Enough refrigerator and/or freezer space is always available for all breastfeeding mothers to store expressed breast milk	BF3	3.9
2 At meal times, teachers always praise and give hands-on help to guide older infants as they learn to feed themselves	BF17	3.8
3 When cereal or formula is purchased for infants, it is always iron-rich	BF11	3.8
4 Baby food desserts that contain added sugar are rarely or never purchased for infants	BF13	3.7
5 When mashed or pureed meats or vegetables are purchased or prepared by the program, these foods rarely or never contain added salt	BF12	3.5
Lowest Scored Practices		
1 A quiet and comfortable space, other than a bathroom, is always available for mothers to breastfeed or express breast milk	BF1	2.4
2 There is a written policy on infant feeding and nutrition that includes a variety of topics related to how, when, and what infants are fed, and how this information is communicated to teachers and families	BF25	2.3
3 Teachers and staff receive professional development on promoting and supporting breastfeeding 2 times per year or more	BF6	2.2
4 Posters, brochures, children’s books, and other materials that support breastfeeding are displayed throughout the building	BF4	2.0
5 There is a written policy on promoting and supporting breastfeeding that includes a variety of topics related to the breastfeeding environment and support and education for families, teachers, and staff	BF10	1.9

Completers’ Top 5 Most and Least Improved Practices (Change Pre & Post Self-Assessments)

Item	Question #	Average Change
Most Improved Practices		
1 Posters, brochures, children’s books, and other materials that support breastfeeding are displayed throughout the building	BF4	0.8
2 There is a written policy on promoting and supporting breastfeeding that includes a variety of topics related to the breastfeeding environment and support and education for families, teachers, and staff	BF10	0.8
3 Teachers and staff receive professional development on promoting and supporting breastfeeding 2 times per year or more	BF6	0.7
4 There is a written policy on infant feeding and nutrition that includes a variety of topics related to how, when, and what infants are fed, and how this information is communicated to teachers and families	BF25	0.6
5 When are expectant families and families with infants offered educational materials on breastfeeding	BF8	0.5
Least Improved Practices		
1 Professional development on infant feeding and nutrition covers a variety of topics related to how, when, and what to feed infants	BF21	0.1
2 Education for families on infant feeding and nutrition covers a variety of topics related to how, when, and what to feed infants	BF23	0.1
3 With permission from families, the timing of infant feedings is fully flexible to infants showing they are hungry	BF14	0.0
4 At meal times, teachers always praise and give hands-on help to guide older infants as they learn to feed themselves	BF17	0.0
5 Enough refrigerator and/or freezer space is always available for all breastfeeding mothers to store expressed breast milk	BF3	0.0

Note: Completers are defined as having a valid (< ~10% missing data) initial and final (≥30 days later) self-assessments.

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Child Nutrition

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

Item	Question #	Average Score
Highest Scored Practices		
1 Flavored milk is never offered	CN18	4.0
2 Television and videos are never on during meal or snack times	CN20	3.9
3 There are no soda or other vending machines on site	CN26	3.8
4 Teachers and staff rarely or never eat or drink unhealthy foods or beverages in front of children	CN22	3.8
5 Teachers rarely or never require that children sit at the table until they clean their plates	CN30	3.8
Lowest Scored Practices		
1 There is a large variety of posters, books, and other learning materials that promote healthy eating, with items added or rotated seasonally	CN24	2.4
2 Children participate in planned nutrition education 1 time per week or more	CN39	2.2
3 There is a written policy on child nutrition that includes a variety of topics related to what children eat during the day, how mealtimes run, and education for children, staff, teachers, and families on healthy eating	CN46	2.1
4 Teachers use an authoritative feeding style during every meal and snack time	CN31	1.8
5 In general, preschool children always choose and serve all foods themselves at meal and snack times	CN19	1.5

Completers’ Top 5 Most and Least Improved Practices (Change Pre & Post Self-Assessments)

