

**XIV. APPENDIX TABLE OF CONTENTS**

<b>#</b>	<b>Attachment Title</b>	<b>Relevant Selection Criterion</b>
A1-1	Arkansas Early Childhood Commission Operational Policies and Procedures	(A)(1)
A1-2	Arkansas Early Childhood Education Framework Handbook (Excerpt)	(A)(1)
A1-3	Arkansas Framework for Infant and Toddler Care (Excerpt)	(A)(1)
A1-4	Professional Development Opportunities; AR Division of Childcare and Early Childhood Education	(A)(1), (B)(4)
A2-1	Every Child in Foster Care Deserves Our Best	(A)(2)
A3-1	Department of Human Services and Division of Child Care and Early Childhood Education Organizational Charts	(A)(3)(a)(1)
A3-2	Memoranda of Understanding: Arkansas Department of Human Services, Division of Child Care and Early Childhood Education (Licensing and Accreditation Unit, Child Care Development Fund Unit, and Arkansas Better Chance for School Success Unit) Arkansas Department of Education Arkansas Department of Human Services, Division of Developmental Disabilities Arkansas Early Childhood Commission Arkansas Head Start State Collaboration Office Arkansas Home Instruction for Parents of Preschool Youngsters	(A)(3)-1
A3-3	Letters of Support from Early Learning Intermediary Organizations: Arkansas Early Childhood Association Early Learning Council State Board Arkansas Early Childhood Interagency Coordinating Council Arkansas Head Start State Collaboration Office Resource and Referral Agencies: Children of Northcentral Arkansas Arkansas State University Childhood Services (ACQUIRE) Child Care Connections, Inc. Jefferson Comprehensive Care System, Inc. (ChildCare LINKS) Northwest Arkansas Child Care Resource and Referral Center	(A)(3)(c)(1) and (A)(3)(c)(2)
A3-4	Letters of Support from Other Stakeholders: Arkansas Department of Human Services; Division of Children and Family Services Arkansas Department of Health Arkansas Association of Educational Administrators Arkansas Children's Hospital Arkansas Children's Trust Fund	(A)(3)(c)(1) and (A)(3)(c)(2)
B1-1	Better Beginnings: Center-Based Program Requirements	(B)(1)
B1-2	Better Beginnings: Family Child Care Program Requirements	(B)(1)
B1-3	Instrument Reliability and Validity	(B)(1),

		(B)(3)
B1-4	Better Beginnings: Proposed Center-Based Higher Levels	(B)(1)
B2-1	Better Beginnings: Incentive and Professional Development Grants	(B)(2)
B2-2	Better Beginnings: Arkansas Better Chance Reciprocity Agreement	(B)(2)
B2-3	Better Beginnings: Local Education Agencies Reciprocity Agreement	(B)(2)
B2-4	Better Beginnings: Early Head Start/Head Start Reciprocity Agreement	(B)(2)
B4-1	Project PLAY Description	(B)(4)
B4-2	Better Beginnings: Nationally Accredited Programs Reciprocity Agreement	(B)(4)
C4-1	Family Map Inventories Description	(C)(4)
C4-2	TIPS for Great Kids Description	(C)(4)
D2-1	Arkansas' Key Content Areas and Core Competencies for Early Care and Education Professionals (Excerpt)	(D)(2)
E1-1	LINK for Teachers: Kindergarten Readiness Indicators Checklist (Excerpt)	(E)(1)
1	Definitions	All Sections
2	References	All Sections

## **XV. Intergovernmental Review of Federal Programs (Executive Order 12372)**

This program falls under the rubric of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79. One of the objectives of the Executive order is to strengthen federalism--or the distribution of responsibility between localities, States, and the Federal government--by fostering intergovernmental partnerships. This idea includes supporting processes that State or local governments have devised for coordinating and reviewing proposed Federal financial grant applications.

The process for doing this requires grant applicants to contact State Single Points of Contact for information on how this works.

Further information about the State Single Point of Contact (SPOC) process and a list of names by State can be found at: [www.whitehouse.gov/omb/grants\\_spoc](http://www.whitehouse.gov/omb/grants_spoc)

Absent specific State review programs, applicants may submit comments directly to the Department. All recommendations and comments must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372--CFDA# 84.412, U.S. Department of Education, room 7E200. 400 Maryland Avenue, SW., Washington, DC 20202.

Proof of mailing will be determined on the same basis as applications (see 34 CFR §75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (eastern time) on the closing date indicated in the notice.

**Important note:** The above address is not the same address as the one to which the applicant submits its completed applications. **Do not send applications to the above address.**

Not all States have chosen to participate in the intergovernmental review process, and therefore do not have a SPOC. If you are located in a State that does not have a SPOC, you may send application materials directly to the Department as described in the *Federal Register* notice.

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B1-2	Better Beginnings: Family Child Care Program Requirements	(B)(1)

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B2-2	Better Beginnings: Arkansas Better Chance Reciprocity Agreement	(B)(2)
B2-3	Better Beginnings: Local Education Agencies Reciprocity Agreement	(B)(2)
B2-4	Better Beginnings: Early Head Start/Head Start Reciprocity Agreement	(B)(2)
B4-1	Project PLAY Description	(B)(4)
B4-2	Better Beginnings: Nationally Accredited Programs Reciprocity Agreement	(B)(4)
C4-1	Family Map Inventories Description	(C)(4)
C4-2	TIPS for Great Kids Description	(C)(4)
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**ARKANSAS EARLY CHILDHOOD COMMISSION  
OPERATIONAL POLICIES AND PROCEDURES**

**1.0 GENERAL INFORMATION**

Act 202 of 1989 (Arkansas Code Annotated 20-78-501) was the original legislation which created and prescribed the functions, duties and powers of the Arkansas Early Childhood Commission. Act 324 of 1999 amended Act 202 to further define the functions, duties and power of the Arkansas Early Childhood Commission.

**2.0 PURPOSE**

The purposes of the Arkansas Early Childhood Commission as prescribed by Acts 202, 1132, 1222 and 324 are:

- a. To advise the Division of Child Care and Early Childhood Education on the administration of the Arkansas Child Care Facilities Loan Guarantee Trust Fund;
- b. To provide technical assistance in design of *training* programs to enhance the skills of professionals in early childhood programs, including the development of an annual comprehensive training plan for providers;
- c. Examine the recommendations of national and regional groups and systems producing scientifically proven and cost effective results used by others to provide child care and early childhood services;
- d. To assist in the development of a comprehensive long range plan for expansion, development and implementation of early childhood programs in Arkansas including recommending allocation and expenditures of funds appropriated to the Arkansas Better Chance Program;
- e. To facilitate coordination and communication among state agencies providing early childhood programs to promote non-application and coordination of services in such programs and recommend a structure for the administration of the current existing programs and the recommended programs;
- f. To advise the Department of Education and other appropriate state agencies in the development of programmatic standards for early childhood programs to be funded with funds appropriated to the General Education Division or to such other state agencies as may receive appropriations for such purposes;
- g. To promote strong local community support for early childhood education program;

- h. To promote public awareness of child care and early childhood programs;
- i. To review and approve proposed rules and regulations setting minimum standards governing the granting, revocation, refusal and suspension of licenses for a child care facility and the operation of child care facilities in the state;
- j. To review and select panel members for the Child Care Appeal Review Panel from applications submitted ensuring persons meet the qualifications for service and exhibit a willingness and time commitment to serve on the Panel;
- k. To serve as an advisory body to the Department of Education on early childhood program issues;

The Arkansas Early Childhood Commission shall report progress toward meeting their duties annually to the House Education Committee and Senate Education Committee.

## **2.1 MISSION STATEMENT**

As good stewards of the public trust, we will support and advise the Division by ensuring that all Arkansas children and their families have access to a safe, high-quality, developmentally appropriate, nurturing, learning environment and by educating and assisting parents, child-care providers, and communities to prepare our children for future success.

(Adopted October 1999)

## **3.0 COMPOSITION AND MEMBERSHIP OF THE COMMISSION**

The Commission is composed, as prescribed by Act 1560 of 1999, of eighteen (18) members appointed by the Governor.' The composition as contained in Act 1560 is as follows:

- a. Three (3) members affiliated with child care provider agencies, organizations, or programs;
- b. One (1) member affiliated with a Head Start program;
- c. One (1) member affiliated with a HIPPY program;
- d. One (1) member employed as an administrator by a public school district;
- e. One (1) member employed by a public school district as a teacher with early childhood responsibilities;

- f. The Director of the Department of Health or her designee;
- g. One (1) member trained as early childhood education professional;
- h. One (1) member who is parent of a child who attends child care program;
- i. The Director of the Vocational and Technical Division of the Department of Education, or its successor, or his designee;
- j. The Director of the Department of Education or his designee;
- k. Two (2) members representing the business community who have an interest in early childhood education;
- l. One (1) member to be appointed by chair of the House Subcommittee on Children and Youth of the House Committee on Aging, Children and Youth, Legislative and Military Affairs;
- m. One (1) member to be appointed by chair of the Senate Committee on Children and Youth;
- n. One (1) member to be appointed by chair of the House committee on Education; and
- o. One (1) member to be appointed by chair of the Senate Committee on Education.

### **3.1 TERMS OF MEMBERSHIP**

Commission members will be appointed to three (3) year terms. The Governor will appoint initially (terms beginning July 1, 1998) five (5) members to one year terms, seven(7) members to two years terms and five(5) members to three year terms. Upon completion of the initial terms, all members will serve for three year terms.

### **3.2 VACANCIES**

The Chairman of the Commission will notify the Office of the Governor of impending completion of appointed terms or resignation by Commission members.

### **3.3 ELECTION OF CHAIRMAN**

A. The Governor initially (July 1, 1989) designated a Commission member to serve a one year term as Chairman. Upon completion of that initial term, the Chairman would be selected annually to begin his/her term as chairman at the first scheduled meeting after July 1 of each year.

B. The Chairman will be selected by a majority vote of the membership of the Commission.



C. Election of the Chairman will take place at the first regularly scheduled meeting of the Commission after July 1 of each year.

D. The Commission Chairman may serve two (2) consecutive terms. Upon completion of those terms the Chairman will be ineligible for a third consecutive term. The Chairman may be eligible for re-election to a third term if the terms are not consecutive.

E. The chair shall serve a one year term or until another person is selected as chair. The new chair shall take office at the time of election.

### **3.4 NOMINATION PROCEDURES**

A nominating committee will be formed prior to election of the chairman each year for the purpose of submitting a name or names to the commission for consideration as chairman for the succeeding year. In addition, the nominating committee may choose to submit names for a Vice-Chair person and Secretary.

### **3.5 CODE OF CONDUCT**

A. The Commission is the group in whom the State places the public trust, the obligation to perform and the right to act.

B. The Commission always acts as a body. only the Commission as a whole has a position on any matter before it.

C. An individual member cannot decide for the group or act or speak on behalf of the Commission, unless specifically empowered to do so. Individual Commission members cannot exercise their authority individually, but rather through collective action.

D. A Commission member can fulfill his or her legal obligations and avoid personal liability for-any noncriminal acts by acting in accordance with two principles:

1. Always act, as a reasonably prudent person, avoid self dealing, i.e., do not offer self-serving advice or vote on decisions which provide personal profit or benefit.

2. Act in terms of the principle of good faith, i.e., attendance at Commission and committee meetings, review of materials, active participation in Commission meetings, including recommendations and objections for the record.

### **3.6 CONFLICT OF *INTEREST***

A. No member of the Commission shall use such appointment for purposes which are motivated by private gain, including gain for provider, claimants or victims with which the Commission is associated with in any capacity. There shall exist a conflict of interest when a provider with whom the Commission member is associated appears before the Commission in the course of business of the Commission.

B. When such a conflict arises for a member, the individual member should declare the conflict.

C. Any member of the Commission who questions whether or not another member has a conflict of interest in the matter under discussion may ask for a determination by the Commission. If the Commission finds that a conflict exists, the affected member shall also follow the above noted procedure.

D. Any member of the commission who declares a conflict of interest, or who is found to have a conflict, should neither participate in debate nor vote on the issue in question.

E. Appointees to the Early Childhood Commission may not enter into a contract with the Department for professional or consultant services except as an employee of an institution of higher education under a contract executed with the institution. (Ark. Code Ann. 19-4-1701)

### **3.7 PUBLIC CONCERNS**

A. Commission members shall be readily accessible to the public, especially in their own local areas and in situations reflective of their specific position on the-Commission.

B. In responding to public concerns the following guidelines should be adhered to:

1. Listen to the individual or group and clearly define the concern;
2. Ascertain whether the issue has been discussed with the person immediately responsible or is second or third hand information;
3. Advise the concerned individual or group of the procedure established to handle such concerns, direct them to the Director of the Division and inform the Director of your contact;

4. Express appreciation to the individual or group for their interest in early care and education and for sharing the concern;
5. Affirm the desire to reach a satisfactory solution in a timely manner;
6. Ask them, if appropriate, to report back on the progress or resolution of the concern;
7. Report the full details of the concern to the chair and the Director in a timely manner, and ask that they keep you informed of developments;
8. Forward any correspondence or communication from individuals or organizations relating to business of the Commission to the Chair and Director if it appears that the *communication* was sent to only one member.

#### **4.0 COMPENSATION FOR COMMISSION MEMBERS**

The members of the Commission shall serve without compensation or per diem but shall be entitled to reimbursement for actual expenses incurred in the performance of duties as member of the Commission. Expense reimbursement shall be in accordance with state travel and official business expense reimbursement procedures and regulation.

#### **5.0 DESIGNATED MEETINGS**

The Commission shall meet at least quarterly on the third Tuesday of the following months: January, April, July and October, and at such other times as may be deemed necessary for the performance of the duties of the Commission. Special meetings of the Commission may be called by the chairman or by agreement of a majority of the members of the Commission.

Meetings of the Commission shall follow Robert's Rules of Order.

##### **5.1 QUORUM**

A quorum shall consist of a simple majority of the membership of the Commission or 10 members.

##### **5.2 PUBLIC NOTICE**

Notice shall be provided of all regular and called meetings of the Commission to interested parties and the public in general. All meetings are open to the public. The Chair shall be responsible for determining when and the length of public

comment allowed during a Commission meeting. Time limits may be designated.

### **5.3 ATTENDANCE**

A. Attendance Required. In order to ensure broad representation and a quorum, all commission members have a responsibility to attend all regular or special meetings of the commission.

B. Excessive Absences. A commission member shall be subject to removal from the commission in the event the member shall fail to present to the Governor a satisfactory excuse for his absence. Unexcused absences from three (3) successive regular meetings, without attending any intermediary called special meetings, shall constitute sufficient cause for removal.

C. Notice and Removal procedures. Removal of Commission members shall be in accordance with the following:

1. Within thirty (30) days after each regular commission meeting, the secretary of the commission shall notify, in writing, the Governor of any member who has been absent from three (3) successive regular meetings, without attending any intermediary called special meetings. The secretary's notice to the Governor shall include a copy of all meeting notices and attendance records for the past year. Any commission secretary failing to submit the notices and documentation required by this section shall be considered as cause for removal by the Governor in accordance with the procedures set forth at Arkansas Code Annotated 25-17-210.

2. Within sixty (60) days after receiving the notice and supporting documentation from the Commission secretary, the Governor shall notify, in writing, the commission member of this intent to remove the member for cause. This notice shall suffice for the notice required in A.C.A. 25-17-210(a).

3. Within twenty (20) days of the date of the Governor's notice, the member may request an excused absence as provided by the act or may file with the Governor's office notice that the member disputes the attendance records and the reasons thereby.

4. The Governor shall grant an excuse for illness of the member when verified by a written sworn statement by the attending physician, or other proper excuses as determined by the Governor.

5. After twenty (20) days of the date of the Governor's notice, if no rebuttal is received or other adequate documentation submitted, the member may be removed in accordance with the provisions set for at A.C.A. 25-17-210.

D. Reimbursements Withheld. Any commission members referred to the Governor because of excessive absences under the provision of Act 219 of 1997, shall not be entitled to any expenses reimbursement for travel or attendance of any subsequent meeting until the commission receives notification for the Governor that the member has been excused for the absences. (Act 219 of 1997)

#### **5.4 ADMINISTRATIVE SUPPORT**

A. The Division of Child Care and Early Childhood Education shall assist the Commission in carrying out its duties and responsibilities.

B. The Director of the Division shall serve as staff to the Arkansas Early Childhood Commission and shall provide information, advice and recommendations to the Commission concerning activities of the program and staff so that the Commission may carry out its advisory functions.

#### **6.0 COMMITTEES**

The Commission has the authority to appoint working groups, interim committees and standing committees. Action may be taken by a majority vote of the committee members present.

##### **6.1 STANDING COMMITTEES**

The Commission shall have three (3) standing committees and the Chair may appoint other committees as the need exists. The standing committees are: Finance, Appeal Panel Selection and Nominating.

##### **6.2 NOMINATING COMMITTEE**

The Nominating Committee will be composed of three members of the Commission as appointed by the Chairman. The Division Director shall serve as an ex-officio member of the *Nominating* Committee. The Nominating Committee will be formed no later than the July meeting each year in order to present nominations to the full Commission at the first meeting after July 1.

#### **7.0 SUPPORT LETTERS**

A. Support letters from the Commission may be provided to an organization if the Director of the Division is familiar with



the organization and has had knowledge of its previous performance history.

B. Support letters will be drafted to identify the adopted positions of the Commission in regard to a specific program areas but will not support the application of one organization over another in regard to support for the same project.

C. Organizations requesting support letters which identify their organization as a priority for funding must submit the request to the full Commission for review.

D. To avoid conflict of interest, any Commissioner requesting a support letter from the Commission staff (Division Director) must have the request approved by the full Commission prior to issuance of the letter.

November 23, 1999

**ARKANSAS**  
**EARLY CHILDHOOD EDUCATION**  
**FRAMEWORK HANDBOOK**  
**FOR THREE AND FOUR YEAR OLD CHILDREN**

*Developed by*

The Early Childhood Education Task Force

*of the*

Arkansas Early Childhood Commission

2004  
Revision

The Arkansas Division of Child Care and Early Childhood Education  
700 Main Street/ PO Box 1437 Slot S-160  
Little Rock, AR 72203-1437  
(501) 682-9699  
(501) 682-4897 (fax)  
[www.state.ar.us/childcare/](http://www.state.ar.us/childcare/)

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## TABLE OF CONTENTS

Preface .....	3
Glossary of Terms .....	4
 <b>SECTION I:</b>	
<b>Arkansas Early Childhood Education Framework for Three and Four Year Old Children .....</b>	<b>7</b>
Acknowledgments .....	9
Introduction .....	11
Mission .....	12
Elements of Quality Early Childhood Education Programs .....	13
Framework: Developmental Learning Strands .....	15
Appendix A: Assessment .....	20
Appendix B: Professional Development and Training .....	21
 <b>SECTION II:</b>	
<b>Benchmarks with Strategies and Activities for Three and Four Year Old Children .....</b>	<b>23</b>
Acknowledgments .....	25
Introduction .....	26
Benchmarks with Strategies & Activities for Three & Four Year Old Children .....	28
Bibliography of Children’s Literature .....	57
References and Resources .....	62
 <b>SECTION III:</b>	
<b>Developmental Rating Scale for Three and Four Year Old Children .....</b>	<b>63</b>
Using the Developmental Rating Scale .....	65
Benchmark Summary Table .....	68
Developmental Rating Scale .....	71

## PREFACE

The *Arkansas Early Childhood Education (AECE) Framework Handbook* is a guide for early educators. The term *framework* is used in the field of education to describe an overall outline. The purposes of this document are:

- to shape and guide quality programs in early childhood education,
- to guide the growth and development of children through a successful transition to a kindergarten curriculum based on the K Frameworks,
- to assist in the design and development of curricula for three and four year old children, and
- to provide an assessment method through the use of the Developmental Rating Scale.

The *AECE Framework Handbook* contains three sections:

**Section I:** *Arkansas Early Childhood Education Framework for Three and Four Year Old Children*

**Section II:** *Benchmarks with Strategies and Activities for Three and Four Year Old Children*

**Section III:** *Developmental Rating Scale for Three and Four Year Old Children*

A review of the history of the development of the *AECE Framework* is helpful to understanding its development.

- 1991** As a result of Act 236 in 1991, curricula frameworks were to be developed at the state level and used by local school districts to develop curriculum guides for K-12.
- 1995** *AECE Framework* was developed when the Arkansas Early Childhood Commission was part of the Department of Education. A task force of more than 30 educators was appointed by the Arkansas Early Childhood Commission. A framework was needed at the preschool level to guide curriculum.
- 1996** Arkansas Early Childhood Education Framework (Section I) was completed, accepted and published by the Department of Education.
- 1997** Arkansas Early Childhood Commission became a part of the new Division of Child Care and Early Childhood Education.
- 1998** *Benchmarks* (Section II) and *Developmental Rating Scale* (Section III) were developed by a work group. The work group was careful to use the original *AECE Framework* (Section I) as the foundation of the document as it was expanded into three sections.
- 1999** Sections I, II and III are combined into one document and published.
- 2004** *The AECE Framework* was revised slightly with the addition of phonological awareness and was published as the *Arkansas Early Childhood Education Framework Handbook 2004*.

The *AECE Framework Handbook* was developed by Arkansas educators who are widely recognized throughout the state for their professional contribution, insight, experience, and quality of work in Early Childhood Education. This document contains up to date information about curriculum, strategies, and assessment in developmentally appropriate quality early childhood education programs. The *AECE Framework Handbook* is a user-friendly guide which will assist early educators in the development of local programs.

Kathy Stegall, Program Support Administrator  
Division of Child Care & Early Childhood Education

**Arkansas Early Childhood Education Framework**

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## INTRODUCTION

The passage of Act 236 in 1991 had a profound impact on education in Arkansas, redirecting and refocusing reform efforts which had begun in the mid 1980's. One of the most significant changes resulting from this Act was the requirement that curriculum frameworks be developed at the state level and used by local districts to develop curriculum guides to meet the needs of their students.

Presently, local school districts have access to curriculum frameworks in the core content areas which span grade levels from kindergarten through grade twelve. Until now, nothing has been available from the state to assist educators of three and four year olds in the designs of early childhood curricula. Nor has there been a document to guide the growth and development of children through a successful transition to a kindergarten curriculum based on the K-12 frameworks. This document seeks to address that void. It contains a mission, essential elements, and developmental learning strands which should be evident in quality early childhood education programs. It includes vignettes (examples) illustrating various learning strands, addresses related issues such as assessment and professional development, and incorporates a glossary of significant terms and concepts.

Like the K-12 Arkansas Curriculum Frameworks, this framework should be used to shape and guide, not dictate, quality programs in Early Childhood Education. It is presented with the belief that local administrators, teachers and caregivers are best suited to make decisions which directly affect the children and families they serve.

What these decision makers need is a thoughtfully designed, concise document containing state of the art information about quality early childhood education programs. Such a document should be a clear, user-friendly guide to assist educators and caregivers in the development of local programs. This framework seeks to meet that requirement.

The **Early Childhood Education Framework** was developed by more than thirty educators from Arkansas, selected by the Arkansas Early Childhood Commission. These individuals are widely recognized throughout the state for their professional contribution, insight, experience, and the quality of their work in Early Childhood Education. The Commission and members of the Task Force invite your comments and suggestions as this document is used at the local level.



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**Arkansas Early Childhood Education Framework**


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# **ELEMENTS OF QUALITY EARLY CHILDHOOD EDUCATION PROGRAMS**

The following elements are essential to quality early childhood education programs. These elements are evident in all aspects of the program and therefore must be thoughtfully and deliberately developed with the same reflection and attention as that given to the development of quality learning for young children.

## **ELEMENT 1 — ENVIRONMENT**

### **A. Physical Environment**

1. An appropriate physical environment for children provides learning spaces which are arranged in centers, accessible to all children and developed with attention to safety and health considerations, time, and scheduled activities. The atmosphere is clearly child-oriented, inclusive, and comfortable for children, with child-level and child-size equipment and materials. In all respects, the physical environment is a resource for supporting and encouraging self-expression, interaction, and opportunities for involvement.

### **B. Social/Emotional Environment**

1. An appropriate social/emotional climate for children is positive, responsive, accepting, and supportive. Adults encourage and promote interaction and assist children in a positive adjustment to the program's setting. The climate is inclusive, accommodating, and accessible to all children.
2. The social/emotional environment addresses interpersonal relations in a very broad sense, establishing and maintaining a climate which provides unhurried time for the development of cooperative relationships between adults and children, children and children, staff and staff, and staff and family caregivers. Administrators, staff and family members actively initiate the establishment of cooperative relationships in order to support children.

## **ELEMENT 2 — DIVERSITY**

### **A. Culture**

1. In quality early childhood programs, cultural diversity is honored. Programs support, appreciate and respect family and home experiences, language, beliefs, values and patterns of interaction reflective of diverse cultures.
2. All staff recognize, accept, and honor cultural diversity. They share with and inform others about the cultural diversity of children. As they do so, appreciation for cultural diversity is reflected in decisions relative to the physical environment, the social/emotional environment, interpersonal relations, personnel selection, and the strategies which support learning.