Item	Question #	Average Change
Most Improved Practices		
1 Teachers enthusiastically role model eating healthy foods at every meal and snack time	CN23	0.6
2 Education for families on child nutrition covers a variety of topics about healthy foods and beverages for children and ways to help children build healthy eating habits	CN44	0.6
3 There is a large variety of posters, books, and other learning materials that promote healthy eating, with items added or rotated seasonally	CN24	0.6
4 Children participate in planned nutrition education 1 time per week or more	CN39	0.6
5 Teachers talk with children informally about healthy eating each time they see an opportunity	CN40	0.6
Least Improved Practices		
1 Fried or pre-fried potatoes are offered less than 1 time per week or never	CN6	0.0
2 Television and videos are never on during meal or snack times	CN20	0.0
3 There are no soda or other vending machines on site	CN26	-0.1
4 Fruit (not including juice) is offered 2 times per day or more (Half-day: 1 time per day or more)	CN1	-0.2
5 There are few or no posters, books, or other learning materials that promote unhealthy foods	CN25	-0.5

Note: Completers are defined as having a valid (< ~10% missing data) initial and final (≥30 days later) self-assessments.

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Farm to Early Care & Education

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

	Item	Question #	Average Score
Highest Scored Practices			
1	The materials used to help preschool children learn about food and where it comes from include a variety of posters, pictures, books, and props	FE14	3.5
2	Over the course of the year, local foods are offered as part of meals or snacks 1 time per week or more	FE2	3.2
3	Teachers talk with children informally about where foods come from or how they grow each time they see an opportunity	FE15	3.1
4	During the growing season, local fruits and/or vegetables are offered as part of meals or snacks 3 times per week or more	FE3	3.0
5	A variety of local fruits, vegetables, herbs, grains, dairy products, and/or protein foods are offered over the course of the year	FE1	2.8
Lowest Scored Practices			
1	During the growing season, structured gardening time is provided to preschool children 2 times per week or more	FE9	1.8
2	Children do a variety of activities to help plan, plant, care for, harvest, and learn from the garden	FE10	1.6
3	The program's garden grows a variety of herbs, fruits, and/or vegetables to reflect the diverse food traditions of enrolled children	FE8	1.6
4	Over the course of the year, 7 or more different fruits and/or vegetables grow in the program's garden	FE7	1.5
5	There is a written policy on Farm to ECE that includes a variety of topics related to the local foods that the program serves and other efforts to educate children and families and connect them to local foods	FE21	1.2

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Oral Health

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

	Item	Question #	Average Score
Highest Scored Practices			
1	During scheduled tooth brushing, teachers and staff always offer children praise to support tooth brushing	OH15	3.9
2	Toddlers are never offered sippy cups during naptime or to carry during playtime	OH17	3.8
3	During regularly scheduled tooth brushing for children 3 years of age and older, teachers or staff always monitor children’s brushing ability and offer hands-on help as needed	OH13	3.8
4	Sugary drinks are never offered	OH9	3.7
5	Teachers and staff always try to create a positive experience for children during scheduled tooth brushing	OH14	3.6
Lowest Scored Practices			
1	Professional development on children’s oral health covers a variety of topics including the importance of oral health for young children, habits that support oral health, and strategies for positive scheduled tooth brushing in child care	OH22	2.3
2	Teachers and staff receive professional development on children’s oral health 2 times per year or more	OH21	2.2
3	During regularly scheduled tooth brushing for children under 3 years of age, teachers or staff always brush children’s teeth	OH12	2.1
4	Education for families on children’s oral health covers a variety of topics including the importance of oral health for young children, habits that support oral health, and our program’s policies and practices for prevention of children’s tooth decay	OH24	2.1
5	There is a written policy on the prevention of children’s tooth decay that includes a variety of topics related to the importance of oral health, habits that support oral health, and practices to help prevent children’s tooth decay	OH26	1.4