### **B. Individual Differences**

1. Quality early childhood programs recognize and support differences in children. Such differences may be described in terms of temperament, preferences, culture, development, and interaction.
2. Staff, administrators, and family members use their observations of children to support learning experiences in ways that accommodate each child's unique characteristics and needs.

## **Section I**

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### **ELEMENT 3 — FAMILY**

#### **A. Resources**

1. Attention to the child's family (structure, circumstances, relationships) cannot be separated from the success of a quality early childhood program. As curriculum is developed and implemented, the family is an important resource and partner.

#### **B. Partnerships**

1. Early childhood professionals and family members develop partnerships through regular and continuous sharing of knowledge and expertise. Staff and administrators are sensitive to the dynamics of the family, recognize the elements of the relationship, honor and support the nature and extent of the family's participation, and respect their need for privacy.

### **ELEMENT 4 — STRATEGIES THAT SUPPORT LEARNING**

#### **A. Experiences**

1. Learning experiences are carefully planned and flexible with selection of materials and experiences reflecting cultural diversity, individual differences, and the unique interests and preferences of the group. An appropriate balance of child initiated, adult-directed, hands-on, sensory experiences is included. Play is the context for learning.

#### **B. Observations**

1. Observations guide adjustment in group and individual learning experiences. Observation of children and adults are formally and informally conducted in order to gain information, make program improvements, and assess development and growth.

#### **C. Technology**

1. Learning strategies incorporate opportunities for children to use interactive technology (such as computers and tape recorders) as tools and resources for learning.

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**Arkansas Early Childhood Education Framework**


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## **FRAMEWORK: DEVELOPMENTAL LEARNING STRANDS**

Developmental learning strands are defined as a part of something bound together to make a whole. The developmental learning strands encompass the five areas of children's development. The developmental learning strands when bound together make up the Framework for Arkansas Early Childhood Education and are the foundation for the Benchmarks in Section II and Developmental Rating Scale in Section III.

Following each developmental learning strand is a vignette. A vignette is an explanation or illustration of something. (This is similar to an anecdotal which is a short account of an incident.) The vignettes were written as examples to make it clear how the developmental learning strands are promoted through children's everyday life experiences in quality early childhood programs.

### **■ STRAND 1 — SOCIAL/EMOTIONAL DEVELOPMENT enhances self-concept and promotes acceptance.**

Staff and administrators support the child's efforts and provide opportunities for children to:

#### A. Act Independently

Examples include putting on clothes (shoes, hat, coat), washing hands, making choices, and engaging in free play.

#### B. Experience Success

Examples include having access to suitable materials and activities, receiving frequent, appropriate praise, and receiving positive direction and redirection.

#### C. Interact Socially

Examples include playing in small groups/centers, sharing and taking turns, developing (with adults) simple social rules, and adjusting to the early childhood setting.

### **STRAND 1 VIGNETTE (Classroom Example of Social/Emotional Development)**

As the children listen to a story in circle time, Chuck, the table helper, chooses a friend to help him get ready for lunch. They wash their hands before setting the table. The rolls made by the class during center time smell wonderful. Chuck and Lakesha, with the help of the teacher, count the number of children present at school today. After they work together to clean the tables, Chuck and Lakesha decided who will pass out the appropriate eating utensils and materials. Once the table is set, Chuck and Lakesha inform the class that it is time to wash hands.

After hands are washed, the children seat themselves and begin passing the rolls they made earlier and pouring milk from pitchers. The small group size permits conversations as the children choose what they eat from their plate, discussing foods they like and dislike.

## Section I

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As the children and teacher sit and engage in conversation, the teacher observes and models appropriate table behaviors and provides positive praise and redirection throughout the meal. During the meal, Dion accidentally spills his cup of milk. Hope jumps up and helps gather paper towels and helps Dion clean up the spilled milk. After the children have finished the meal, they clean their plates and utensils, wipe their table area clean, and push their chairs to the table in proper position.

Later, during center time, children play in small groups in their centers. Bo, Harry, Amanda, and Erica choose the dramatic play area where they role play dinner time. Using appropriate props, they serve each other in their restaurant.

## ■ **STRAND 2 — CREATIVE/AESTHETIC LEARNING enhances self-expression through awareness and sensitivity to the arts.**

In quality early childhood programs, children are given the opportunity to:

- A. Engage in innovative and imaginative expressions through various art forms including: movement, music, painting, constructing, viewing, and listening.
- B. Express themselves through activities such as: pantomime, song, dramatic play, puppetry, and creative movement.

### **STRAND 2 VIGNETTE (Classroom Example of Creative/Aesthetic Learning)**

Upon entering the classroom, one can hear a hum of activity. John is painting at the easel, while Sue prefers to paint at the table. Tyrone is showing Maria how to play *Twinkle, Twinkle, Little Star* on the keyboard using a color-coded song sheet. Mei Li joins them in singing and moving with pre-cut stars. Amy and Yolanda are constructing a house using blocks and large pieces of cardboard. Yolanda remembers the plastic vegetables in the housekeeping center and brings them to their house. Sammy sees the constructed house and decides to draw his new house currently under construction. Just this morning, Sammy's dad agreed to bring in scraps from the new home construction site for the children to use. Alfonso has been retelling the story *The Three Little Pigs* in the book center when he spies the washcloth puppets beside the puppet theater. Alfonso asks Juan to join him in putting on a puppet show. Soon it will be time for clean-up and the children will have the opportunity to share what they have done during this free choice time.

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**Arkansas Early Childhood Education Framework**


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■ **STRAND 3 — COGNITIVE/INTELLECTUAL LEARNING enhances communication, problem solving, making choices, exploring, experimenting, and questioning.**

Such learning supports or links later learning experiences in language arts, mathematics, science, social studies, and fine arts. In programs where quality cognitive/intellectual learning occurs, children are provided opportunities to:

- A. Participate in learning centers to establish or build a foundation for learning in content areas which include language arts, mathematics, science, social studies, and fine arts.
- B. Relate a story to an expressive activity (art, music, drama), and/or to a science or mathematics concept (weather, counting, cooking, measuring).
- C. Listen to, act out, and draw a picture of a story.

**STRAND 3 VIGNETTE**  
(Classroom Example of Cognitive/Intellectual Learning)

In this preschool classroom, children are studying transportation. The learning centers address the theme through activities which coordinate with the theme and integrate the learning concepts.

Three children are involved in a group discussion about transportation. The teacher is seated on the floor, sharing a big book about different types of transportation. The teacher asks, "How do you come to school, Aaron?" Aaron says, "I walk to school." The teacher says, "Then, can our feet be transportation?" Aaron nods. Carol says, "I ride the bus." John says, "My Great Grandma Ruth used to ride a horse to school." The teacher says, "What can we say about different types of transportation?" The children think for a minute, but make no response. The teacher says, "Why don't we each say something we have learned about transportation."

The assistant teacher is seated at a table with four children in the math center. Using an instructional chart which has pictures of a car, bus, feet, truck, and motorcycle, the assistant asks the children to find the object showing the type of transportation they use to come to preschool. Each child places his/her object on the chart. The group then counts to determine how many children come to school using each mode of transportation.

At another center labeled *Art*, four children are using art paper, magazines, newspapers, glue, and scissors to make transportation collages. These children are interacting with each other. Both adults are observing these children while they work somewhat independently on this activity. Two children are painting at an easel which is also in the art center. Posters and pictures of transportation are displayed to stimulate art work design around the theme of transportation.

From the manipulative center, three children have chosen to play with play dough, puzzles, and interlocking blocks. Although these three children are in the same center and are interacting with each other, they are not playing cooperatively, nor working toward a common goal.

Jamal and Erica are in the block center making roads and bridges of blocks. They have cars, trucks, buses, and vehicles to use while playing in the block center. These two children appear to be playing cooperatively and working toward a common goal.



## Section I

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Nicholas, sitting on a pillow in a cubbyhole, is using headphones listening to a story about a train. He is following along in the children's book as he listens. Nicholas is involved in a solitary play activity, is being observed by both teachers, and may choose to go to another center when he finishes listening to a story.

### ■ **STRAND 4 — PHYSICAL DEVELOPMENT promotes good health, nutrition, fitness, and fine and gross motor coordination.**

Children are given the opportunity to:

- A. Engage in activities related to the development of good health and nutrition.

Examples include exercise, cooking, tasting experience, rest, and personal care.

- B. Participate in appropriate fine motor activities.

Examples include cutting, and working with puzzles, and manipulatives.

- C. Participate in appropriate gross motor activities. Examples include climbing, jumping, hopping, and balancing.

#### **STRAND 4 VIGNETTE (Classroom Example of Physical Development)**

During the daily scheduled outdoor time, many choices are available on the playground. A small group is playing on the superstructure, which includes a totem climb, a slide, a tire climber and a balance beam. Two children are riding wheel toys on the conveyor belt pathway. They have set up a *road system* using traffic signs that require stopping and yielding.

Another new activity on the playground is a refrigerator box decorated as part of a class activity and being used as a gas station. Several children are bending and stretching as they put gas into their *cars* or work as mechanics to fix problem vehicles.

Four children are playing in the sand and water area. Two are using sand tools and buckets to construct a small farm. Two children are washing dolls and doll clothes they brought from the classroom.

In a quiet area underneath a shade tree, several children are sitting on a quilt looking at picture books and working puzzles they selected to bring from the classroom.

Using a combination of boards and planks, bicycle tires, and boxes covered with contact paper, Shanita, Marcus, and Josh are creating a house for their teacher, Ms. Donna. Ms. Donna interacts with the children, asking them questions as they build. She and the children are closely and actively engaged in construction and conversation.

## **Arkansas Early Childhood Education Framework**

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A large area of the playground is covered with grass and has no embedded equipment. This area is filled with materials, including hoops, balls, nets, and buckets. The children initiate play by tossing balls into a variety of materials. A favorite is throwing the ball through a hoop. As Ms. Sue observes the children, she can tell that they are beginning to look for a greater challenge in the game. The children are moving closer and closer to the tall fence surrounding the playground. When the first child suggests throwing the ball over the fence, Ms. Sue is ready to intervene. She reminds them of the playground rules and asks them what can be done with the balls to challenge them more. The children begin talking among themselves and then share their ideas with Ms. Sue who supports their choice to practice throwing and catching the balls. The children then begin to pair off to play games of catch.

### **■ STRAND 5 — LANGUAGE enhances the development of children in all areas.**

Staff and administrators support and create opportunities for language development in children through:

- A. Engaging them in conversation.
- B. Developing vocabulary.
- C. Listening, understanding, and responding (receptive and expressive).

#### **Strand 5 Vignette (Classroom Example of Language)**

As Sally and her dad enter the classroom, they are greeted with a smile and a verbal “Hello” from the teacher. The teacher acknowledges Sally rubbing her hands together and comments on the cold weather. She encourages Sally to hang up her coat and choose an interest center. Dad offers the news that Grandma will be visiting soon. (The teacher will remember this information to use in conversation with Sally.) As Sally packs the suitcase in dramatic play, the teacher uses this opportunity to ask Sally, “What do you think your Grandma Ruth will pack to bring to your house?” Sally names clothing items, but most important—a surprise for her.

Later, a song motivates and directs the children to clean-up and come to circle time. The teacher tells a story using puppets. At the conclusion of the story, puppets are used by the children to help retell the story. The teacher writes the children’s responses on a chart and together they share their story. This chart will remain available with the puppets to encourage the children’s use throughout the week.

Juan, a student whose native language is not English, seems especially interested in sharing the new story with his family. When Juan’s mother comes to eat lunch today, the teacher will invite her to share the same story version in Spanish with the class.

As the children leave, they are encouraged to retell this story at home with their families and are asked to bring a story reminder (for example, a photo of a picture from a magazine) to class the next day. A note will be sent home with each child to explain this activity.

## Section I

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# APPENDIX A: ASSESSMENT

As educators and caregivers provide learning opportunities for children in the five major strands in the **Framework**, the question of how to assess growth and development naturally arises. How do we determine whether the children in our care are developing appropriately? This question is open-ended; there is no single, right answer which by itself can provide an adequate solution.

Effective assessment of children's progress is ongoing and requires obtaining and using the most reliable information available from many different sources. In the context of the **Framework**, assessment will require skill from teachers and caregivers in observing children's involvement, participation, and progress in activities which support the five developmental learning strands.

Basic principles which should guide assessment practices both for individual children and programs are presented for use by local educators who use this **Framework**. These principles are as follows:

**Principle 1** — Effective assessment elicits and uses the most reliable information possible to judge the progress and growth of children. Portfolios and samples are used to maintain records and exhibits of children's growth and development.

**Principle 2** — One of the most important processes in assessment is to observe children in activities related to each of five developmental learning strands. Thus, educators and caregivers must develop thoughtfulness and skill in the practice of observation.

**Principle 3** — Assessment, when used to monitor children's progress, should be for and with them, not to them. Assessment should contribute to, not interrupt, developmental learning and therefore differs significantly from testing in the traditional sense of the term.

**Principle 4** — Program adaptations to better meet the developmental needs of children should occur naturally and easily from information gained in the assessment process.

**Principle 5** — Educators, caregivers, and the child's family should participate fully in the assessment process.

**Principle 6** — Assessment should focus on the individual child's progress and growth, not comparisons with the progress and growth of other children.

**Principle 7** — Assessment tools such as screening devices, rating scales, classifications, or checklists are not advocated as the only means of evaluating the growth and development of children. Such tools may be helpful, however, in specific contexts, for clearly defined purposes, and in conjunction with the other ideas embedded in these principles.

# SECTION II

## Benchmarks with Strategies and Activities for Three and Four Year Old Children

**Benchmark:**

*A level of performance that can be supported through observations, descriptions and documentation of a child's performance or behavior, and by samples of a child's work.*

## Section II

**DEVELOPMENTAL LEARNING STRAND 1 — SOCIAL/EMOTIONAL**

Social/Emotional Development enhances self concept and promotes acceptance

<b>ACT INDEPENDENTLY</b>	
<b>Benchmarks</b>	<b>Strategies/Activities</b>
1.1 Demonstrates ability to make choices	<p>Provide <b>learning centers/activity areas</b> stocked with interesting and inviting toys and materials: art, blocks, home living, sand, library, water, table toys, and discovery, for example.</p> <p>Provide sufficient play spaces so that children have real choices. For each 10 children, for example, have at least 15 interesting activities from which children can choose.</p> <p>Offer choices in activities and materials:</p> <ul style="list-style-type: none"> <li>• Choice of learning centers in which to play.</li> <li>• Selection of materials with which to play.</li> <li>• Amount of time to spend in a center.</li> </ul> <p>Allow children to decide when they are finished playing in a center and give them the opportunity to move to another center of their choice.</p> <p>Plan the schedule to allow large blocks of time, from 45 to 60 minutes each, for independent play.</p>
1.2 Demonstrates independence in personal care	<p>Help children acquire and practice skills when eating, getting dressed, washing hands, brushing teeth, toileting.</p> <p>Allow enough time for children to be independent in taking care of personal needs such as washing hands and faces, brushing own teeth, and zipping and unzipping coats.</p> <p>For <b>LEP</b> or <b>ESL</b> children, learn and use words from the child's home language for personal care needs such as toileting.</p>
1.3 Demonstrates ability to play independently	<p>Provide play materials that children can use successfully and independently. For example: crayons, markers, paper, play dough, dress-up clothes, dolls, blankets, <b>unit blocks</b>, small wheeled toys, books, and flannel board with flannel pieces.</p> <p>Offer opportunities at mealtime for children to be independent. For example: Plan family style meals so children can serve their own plates. Provide child-sized eating and serving utensils (small plastic pitchers, baskets, and sturdy serving utensils) so children can be independent and successful. If possible, allow children to eat in their own classrooms rather than the school cafeteria, which is designed for older children.</p> <p>Organize the environment so children can easily select and put away materials:</p> <ul style="list-style-type: none"> <li>• Provide labeled, low, open shelves.</li> <li>• Store like-materials together and near area of intended use. For example, art materials stored together on art shelf located near tables and easels.</li> <li>• Avoid stacking tubs and boxes on top of one another.</li> </ul>



# Arkansas Framework for Infant and Toddler Care

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## Elements of Quality Infant and Toddler Care

- Relationships
- Environment
- Health and Safety
- Experiences
- Diversity

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## Developmental Strands

- To learn about themselves - Self-concept Development
- To learn about their feelings - Emotional Development
- To learn about other people - Social Development
- To learn to communicate - Language Development
- To learn to move and do - Physical Development
- To learn to think - Cognitive Development

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## Benchmarks with Strategies and Activities for Infants and Toddlers

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## Bibliography of Children's Literature for Infants and Toddlers

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## TABLE OF CONTENTS

Introduction

Mission Statement

Elements of Quality Infant and Toddler Programs

Element I Relationships

Elements II Environment

Element III Health and Safety

Element IV Experiences

Element V Diversity

Developmental Strands

Strand I To learn about themselves - Self-Concept Development

Strand II To learn about their feelings - Emotional Development

Strand III To learn about other people - Social Development

Strand IV To learn to communicate - Language Development

Strand V To learn to move and do - Physical Development

Strand VI To learn to think - Cognitive Development

Appendix A: Assessment

Appendix B: Professional Development and Training

Glossary of Terms

References

## INTRODUCTION

### ARKANSAS FRAMEWORK FOR INFANT AND TODDLER CARE

The Arkansas Framework for Infant and Toddler Care is written with every infant and toddler across Arkansas in mind. It is a document designed for program trainers, directors and parent educators to use as they work with caregivers and parents to insure quality care for infants and toddlers. Funded by the Division of Child Care and Early Childhood Education, Arkansas Department of Human Services, the work was developed by a panel of infant and toddler specialists.

Infants and toddlers are cared for in a variety of settings. These settings include the child's own home, child care centers and family child care. The quality of the care they receive, whatever the setting, is a primary concern here. The kind of relationships and experiences infants and toddlers have can either nurture or interfere with their development.

An infant's capacity to learn and thrive depends on the interplay between nature (genetic make-up) and nurture (life experiences). Infants come into this world with an inherited genetic make-up. However, it is the dynamic relationship between nature and nurture that shapes human development.

In order for children to reach their full potential as curious, confident and able life-long learners and contributing members of their families and communities, they must receive warm, consistent care (nurturing) during the first three years of life. This Arkansas Framework for Infant and Toddler Care is designed as a guide to assist caregivers in any setting to provide that care.

The Arkansas Framework for Infant and Toddler Care describes the following elements that are essential to quality infant and toddler care:

- Relationships
- Environment
- Health and Safety
- Experiences
- Diversity

Throughout their day-to-day experiences with infants and toddlers, caregivers will find that there are developmental strands that tie the elements together, much like a ribbon. The strands come together to create a picture of excellent care for infants and toddlers. The strands do not represent lessons or activities in the traditional sense. Rather, the strands provide a framework that supports optimal developmental in all areas.

The strands are:

- To learn about themselves - Self Concept Development
- To learn about their feelings - Emotional Development
- To learn about other people - Social Development
- To learn to communicate - Language Development
- To learn to move and do - Physical Development
- To learn to think - Cognitive Development

Infants and toddlers are born ready to learn. This learning normally takes place in a predictable sequence. However, there can be a wide range of attainment of developmental milestones from one child to another, for each has his or her own timetable. While activities can help foster development and give it a chance to flourish, activities do not "teach" infants in the traditional sense of teaching. Infants and toddlers

learn as they interact with their environment and those in it. Most importantly, infant and toddler learning takes place within the context of trusting relationships.

Each infant and toddler in Arkansas deserves the opportunity to reach his or her full developmental potential. This is more likely to occur when all the essential elements are in place and the developmental strands tie an infant's experiences together, resulting in a warm and responsive environment. The Arkansas Framework for Infant and Toddler Care provides the foundation for creating such an environment.

The infant and toddler developmental strands identified in this introduction to the Arkansas Framework for Infant and Toddler Care are used with permission from Teaching Strategies, Inc., PO BOX 42243, Washington, DC 20015. Phone 800-637-3652. Visit their web site @ [www.TeachingStrategies.com](http://www.TeachingStrategies.com)

## ELEMENTS OF QUALITY INFANT AND TODDLER PROGRAMS

**The following elements are essential to quality infant and toddler programs.**

**These elements are evident in all aspects of the program and therefore must be thoughtfully and deliberately developed with the same reflection and attention as that given to the development of quality learning for children three to five years old.**

### ELEMENT I. RELATIONSHIPS

#### **A. Caregiver-Family Relationship**

- 1. Caregivers understand that the family is the primary source of knowledge concerning the child and has the ultimate interest in the child.**
- 2. Relationships with families are supportive and encourage family members to seek and receive assistance as needed in developing parenting skills, understanding the growth and development of their children, and accessing community resources.**
- 3. Caregivers and families are partners in ongoing communication about the child's care and development.**
- 4. Caregivers understand the importance of parent-child attachment and support the family - child relationship.**
- 5. Caregivers respect and support family preferences and values in caregiving behaviors.**

#### **B. Caregiver-Child Relationship**

- 1. Caregivers nurture and respond to the needs of infants and toddlers. Trust and emotional security develop when infants and toddlers are responded to promptly and consistently in a positive manner. They assist children in adjusting to the program's setting.**



**2. Caregivers use their knowledge of child development to provide appropriate interactions with infants and toddlers throughout the day. They learn and respond to each child's unique way of communicating, respond to the child's interest, give the child their full attention, especially during caregiving routines, and model the behavior they want to teach.**

**3. The program supports positive relationships and secures attachments between the caregiver and infants and toddlers by providing low adult/child ratios, promoting continuity of care and responsive caregiving, and assigning a primary caregiver for each child.**

### **C. Child-Child Relationship**

- 1. Caregivers model appropriate interactions with adults and with children.**
- 2. Positive relationships between children are encouraged. Adults recognize emerging social skills and respect the limitations of infants and toddlers.**

## **ELEMENT II. ENVIRONMENT**

### **A. Physical**

- 1. Both indoor and outdoor materials and equipment meet the developmental needs of each infant and toddler in the group.**
- 2. The physical environment provides separate and appropriate space for sleeping, eating, diapering/toileting, and for movement and play. The atmosphere is "homelike" and comfortable for infants, toddlers, and the adults who care for them.**
- 3. The physical environment for toddlers provides interest areas where materials with similar use are placed together. Child-sized furnishings are provided to promote independence and harmony.**

## B. Program

1. The daily program includes materials and activities that are designed to meet the individual needs of each child. Children are assisted with toilet learning and self-feeding skills based on individual needs. Children experience smooth transitions between activities.
2. Prevention and redirection, as defined in the Glossary of Terms, are the primary techniques for guiding behavior. Management of behavior is based on an understanding of infant/toddler development and appropriate strategies to help the child develop his or her own self-control.
3. Caregivers support the child's emerging self-control by fostering the child's developing language skills.

## ELEMENT 111. HEALTH AND SAFETY

### A. Nutrition

1. Caregivers have basic knowledge of nutrition and age appropriate feeding practices.
2. Nutritional needs of infants and toddlers are met; caregivers work closely with families to ensure appropriate amounts and types of foods are served in a consistent manner.

### B. Sanitation

1. Sanitary practices and guidelines are in place to prevent the spread of disease. For example, diapering/toileting are in an area separate from the areas used for food service. Caregivers and children wash their hands to prevent contamination.
2. Bottles and food are handled in a safe and sanitary manner.

### **C. Safety**

- 1. A hazard free environment is maintained for infants and toddlers both indoors and outdoors. The environment is planned so materials and equipment are age appropriate and in good repair.**
- 2. Caregivers are engaged with children and therefore able to visually and physically monitor their behavior.**

## **ELEMENT IV. EXPERIENCES**

### **A. Routines**

- 1. Consistent daily routines such as sleeping, feeding/eating and diapering/toileting provide opportunities for one-to-one contact between caregiver and child; a time to touch, to talk, to listen, and to respond to the child's cues.**
- 2. Routines such as diapering, feeding and sleeping are flexible and individualized to meet the needs of child.**

### **B. Activities**

- 1. Caregivers use knowledge of child development to provide individualized age appropriate activities for infants and toddlers. Caregivers support children's play, exploration and experimentation with their environment.**
- 2. The daily schedule allows children opportunities throughout the day to choose activities based on their own interests.**

### **C. Sensory Experiences**

- 1. An environment is provided that is rich in experiences and materials that children can explore with all their senses, thus promoting optimal development in all areas.**

2. Children are provided time and experiences each day to see, smell, hear, taste and touch a variety of stimuli.

#### D. Language

1. Caregivers talk, sing, read and communicate with infants and toddlers throughout the day.

2. Caregivers respond in a positive manner to individual children's communication attempts. The caregiver understands and adapts the language interactions to include cultural and linguistic differences.

3. Caregivers talk with each child about things that relate to that child's everyday experiences.

4. Caregivers tell each child what is about to occur before a routine activity begins and describe actions as they occur.

### ELEMENT V. DIVERSITY

#### A. Cultural

1. Caregivers understand that culture affects child-rearing practices and may therefore affect an individual child's development.