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Outdoor Play & Learning

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

	Item	Question #	Average Score
Highest Scored Practices			
1	Portable play equipment is always available to children during outdoor active playtime	OP13	3.8
2	The program’s open area for outdoor games, activities, and events is large enough for all children, who regularly use the space together, to run around safely	OP7	3.8
3	Outdoor playtime is provided to toddlers for 60 minutes or more each day (Half-day: 30 minutes or more)	OP3	3.7
4	There is always at least one item of portable play equipment available for each child during outdoor active playtime	OP14	3.7
5	Teachers and staff receive professional development on outdoor play and learning 2 times per year or more	OP15	3.6
Lowest Scored Practices			
1	Families are offered education on outdoor play and learning 2 times per year or more	OP17	2.8
2	The program has a written policy on outdoor play and learning that includes a variety of topics related to the amount of outdoor playtime provided and ways to ensure that children can take full advantage of this time	OP20	2.7
3	There is a paved path for wheeled toys that is 5 feet wide or wider, has curves and loops, and connects the building with different play areas	OP10	2.1
4	The outdoor play space for preschool children includes 8 play areas or more	OP8	2.0
5	There is a garden that produces enough fruits and/or vegetables to provide children meals or snacks during 1 or more seasons	OP9	1.8

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Physical Activity

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

Item	Question #	Average Score
Highest Scored Practices		
1 Outside of nap and meal times, the longest that preschool children and toddlers are expected to remain seated at any one time is less than 15 minutes	PA5	3.7
2 Teachers never take away time for physical activity or remove preschool children or toddlers from physically active playtime for longer than 5 minutes, as a way of managing challenging behaviors	PA12	3.7
3 During tummy time and other activities, teachers always interact with infants to help them build motor skills	PA14	3.5
4 During preschool children’s physically active playtime, teachers supervise, verbally encourage, and regularly join in to increase children’s physical activity	PA13	3.3
5 Developmentally appropriate portable play equipment is always offered to infants during tummy time and other indoor activities	PA10	3.2
Lowest Scored Practices		
1 Preschool children are provided 120 minutes or more for indoor and outdoor physical activity each day	PA1	2.4
2 There is a large variety of posters, books, and other learning materials that promote physical activity, with items added or rotated seasonally	PA11	2.4
3 Toddlers are provided 90 minutes or more for indoor and outdoor physical activity each day	PA2	2.4
4 Adult-led physical activity is provided to preschool children for 60 minutes or more each day	PA4	2.2
5 There is a written policy on physical activity that includes a variety of topics related to the amount of time provided to children for physical activity and ways that children are encouraged to be physically active	PA23	1.6

Completers’ Top 5 Most and Least Improved Practices (Change Pre & Post Self-Assessments)

Item	Question #	Average Change
Most Improved Practices		
1 There is a written policy on physical activity that includes a variety of topics related to the amount of time provided to children for physical activity and ways that children are encouraged to be physically active	PA23	0.9
2 Teachers talk with children informally about the importance of physical activity each time they see an opportunity	PA17	0.7
3 Preschool children are provided 120 minutes or more for indoor and outdoor physical activity each day	PA1	0.6
4 There is a large variety of posters, books, and other learning materials that promote physical activity, with items added or rotated seasonally	PA11	0.5
5 Toddlers are provided 90 minutes or more for indoor and outdoor physical activity each day	PA2	0.5
Least Improved Practices		
1 Teachers and staff receive professional development on children’s physical activity (other than playground safety) 2 times per year or more	PA18	0.3
2 During tummy time and other activities, teachers always interact with infants to help them build motor skills	PA14	0.2
3 Families are offered education on children’s physical activity 2 times per year or more	PA20	0.2
4 Teachers never take away time for physical activity or remove preschool children or toddlers from physically active playtime for longer than 5 minutes, as a way of managing challenging behaviors	PA12	0.0
5 Outside of nap and meal times, the longest that preschool children and toddlers are expected to remain seated at any one time is less than 15 minutes	PA5	-0.1

Note: Completers are defined as having a valid (< ~10% missing data) initial and final (≥30 days later) self-assessments.