2. Caregivers and programs support, appreciate and honor cultural diversity; including family and home experiences, language, beliefs, values and patterns of interaction.

#### B. Individual Differences

1. Caregivers recognize that children differ in temperament, preferences, culture, development and interaction styles.

2. Staff, administrators and family members use their observations of infants and toddlers to support learning experiences in ways that accommodate each child's unique characteristics and development.

3. Appreciation of individual differences is reflected in decisions relative to the physical environment, the social/emotional environment, interpersonal relations, personnel selection and the strategies that support learning and development.

4. High quality infant/toddler programs serve children with special needs in a manner that supports optimal growth and development.

## APPENDIX A: PRINCIPLES OF ASSESSMENT

Infants and toddlers are constantly changing and developing in all six developmental strands described herein. The elements of quality described within this framework depend upon caregivers' abilities to adapt and implement individually appropriate activities and interactions. Assessment helps caregivers understand where an individual child is with respect to the developmental strands. It is, therefore, important that those who work with infants and toddlers understand how to informally assess and monitor children's development.

However, effective assessment of these youngest of children is challenging, for the informal assessment carried out by caregivers relies almost solely upon observation and interpretation of the observations of these individuals. Early care professionals must be proficient in a variety of observational methods; in understanding child development, and in being able to interpret the assessment data collected. The following basic principles provide the basis for assessment in quality infant and toddler programs.

**Principle 1:** Assessment should be positive, focusing on the development of the individual child, rather than comparing children to each other. The only purpose of assessment is to support the development of the individual child. This means that caregivers understand the reasons they assess the development of young children, have developed strategies to engage in meaningful assessment, and have developed a system that provides for ongoing collection of information.

**Principle 2:** Assessment relies upon ongoing observation of the child in multiple settings. Given the limitations of the language, cognitive development, and self-



**control skills of the typically developing infant or toddler, caregivers cannot assume to use tasks or tests that rely upon the child's ability to interpret directions or presuppose the child's motivation to complete a task. Caregivers must, instead, observe children in their daily activities, record their observations carefully, and then interpret this data. They must be careful not to record opinions as to why a child is or is not at a specific level of development.**

**Principle 3: Families and programs work together to observe and document children's development. Families are considered equal partners in the assessment process. Caregivers understand that children's behavior may differ from one environment to the next; therefore it is important that information is gathered from all who have a good knowledge of the child.**

**Principles 4: Assessment requires caregivers and family members to observe and note those developmental skills and activities that the child is able to complete independently. Care should also be taken to observe and note those skills that the child is able to complete with the assistance of others, typically an adult. These skills and activities that the child is in the process of mastering are those that provide optimal opportunities for supporting the child's development. Such skills and activities are areas where caregivers should focus individual planning for the child.**

**Principle 5: Interpretation of individual assessment data must be made with a clear understanding of child development and the cultural context of the individual child. Caregivers must be able to understand and apply a thorough knowledge of development in order for observational assessment data to have meaning. That assessment is designed to meet a specific purpose, is ongoing, and includes data from several sources only further strengthens the caregiver's ability to correctly interpret the data.**

Principle 6: There are times when the informal methods of assessment described above are too limited to provide effective care and education for a young child. At such times, more formal assessments, such as developmental screening instruments, might be implemented by program staff. Such instruments, when implemented properly, may indicate that a child needs to be referred for a formal evaluation completed by trained professionals. Formal evaluation may lead to the provision of very specific services for an identified child, such as speech or physical therapy, in an effort to better support and facilitate the child's development. Children who consistently exhibit delays in one or more areas of development should be referred for formal, professional evaluation. Decisions to formally evaluate children must be done in collaboration with families and with families' complete agreement. The assessment data collected by the caregiver, if it follows the principles stated above, will be an invaluable resource to the professional completing the formal evaluation. It is imperative that all formal assessments are used and interpreted with respect to their purpose, the quality of the instrument or tool used, and the implications of the decisions to be made as the result of the assessment.

## APPENDIX B: PROFESSIONAL DEVELOPMENT AND TRAINING

Caregivers should be professionally trained to provide high-quality programs for infants and toddlers and families. This training must provide the infant and toddler caregiver with the necessary knowledge and skills to plan and implement a program that is developmentally appropriate. The training can occur in many forms such as college courses, by attaining a Child Development Associate (CDA) Credential, or by participating in seminars or workshops. Professional development training must be specific to the care of infants and toddlers and may include these topics:

1. The role of the caregiver in infant and toddler care
2. Growth and development of the whole child (6 developmental strands) including children with special needs
3. Supportive and cooperative relationships and partnerships with the family
4. An appropriate physical environment for infants and toddler
5. Safe and healthy environments
6. Environments that promote positive adult-child and child-child relationships and interactions
7. Daily experiences that are individualized and age appropriate and that promote development in all strands: self-concept, emotional, social, physical, language and cognitive
8. Assessment and monitoring of children's development
9. Cultural diversity and working with families of limited English proficiency
10. Community resources to support programs and families

*ARKANSAS FRAMEWORK FOR INFANT AND TODDLER CARE:  
BENCHMARKS WITH STRATEGIES AND ACTIVITIES*

TABLE OF CONTENTS

INTRODUCTION

DEVELOPMENTAL LEARNING STRANDS

STRAND	1	To learn about themselves - Self-concept Development	1
STRAND	2	To learn about their feelings - Emotional Development	8
STRAND	3	To learn about other people - Social Development	14
STRAND	4	To learn to communicate - Language Development	19
STRAND	5	To learn to move and do - Physical Development	25
STRAND	6	To learn to think - Cognitive Development	30
Bibliography of Children's Literature for Infants and Toddler			36
Glossary			41
References			42

## **SECTION II - Arkansas Framework for Infant and Toddler Care: Benchmarks with Strategies and Activities**

### **INTRODUCTION**

**The Arkansas Framework for Infant and Toddler Care was developed as a guide for insuring quality care for infants and toddlers in a variety of settings. In support of, and as an expansion of this Framework, developmental benchmarks with suggested strategies and activities have been developed for use by caregivers as they plan for infants and toddlers in their care.**

**As the suggested strategies and activities were selected, care was taken to include the elements of quality care that are identified in the Arkansas Framework for Infant and Toddler Care. These elements are:**

- Relationships**
- Environment**
- Health and Safety**
- Experiences**
- Diversity**

**The Arkansas Framework for Infant and Toddler Care included six developmental strands. These strands are:**

- To learn about themselves - Self-concept Development**
- To learn about their feelings - Emotional Development**
- To learn about other people - Social Development**
- To learn to communicate - Language Development**
- To learn to move and do - Physical Development**
- To learn to think - Cognitive Development**

**For each of the strands, developmental benchmarks are identified. While the benchmarks for each age level - young infants, mobile infants and toddlers - are identical, there are different examples for each. Where possible, the examples follow a sequence of development.**

**Caregiver strategies/activities to promote development in each strand are suggested. Both general and specific strategies are included. Many of the activities suggested for young infants should be continued for mobile infants, and some for toddlers. For example, it is suggested that to help young infants feel valued and attached to others, caregivers should keep promises to them. It is equally important that caregivers also keep promises to mobile infants and toddlers.**

**Although the strands are treated separately in this document, it is important to remember that each developmental strand is affected by or affects the other strands. Consider how the developing ability of infants and toddlers to communicate and use language is intertwined with their physical, cognitive, social, self-concept and emotional development.**

**The physical aspect of spoken language involves muscle control over mouths, tongues and lips, for example, and of fingers and hands for sign language. Thus language development and physical development are intertwined.**

Consider the relationship between language and cognitive development. Language is symbolic representation for things (ball) and actions (run), thus an aspect of cognitive development. The toddler has to understand what the word "ball" means and be able to use the word so that others can understand it.

Language is social. Infants and toddlers learn language through their social interactions with others. They learn to use language to communicate with others.

The developing ability of infants and toddlers to communicate and use language is clearly related to their self-concept development. For example, the caregiver's prompt response to an infant's cries of distress promotes attachment, a benchmark of self-concept development. The caregiver who listens attentively to a toddler without rushing or interrupting the child, is helping that toddler see herself/himself as a competent communicator. Through their names and to label parts of their bodies, for example.

As the Arkansas Framework for Infant and Toddler Care: Benchmarks with Strategies and Activities was being developed, consideration was given as to how it would bridge to the Arkansas Early Childhood Education Framework: Benchmarks and Strategies and Activities for Three and Four Year Old Children. A careful examination of both documents indicated that they do connect, just as there is a bridge from the Early Childhood Education Framework to the K-12 Framework. Thus the two frameworks create a continuum for development and learning for children from birth to kindergarten that bridges to the Kindergarten Frameworks.

Care was taken in creating this document to insure that it is practical, user-friendly, applicable to a variety of infant and toddler care settings, and adheres to the recognized principles of appropriate practice. The Infant/Toddler Environment Rating Scale was used as a resource so that there is consistency between suggested caregiver strategies/activities and program evaluation.

The information that follows is organized by Developmental Strands with Benchmarks and Strategies/Activities for each strand. Each Benchmark within the strand has been assigned a number based on the following numbering system:

The first number indicates the Developmental Strand

The second number indicates the order of the Benchmark within that strand

The letter of the alphabet indicates age level as follows

**A- Young infant (0-8 months)**

**B- Mobile Infant (8-18 months)**

**C- Toddler (18-36 months)**

Infant and toddler benchmark- a level of behavior or skill that can be supported through observations, descriptions, documentation's and by samples of a child's work.



**DEVELOPMENTAL STRAND 1: To learn about themselves - Self-concept development**

Purpose: To develop a positive picture of self that will affect every area of development

Benchmarks	Caregiver Strategies/Activities
<p style="text-align: center;">A. Young infants</p> <p>1.1.A. Feels valued and attached to others  <b>Examples:</b></p> <ul style="list-style-type: none"> <li>• responds to and is comforted by holding, rocking, and/or talking to</li> <li>• looks at human face, makes eye contact</li> <li>• smiles and shows pleasure when talked to</li> <li>• moves body towards caregiver when she approaches</li> <li>• enjoys games with others like "Where Is Your Nose?"</li> </ul>	<p>To promote attachment, allow only a small number of people to be regularly involved in the care of each young infant.</p> <p>If your work with infants is in a group setting where there is more than one caregiver in the infant room, be a primary caregiver for specific infants in the group. Assume primary responsibility for their daily caregiving routines such as feeding and diapering. This allows you to get to know each infant well and each can come to know you.</p> <p>Keep promises to infants. To Jack who wakes from his nap and begins to cry, use caring words and tone to let him know you hear him. Say, "Jack, I can't pick you up right now. But I'll get to you just as soon as I finish changing Mary's diaper." Then follow up on your promise to Jack. He did not understand your words, but he heard your reassuring tone and was comforted when you came to him. Jack is learning that you are someone he can trust.</p> <p>Consider caregiving routines of diapering, dressing and eating as unique opportunities for one-to-one interactions with each infant. Plan so that your time for preparation, such as getting needed supplies and washing hands, can be handled efficiently, leaving more time for relaxed interactions with the baby.</p> <p>In addition to daily caregiving routines, make time each day for the infant to have time alone with you and be truly engaged with you.</p> <p>Interact with all children in the group, not just your special charges.</p> <p>Make sure there is always a familiar adult present even if the primary caregiver is absent.</p> <p>Be concerned if you perceive that an infant in your care shows signs of lack of attachment; for example, becomes passive and non-complaining, shows changes in rate of development, or baby does not thrive in the same way other babies do. Document these behaviors and be prepared to discuss with supervisor and/or family for possible referral.</p>
<p>1.2.A. Becomes aware of self as a unique individual  <b>Examples:</b></p> <ul style="list-style-type: none"> <li>• has own biological rhythms and way of using senses</li> <li>• is developing a sense of safety and security</li> <li>• does not distinguish between self and others (very young infant)</li> <li>• sucks fingers or hands</li> <li>• watches hands in fascination</li> <li>• begins to look and smile at mirror image</li> </ul>	<p>Be a keen observer of the infants in your care. Learn all you can about the uniqueness of each one. For example, individual sleeping and eating rhythms, how the infant prefers to be held for feeding, sleeping or comforting, their responses to different kinds of stimuli such as noise or light.</p> <p>Use this knowledge about each infant to be able to judge what a particular infant needs and to guide you to respond in a consistent and predictable way to those needs. For example, be able to predict when</p> <p style="text-align: right;"><i>(continued on next page)</i></p>

**PROFESSIONAL DEVELOPMENT OPPORTUNITIES**  
**AR DIVISION OF CHILDCARE AND EARLY CHILDHOOD EDUCATION**  
**P.O. BOX 1437, SLOT-S160**  
**LITTLE ROCK, AR 72203**  
**(501) 682-9699 (800) 445-3316**  
[www.arkansas.gov/childcare](http://www.arkansas.gov/childcare)

**AECC Framework Handbook Course** -- A 45 hour course consisting of three 15-hour sessions providing an introduction to the AR Early Childhood Education Framework, curriculum development, developing topics of study, planning activities, engaging families, involving communities, assessment and evaluation and portfolio development. This basic course provides the foundation for literacy, math, science and social emotional learning. Contact (800) 632-8754, or visit [www.uark.edu/childcareprojects](http://www.uark.edu/childcareprojects)

**Ages & Stages, Ages & Stages/SE** – Training Providers to work with parents in order to discover any developmental delays a child may have.

**Al's Caring Pals** – Training to develop social skills and healthy decision-making in children three to eight years old and strengthens the abilities of caregivers to support children's positive development, build meaningful relationships with children and create a nurturing environment. Contact 501-526-8124 or email [bokonypattia@uams.edu](mailto:bokonypattia@uams.edu)

**Al's Pals** – A two-day training for providers working with children, teaching them to make healthy choices. Contact 501-526-8124 [bokonypattia@uams.edu](mailto:bokonypattia@uams.edu)

**Arkansas 4H After School Program** – training for caregivers in after school setting that targets rural areas and those that provide care in summer programs. Topics include: youth development, hands-on learning techniques, life skills development, discipline, health, nutrition, & program management. Contact (501) 671-2000 <http://www.kidsarus.org>

**Arkansas Children's Program Administrator Certificate/Credential** – 60-hour course with topics that include: effective organization management, supervision, staffing, legal/financial management, family and community relations, and program development issues. The Credential is a more individualized program with modules covering topics such as: managing change, mentoring, leadership, performance management, team building, and leadership in diversity, managing conflict, financial management, and child-centered curriculum. Contact (800) 322-8176, or (870) 972-3055, or visit <http://chs.astate.edu>

**Autism – Child Care Connections.**

**Better Beginnings**

**Business Management – White River**

**Caregiver Certificate Program** – Consists of 6 courses, each 15 hours in length. The Certificate is awarded after completion of the each course: Health and Safety, Guidance & Behavior Management, Creative Activities, Child Development Birth to Three, Child Development Three to Five, and Child Development Five to Eight. The Caregiver Certificate is awarded when all six courses are complete. Contact (800) 632-8754, or visit [www.uark.edu/childcareprojects](http://www.uark.edu/childcareprojects)

**Child Care Orientation Training (CCOT)** –10-hour orientation course for those new to the field of early child care. Basic orientation training for child care workers covers: Early Care and Education as a Professional, Best Practice for the Developing Child, Children's Health, Children's Safety, and Guiding Children. Contact (800) 632-8754, or visit <http://ecep.uark.edu>

**Child Care Specialist Certificate** – 60-hours for the specific professional development needs of differing age groups: infant/toddler, preschool, school-age, or family child care. Contact (800) 322-8176, or (870) 972-3055, or visit <http://chs.astate.edu>

**Coaching Project** – Intensive coaching to programs serving high-risk children in order to consistently maintain minimum licensing requirements and to move toward participation in the Better Beginnings Quality Improvement System.

**Director Training** – A three day session to prepare new directors of child care programs, also appropriate for seasoned directors as a refresher course. Sessions deal with management, administration, quality programming and communication with staff, children and parents. Training is required for all new child care directors. <http://professionalregistry.astate.edu> or <http://chs.astate.edu>

**Elements of Successful Grant Writing** – training offered to early care professionals in the following 3 topics: Basics of Grant Writing, Intermediate Grant Preparation, and Advanced Grant Preparation. Contact White River Planning and Development District (870) 793-5233, or (800) 737-2237 or [debbie@wrpdd.org](mailto:debbie@wrpdd.org).

**Emergency Preparedness – ASU**

**Family Child Care Business Training** – One-on-one business training for new family child care home providers, learning a system of basic record keeping for income tax, types of tax deductions they can claim, how to market their business, insurance issues. There are two 2-hour home visits, usually 4-5 weeks apart. The training is to strengthen business management skills of providers. Contact 870-793-5233 or email [debbie@wrpdd.org](mailto:debbie@wrpdd.org)

**Family Child Care Provider Training (FCCP)**–8-hour mandated course for licensed family child care providers within first 6 months of operation. Topics include: The Profession & Regulations, Business Management, Organizing the Home, & Guiding Children through the Day. Contact (800) 632-8754, or visit [www.uark.edu/childcareprojects](http://www.uark.edu/childcareprojects)

**Financial Planning** – To assist administrators of child care facilities in establishing and maintaining sound fiscal management practices. ASU

**First Experiences Count -**

**Guiding Children Successfully** – 28 hours of self-guided training on Guiding Children Successfully, The Parenting Journey and See the World Through My Eyes resources. Materials/Resources are available through each Cooperative Extension office. Contact (501) 671-2003, or visit [www.arfamilies.org/bestcare](http://www.arfamilies.org/bestcare) or [www.gcs@auex.edu](mailto:www.gcs@auex.edu).

**Healthy Hearts** – 3 hour workshop on healthy heart, health science and science literacy curriculum to increase the trainee’s knowledge of the cardiopulmonary system and one of its major diseases, atherosclerosis. Each trainee will receive a Resource Kit that includes a syllabus, plastic heart model, plastic model of an artery showing development of atherosclerosis, a stethoscope. The training is available statewide at no charge. Contact 501-602-1971 or e-mail [rmcornett@uams.edu](mailto:rmcornett@uams.edu).

**Healthy Lungs** – 3-hour workshop designed to increase the trainee’s knowledge of the pulmonary components of the cardiopulmonary system and its major diseases, lung cancer and emphysema. Each trainee will receive a Resource Kit that includes an illustrated syllabus, plastic lung model, lung demonstration apparatus, sponge lung smoking kit and w hours of continuing education. The training is available state wide at no cost. Contact 501-603-1971 or email [rmcornett@uams.edu](mailto:rmcornett@uams.edu).

**Index: Investigate, Discover and Explore:Math/Science for young children** 30 hour course on framework and benchmarks for math and science strategies in working with young children.Contact

**Introduction to Child Care** – Three-hours training course designed to inform potential caregivers about options and regulations in opening a child care center, a registered/ licensed family child care home or working in a childcare center, to acquaint all with options in early care profession, how to open a program & the regulations/requirements necessary to get started. Contact (800) 632-8754, or visit <http://ecep.uark.edu>

**Mentor Endorsement** – a 45-hour course prepares mentors to work with early care professionals in a variety of settings. There are 3 options for completion: 32 hours online with 14 contact hours; series of monthly 6-hour seminars; or completion of a series of Saturday and evening sessions. Contact (800) 322-8176, or (870) 972-3055, or visit <http://chs.astate.edu> or <http://professionalregistry.astate.edu>

**NAPSACC** – Training to assist providers in improving nutrition and physical activity environments including information on preventing obesity in preschool children by use of a child care nutrition and physical activity self-assessment, goal setting, and technical support from local health professionals. To more information you can contact your local Resource and Referral Centers or go to [www.napsacc.org](http://www.napsacc.org). Local contact 501-683-0976 or email [martha.hiett@arkansas.gov](mailto:martha.hiett@arkansas.gov) .

**Nutrition, Health, and Physical Activities – Child Care Connections**

**Out of School Network** – Technical Assistance to school-age programs that are involved with QRIS by connecting programs with resources based on their needs, helping them navigate thru the QRIS requirements and helping them to connect with community support. ASU

**Pre-Employment Training** – a 30-hour program designed to prepare new employees who desire to enter the field of early care and education. Training is available online; on site; or a combination of online and on site. Topics include: health, safety and nutrition; child development, learning environment, language and literacy; curriculum development, and professionalism. Contact (800) 322-8176, or (870) 972-3055, or visit <http://professionalregistry.astate.edu> or <http://chs.astate.edu>

**Pre-K Early Literacy Learning in Arkansas (Pre-K Ella)** – a 30-hour professional development course, assists early childhood teachers in planning programs which encourage language and literacy development. The training is available statewide at no charge.



Additional information is available by contacting (800) 632-8754, or visit [www.uark.edu/childcareprojects](http://www.uark.edu/childcareprojects) or <http://professionalregistry.astate.edu>

**Pre-K Social Emotional Learning for Young Children**—45 hour course addressing strategies and activities to ensure healthy social emotional development in programs for children ages 3-5 years. Contact (800) 632-8754, or visit [www.uark.edu/childcareprojects](http://www.uark.edu/childcareprojects)

**Pre Licensing** –

**Quality Initiative** –

**School Age** –

**The Best Care** – a 10-hour training designed to bring early childhood professionals up-to-date information topics and methods. Training focuses on four main subject areas: resource management, nutrition and food safety, health and safety, and child development. Contact (501) 671-2000, or visit [www.arfamilies.org/bestcare](http://www.arfamilies.org/bestcare)

**The Best Care Connected** – web-based training in topics including: behavior management, parent involvement, music and movement, cooking with young children, health and safety issues, and inclusion. Contact (501) 671-2000, or visit [www.arfamilies.org/bestcare](http://www.arfamilies.org/bestcare)

**TIPS** – A training for providers to implement a parenting education program. Parents receive a TIPS storage box to store cards with Tips on parenting as they receive them from providers. Contact 501-526-8124 [bokonypattia@uams.edu](mailto:bokonypattia@uams.edu)

**Welcome the Children**—Two 7-hour training modules: Cultural Diversity and Second Language Development Assessment in Early Childhood. Condensed versions of 3 hours each are also available for the two trainings, plus several other specialized trainings. There is also an annual professional conference, Celebrating Cultural Harmony. Contact (501) 682-9900, or (800) 342-2923, or visit [www.uams.edu/welcomethechildren/](http://www.uams.edu/welcomethechildren/)

**Wrapping Up Quality: Infant and Toddler Framework** –a 12-hour training course introduces the Infant and Toddler Framework. Each of the three 4-hour sessions address: Purposes of the Framework and Elements of Quality Care, Development Strands, the Benchmarks and Assessment for Infant/Toddler age children and supporting early language and literacy development. Contact (800) 322-8176, or (870) 972-3055, or visit <http://chs.astate.edu>

**YPQA** – This training fundamentally prepares participants to conduct program self-assessment using YPQA. ASU



Fall 2011 | Project PLAY

## Every Child in Foster Care Deserves Our Best.

### Quality Childcare: More Than Just a Safe Place

Like most parents of young children, many foster parents work outside the home, and child care is a necessity. These parents look for child care that is safe, affordable and convenient. But what if child care could provide more?

Children in foster care deserve our best efforts to turn this 'what if' into a reality. For children that have experienced abuse or neglect, the child welfare system strives to ensure a safe and stable home environment for the child. Other than the home, the child care setting is the place young children spend the most time.<sup>1</sup> These early experiences shape the development of the brain – for better or worse.<sup>2</sup> Therefore it is critical that we look for opportunities to increase access to stable, high quality child care for children in foster care.

*Children in foster care, like all children, fare best when they have stable, nurturing relationships with caring, consistent adults.*

### Need For Stability

Stability is a critical ingredient to the development of all relationships, especially those between young children and their caregivers. A key developmental task of infancy is forming an attachment to at least one primary caregiver. 'Attachment' develops when children's needs are met through consistent, responsive caregiving. Through this relationship, children learn that the world is a safe place and that their needs will be met. Stability allows a child to gain a sense of security and trust.

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### What if ...

- the child care center was a safe-haven when home life has been disrupted – a place where the child could count on a predictable routine and familiar caregiver?
- the child care center were a place where developmental delays were quickly identified and children received the support they need to be successful?
- teachers understood the unique challenges facing foster children and were equipped to build social skills and handle challenging behaviors in a positive way?
- teachers, parents and child welfare staff worked together to address the needs of the child and ensure consistency between home and school?



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## Attachment

Secure attachments support the infant's exploration of the world and provide the foundation for healthy development. Attachment is linked to the ability to learn, to control one's behavior, to have school success, and to be able to form relationships with others. Children who are unable to form and maintain an attachment to at least one stable, trusted adult suffer. Disrupted attachment contributes to emotional, social, and behavior problems and can have negative effects on the developing brain.<sup>3</sup> The results can be delays in learning, dysfunction in other relationships, and problems regulating emotions. Children without healthy early attachments are also at higher risk for delinquency, substance abuse, and depression later in life.<sup>4</sup> Attention to children's attachment is essential for improving outcomes for children in protective services.<sup>5</sup>

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Mothers and/or fathers are usually the primary attachment figure for a child, but other adults in the child's life can also be stable attachment figures. For children in foster care, their relationships have been disrupted, and their ability to develop a secure attachment has already been compromised.<sup>6</sup> These children may be able to compensate for their loss by forming attachments to other caring adults (like foster parents) who are a regular part of their life and understand the child's need for closeness and security – even when the child's behavior makes that difficult.