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Screen Time

Top 5 Highest and Lowest Scored Practices from Initial Self-Assessment

Item	Question #	Average Score
Highest Scored Practices		
1 When television or videos are shown to children, this programming is always educational and commercial free	ST4	3.8
2 Screen time* is rarely or never used as a reward	ST6	3.8
3 When screen time is offered, children are always given the opportunity to do an alternative activity	ST5	3.6
4 For children under 2 years of age, no screen time* is allowed	ST3	3.6
5 Children 2 years of age and older are allowed 30 minutes of screen time* or less each week	ST2	3.6
Lowest Scored Practices		
1 Professional development on screen time includes a variety of topics related to the recommended amount, types, and use of screen time in child care	ST9	2.7
2 Teachers and staff receive professional development on screen time 2 times per year or more	ST8	2.7
3 Education for families on screen time includes a variety of topics related to screen time recommendations and how families can follow them at home	ST11	2.5
4 Families are offered education on screen time 2 times per year or more	ST10	2.4
5 There is a written policy on screen time that includes a variety of topics related to the program's screen time practices and communicating screen time recommendations to teachers, staff, and families	ST13	2.1

Completers' Top 5 Most and Least Improved Practices (Change Pre & Post Self-Assessments)

Item	Question #	Average Change
Most Improved Practices		
1 Families are offered education on screen time 2 times per year or more	ST10	0.7
2 Education for families on screen time includes a variety of topics related to screen time recommendations and how families can follow them at home	ST11	0.6
3 Teachers and staff receive professional development on screen time 2 times per year or more	ST8	0.4
4 For children under 2 years of age, no screen time* is allowed	ST3	0.4
5 There is a written policy on screen time that includes a variety of topics related to the program's screen time practices and communicating screen time recommendations to teachers, staff, and families	ST13	0.3
Least Improved Practices		
1 When screen time is offered, children are always given the opportunity to do an alternative activity	ST5	0.2
2 When screen time* is offered, teachers always talk with children about what they are seeing and learning	ST7	0.2
3 Screen time* is rarely or never used as a reward	ST6	0.1
4 There are no televisions or televisions are stored outside of classrooms and are not regularly available to children	ST1	0.1
5 When television or videos are shown to children, this programming is always educational and commercial free	ST4	0.0

Note: Completers are defined as having a valid (< ~10% missing data) initial and final (≥30 days later) self-assessments.

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CONSULTANT ACTIVITY SUMMARY

The table below allows you to see a more detailed view of consultant activity for those completing logs.

Consultant Activity			
	N	Mean	Range
Number of Consultants	4	-	-
Average Caseload	4	12.8	(1.0, 22.0)
Time spent per ECE provider per month (minutes)	4	173.7	(30.0, 286.1)
Implementation Support (average counts)			
• <i>Orientation</i>	4	11.0	(0.0, 25.0)
• <i>Self-Assessment</i>	4	14.5	(1.0, 27.0)
• <i>Goal Setting</i>	4	5.8	(0.0, 20.0)
• <i>Action Planning</i>	4	13.8	(0.0, 22.0)
• <i>Resource Identification</i>	4	1.3	(0.0, 4.0)
• <i>Check-in</i>	4	34.5	(0.0, 74.0)
• <i>Training</i>			
○ <i>Staff</i>	0	0.0	(0.0, 0.0)
○ <i>Parents</i>	0	0.0	(0.0, 0.0)
Content Support (average counts)			
• <i>Breastfeeding & Infant feeding</i>	4	8.0	(0.0, 21.0)
• <i>Child Nutrition</i>	4	9.8	(0.0, 19.0)
• <i>Farm to ECE</i>	4	0.3	(0.0, 1.0)
• <i>Oral Health</i>	4	0.5	(0.0, 2.0)
• <i>Outdoor Play & Learning</i>	4	0.0	(0.0, 0.0)
• <i>Physical Activity</i>	4	19.0	(0.0, 46.0)
• <i>Screen time</i>	4	1.8	(0.0, 6.0)