Evidence suggests secure attachments with teachers or caregivers also offer advantages for young children, and children can benefit from attachment to more than one person.<sup>1</sup> In a child care setting, babies who are securely attached to a caregiver explore, play, and interact better than babies whose caregivers change frequently.<sup>1,7</sup> These important relationships develop over time, and cannot fully develop if the child experiences frequent disruptions in child care providers.

Developing close relationships can be a challenge for foster children since they often experience multiple moves. Frequent moves reduce children's ability to develop secure healthy attachments and social-emotional health.<sup>4</sup>

Reducing the number of moves between both homes and child care centers can promote the development of supportive relationships with foster parents, teachers, and peers and support social-emotional development.<sup>9</sup> While the importance of stable family relationships is widely acknowledged, the need for stable relationships in the child care setting is often overlooked – and the negative impacts of sudden and frequent changes in caregivers are often ignored.<sup>10</sup>



## Predictability

While stability in home and child-care is critical for developing close relationships, it is also important because children thrive in a predictable environment. Like all of us, they do best when they have regular routines and they know what to expect each day. This predictability is important for reducing anxiety in young children and is especially important for children in foster care. Children who have experienced abuse or neglect may be prone to anxiety because their environment has already proven to be unpredictable, and this anxiety can impair their ability to learn and interact with others.<sup>11,12</sup>

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Upheavals to daily routines can be anxiety-provoking and should be avoided. Most of us remember the anxiety we felt on the first day of school and understand that this is not an experience that we want to ask foster children to repeat over and over.

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## Quality Matters

Quality child care is linked to enhanced cognitive, language, and social-emotional development for children. Children in high quality care have been shown to have higher language skills and do better in school. This is especially true for disadvantaged or at-risk children.<sup>1,13</sup> Children in low quality centers (those with low scores on environmental rating scales) show less growth in language, math, and social-emotional development<sup>14</sup> and are at risk of falling further and further behind.

Being in a low quality child care center may be especially harmful for children in foster care, who are already at high risk for developmental delays. More than half of young children entering foster care have developmental delays, medical problems, or other diagnosis that makes them eligible for Early Intervention services.<sup>15,16</sup> Young children in the child welfare system (and their parents) can benefit from comprehensive, high quality child care programs.<sup>3</sup> Low quality care can make a bad situation even worse for a foster child. It is important for all parents to understand the difference.

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## High Quality Childcare

There are many components of quality child care. One of the most important is how the adults interact with the children – the **caregiver-child relationships**. In a quality center teachers/caregivers<sup>1,7</sup>:

### High Quality Caregivers

- Are sensitive and responsive to children’s needs
- Respond quickly and soothingly to a child in distress
- Spend much time talking and listening to children at their eye level
- Use a pleasant, calm voice
- Provide generous attention and support to each child
- Follow children’s play lead and talk with them at eye level
- Enjoy being with the children
- Use positive discipline techniques rather than punishment to guide children’s behavior
- Understand and use developmental screenings appropriately
- Make referrals for evaluation and services when problems are suspected

Another important component of a quality child care program is the **structure** of the facility. In a quality classroom<sup>17,18</sup>:

### High Quality Classrooms

- The staff-child ratio is low enough for teachers to give plenty of attention to each child
- Group sizes are small enough to allow children to explore and teachers to respond to individual children.
- A variety of toys and learning materials are within children’s reach
- Multiples of toys are provided so children do not have to compete
- The daily schedule is child-centered, predictable, and posted
- The center has safety and hygiene policies and procedures that teachers carefully follow
- Children are never left alone
- Teachers are trained in early childhood development and are required to attend trainings and workshops annually
- Developmental screenings are completed on each child. Screenings are used to make referrals to special services when needed or to help teacher plan curriculum that address individual learning needs

When these and other components are in place, children are more likely to receive sensitive and warm caregiving and more likely to make developmental and learning gains. On the other hand, low quality child care is yet another risk factor in the life of a vulnerable child. It is important to know the difference.

In addition to the basics of good care, programs such as Head Start/Early Head Start have a comprehensive, two-generational approach that includes assessment and referral for services as well as parent involvement; both are important components for children in foster care. This may include special therapeutic services including physical, occupational, speech and language therapies, psychological services, case management and more which can help a foster child catch up.<sup>3,19</sup> However, not all families and children in protective services have access to Head Start/Early Head Start or facilities with special services.



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**Low Quality Child Care**

Unfortunately not all children and families have access to high quality care. Children from low-income or stressed homes are more likely to receive lower quality care.<sup>20</sup> Low quality care impedes children's cognitive, social-emotional, and language skills.<sup>1,20</sup> Children in low quality child care are more likely to experience stress and behavior problems. When caregivers lack understanding of their own role in creating a positive, nurturing environment, children are left without a critical support for healthy development.

**Low Quality**

In a low quality center you may see teachers/caregivers:

- Speaking harshly to children
- Frequently telling children “no” or what “not to do” instead of teaching the child what “to do”
- Punishing rather than problem-solving or redirecting when challenging behaviors occur
- Keeping children restrained (e.g. left in the crib or high chair) or isolated
- Ignoring distressed or crying children
- Neglecting to set limits (e.g. allow children to hurt others or engage in unsafe behavior)
- Threaten or yell at children; Use physical punishment
- Lack of enjoyment in being with children
- Too much use of “time out”
- Are involved in adult work (e.g. paperwork, talking to adults) instead of interacting with children
- Have inappropriate expectations for children

In a child care center with poor attention to appropriate structure, you may see:

- Lack of hygiene procedures such as hand washing, diapering procedures, or keeping areas clean
- Lack of safety policies and procedures
- Too few toys and materials causing children to fight
- Teachers expecting young children to sit still for long periods of time
- Insufficient time and opportunity for large motor play
- Restrictions on parent's ability to visit classrooms
- Lack of training opportunities for teachers
- High teacher turnover

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*When caregivers lack understanding of their own role in creating a positive, nurturing environment, children are left without a critical support for healthy development.*

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It makes sense that we would want to ensure that children in foster care are enrolled in quality child care centers. And that they can stay enrolled in the same center while experiencing transitions in their homes. A trusted teacher/caregiver can be a daily comfort for a child moved from family to family as the adults in her/his life work to solve problems.



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## Policy Recommendations: Promoting Increased Stability and Quality Child Care

Our community can move towards policy and practice that recognizes the special vulnerabilities of children in foster care and make decisions with the goal of addressing their developmental needs<sup>4</sup> including placement and continuity in quality child care.

### We can promote policies that increase understanding of and access to quality child care:

- Educate those serving children in protective services (family service workers, courts, foster parents, child care professionals) on the importance of including stable, consistent, and quality child care in each child's life as they transition from home to home.
- Establish policies to ensure the first choice is a high quality child care program, especially one with a comprehensive array of services.
- In areas where quality care is scarce, consider contracts with high quality centers, especially those with comprehensive services, to reserve slots for children in foster care.
- Consider approaches to evaluating the situation when there are concerns about the quality of a center where a child in foster care is enrolled, such as developing a team of trained professionals that could be available to assist in these situations.

### We can promote policies that increase stability for children:

- Provide funding or incentives to increase the likelihood a child remains in the same child care center during transition when possible.
- Provide transportation to a child care center if needed so the child can continue enrollment after reuniting with biological parents or being moved to a new foster home.
- Support child care centers that serve children in foster care in improving the quality of their programs and reducing staff turnover.
- Share information on the child's medical and social history, assessments, and needs with the child care provider. Bring the child care provider into the case as a team member. Clearly identify what information can be shared while still adhering to confidentiality guidelines.
- Use the child care center the child is familiar with as a visitation site. Support child care centers in this effort. Support both the foster and biological families in maintaining the child's enrollment.<sup>4</sup>

### Foster Care Statistics: Arkansas

In 2010 there were 3,166 children age 5 and under in foster care, up 81% from 2001. Children aged 0-5 represent 36% of all children in foster care. Nearly a third (31%) of children in foster care in 2010 experienced three or more home placements.<sup>8</sup>

In August 2011, 1376 foster children were in child care paid for with vouchers. Of those, 29% were being served in a state-funded pre-kindergarten classroom or center participating in the state's Quality Rating Improvement System.

### Foster Care Statistics: United States

In 2010, 254,375 children entered foster care, and 47% were under 6 years of age. The average length of stay in foster care was 21.7 months<sup>21</sup>. For young children, this is a long stretch of time during a key developmental period in their life. The importance of stable and quality child care during this period cannot be overemphasized.



(b)(6)

Parents can look for centers participating in the quality improvement system and find a check list for evaluating child care programs on the Better Beginnings website:



[www.arbetterbeginnings.com](http://www.arbetterbeginnings.com)

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## Project PLAY

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University of Arkansas for Medical Sciences  
Department of Family and Preventive Medicine  
Division of Community Research  
521 Jack Stephens Drive, Slot 530  
Little Rock, AR 72205  
501.526.4239 phone  
501.686.8421 fax  
projectplay@uams.edu

Find us on the Web:  
[projectplay.uams.edu](http://projectplay.uams.edu)

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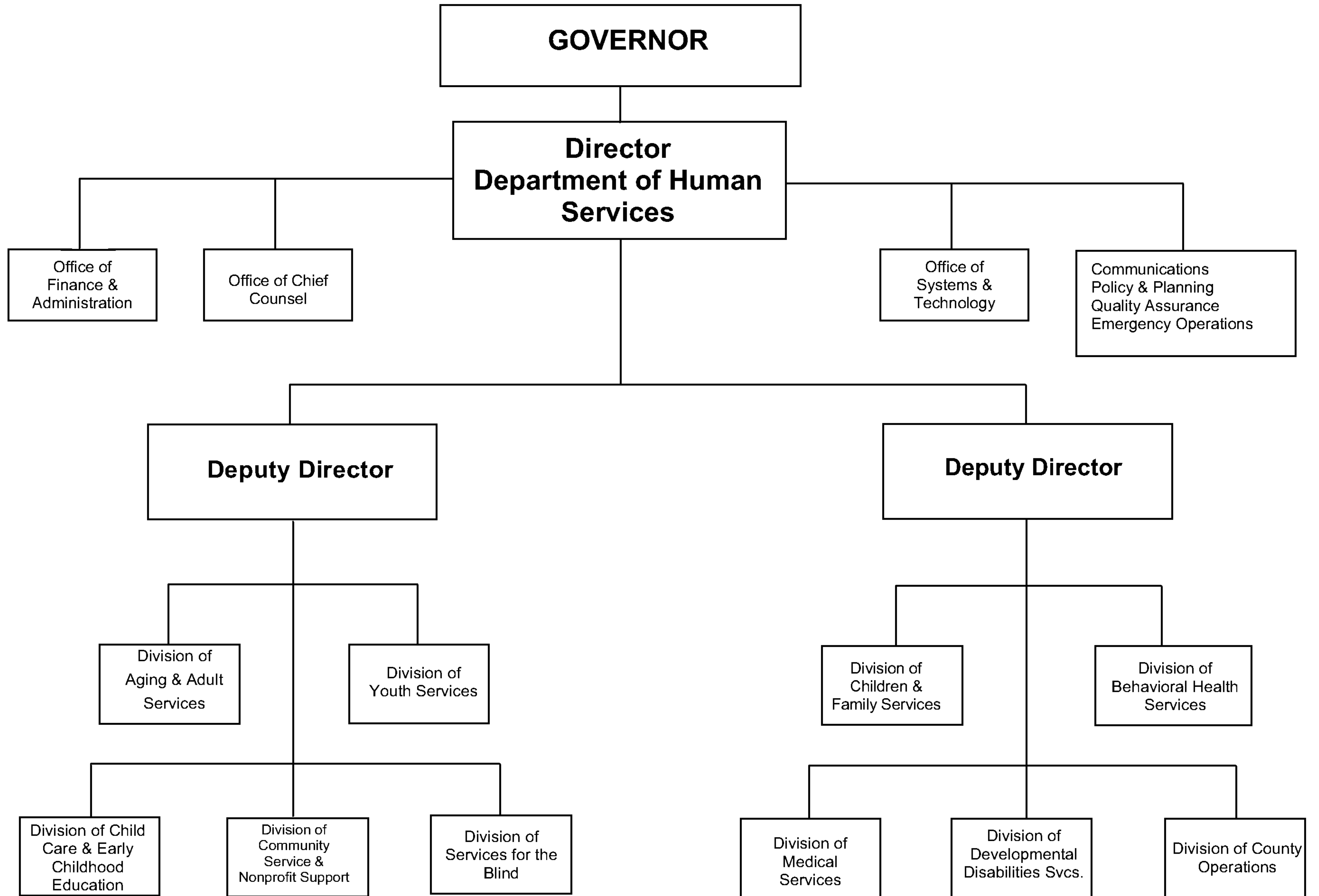


Project PLAY is an ongoing program established to facilitate collaboration between Community Mental Health Centers (CMHC's) and early childcare programs by matching early childhood mental health consultants with early care education providers throughout the state of Arkansas

Authors: Nicola Conners-Burrow, PhD & Terese Patrick, MEd

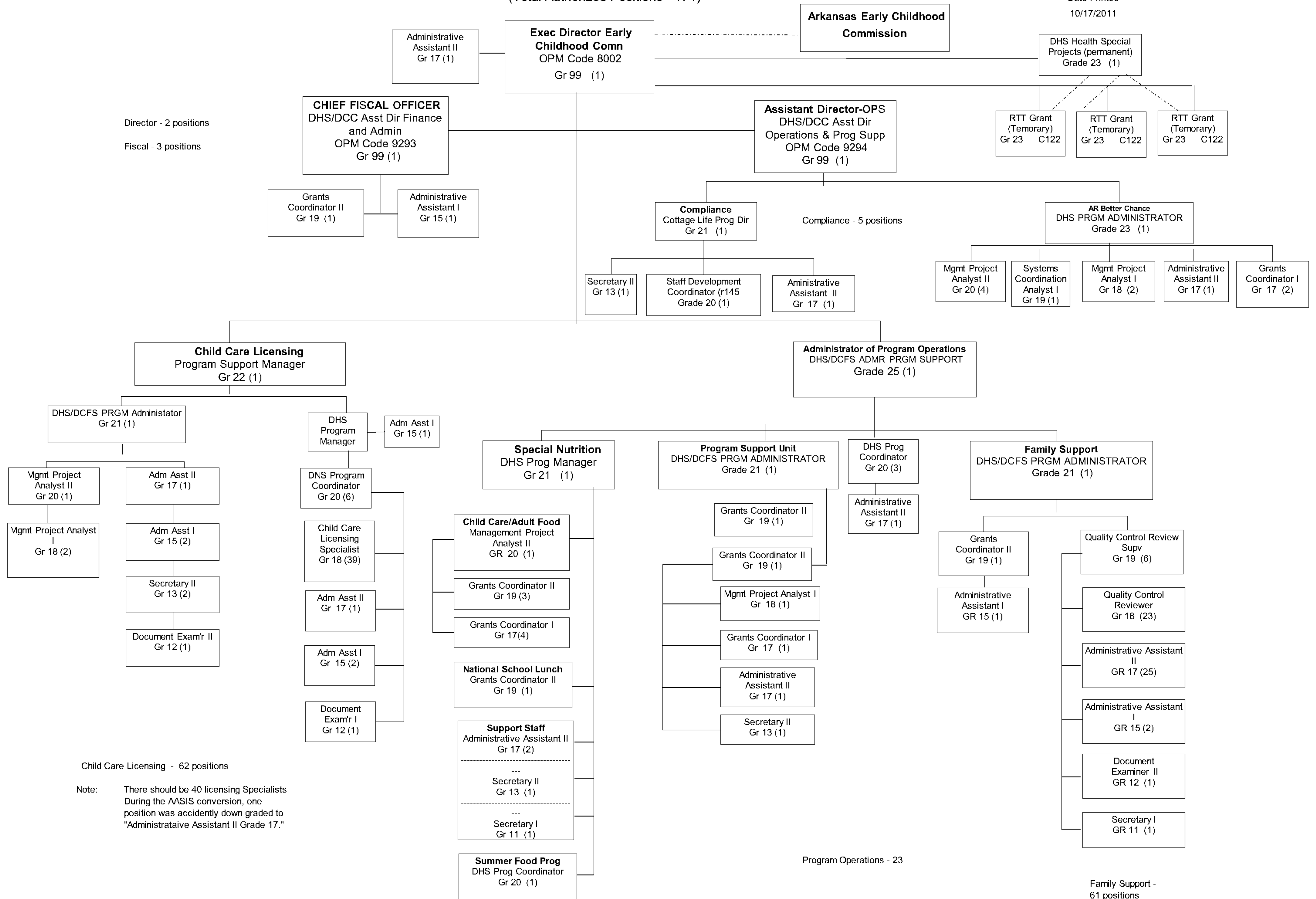
Suggested citation: Conners-Burrow, N. & Patrick, T. Every Child in Foster Care Deserves Our Best. 2011. Available at: <http://projectplay.uams.edu>.





Division of Child Care and Early Childhood Education  
(Total Authorized Positions - 171)

Date Printed  
10/17/2011



Director - 2 positions  
Fiscal - 3 positions

Compliance - 5 positions

Child Care Licensing - 62 positions

Note: There should be 40 licensing Specialists  
During the AASIS conversion, one position was accidentally down graded to "Administrative Assistant II Grade 17."

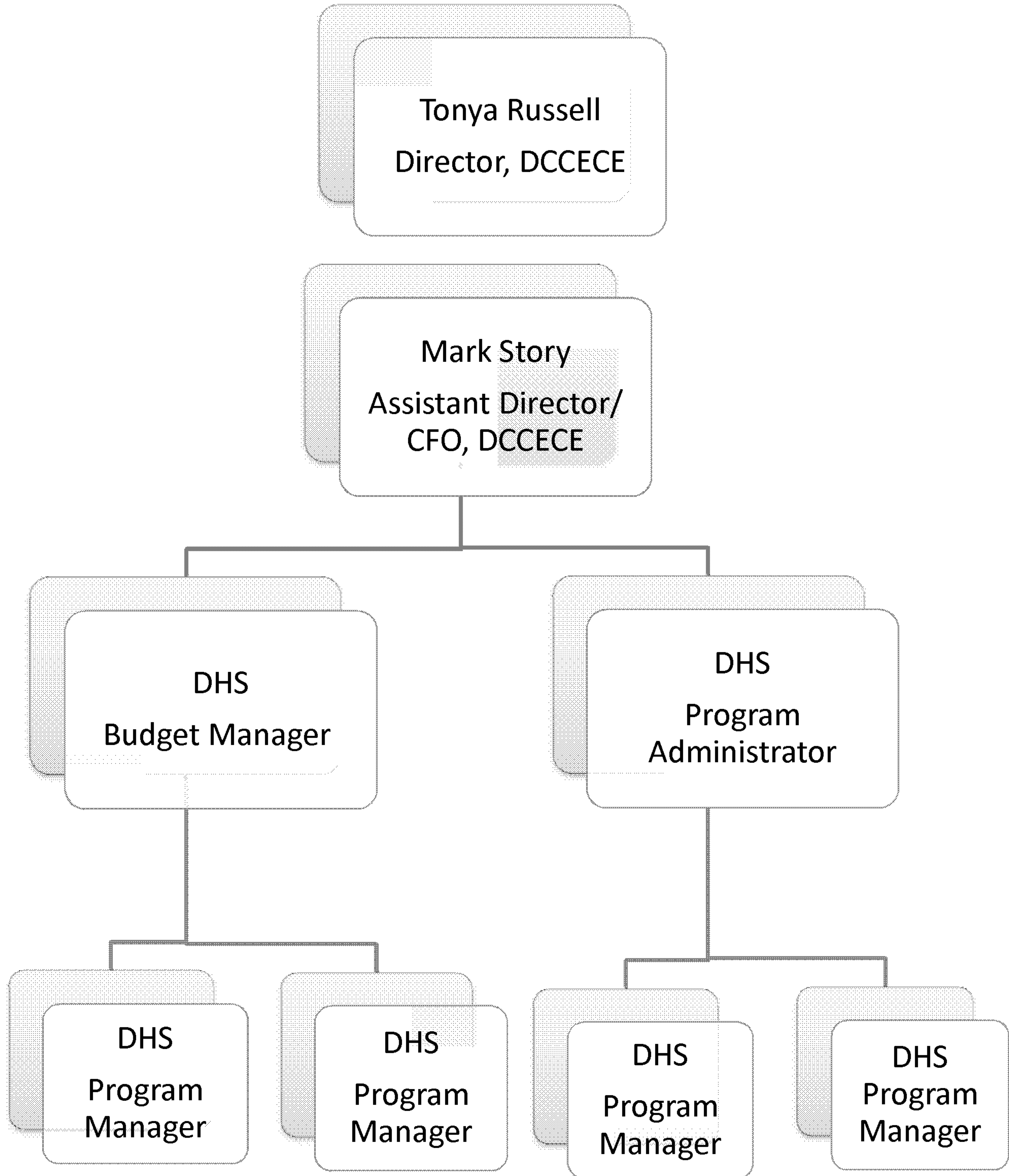
Program Operations - 23

Family Support - 61 positions

SNP - 15 positions

Note: The grade 20 is a new Federally funded position. It is not filled at this time.

**Arkansas Department of Human Services  
Organizational Chart  
New Hires for Race to the Top**



## **MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between Division of Childcare and Early Childhood Education (“Lead Agency”) and the Licensing and Accreditation Unit within the Division (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

### **I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

*(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)*

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

## **II. PROJECT ADMINISTRATION**

### **A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;



- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

## **B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

## **C. JOINT RESPONSIBILITIES**

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

## **D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

**III. MODIFICATIONS**

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

**IV. DURATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

**V. SIGNATURES**

**Authorized Representative of Lead Agency:**

<u>Tonya Russell</u>		<u>10-18-11</u>
Signature		Date
<u>Tonya Russell Director, DCECE</u>		
Print Name		Title

**Authorized Representative of Participating State Agency:**

<u>David Griffin</u>		<u>10-17-11</u>
Signature		Date
<u>David Griffin</u>	<u>Associate Director</u>	
Print Name		Title



## **MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between Division of Childcare and Early Childhood Education (“Lead Agency”) and the Child Care Development Fund Unit (and Foster Care Children served within the program) within the Division (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

### **I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Standards;
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  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

*(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)*

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

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- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

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- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
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- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

#### **D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

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**V. SIGNATURES**

**Authorized Representative of Lead Agency:**

Tonya Russell 10-18-11  
Signature Date

Tonya Russell, Director, DCIECE  
Print Name Title

**Authorized Representative of Participating State Agency:**

Kathy Stegall for Ivory Daniels 10/17/2011  
Signature Date

Kathy Stegall for Ivory Daniels, Administrator CCDF  
Print Name Title



## **MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between Division of Childcare and Early Childhood Education (“Lead Agency”) and the Public Pre-K/Arkansas Better Chance Unit within the Division (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

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- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

## **B. LEAD AGENCY RESPONSIBILITIES**

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## **D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

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initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

**III. MODIFICATIONS**

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**IV. DURATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

**V. SIGNATURES**

**Authorized Representative of Lead Agency:**

Tonya Russell 10-18-11  
Signature Date

Tonya Russell Director DCLECE  
Print Name Title

**Authorized Representative of Participating State Agency:**

Deborah Blackburn for Paige Cox 10-17-11  
Signature Date

Deborah Blackburn for Paige Cox, Administrator ABC  
Print Name Title



**STATE AGENCY  
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding ("MOU") is entered into by and between the Division of Child Care and Early Childhood Education/DHS ("Lead Agency") and Arkansas Dept. of Education ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

**I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
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- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
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- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).
- 7) Is responsible for the following programs that fund early childhood- Title I, Part B of IDEA, and state funded Pre-K/Arkansas Better Chance

**II. PROJECT ADMINISTRATION**

**A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

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- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS; consistent with applicable local, State and Federal privacy laws.
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

#### **B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

#### **C. JOINT RESPONSIBILITIES**

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

#### **D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

#### **III. MODIFICATIONS**

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

**IV. DURATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

**V. SIGNATURES**

**Authorized Representative of Lead Agency:**

Tonya Russell 10-18-11  
Signature Date

Tonya Russell Director, DCECE  
Print Name Title

**Authorized Representative of Participating State Agency:**

Tom W. Kimbrell 10-13-11  
Signature Date

TOM W. KIMBRELL COMMISSIONER  
Print Name Title



## **MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between Division of Childcare and Early Childhood Education (“Lead Agency”) and Department of Human Services Division of Developmental Disabilities Part C Early Intervention (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

### **I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

*(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)*

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

## **II. PROJECT ADMINISTRATION**

### **A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

#### **B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

#### **C. JOINT RESPONSIBILITIES**

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

#### **D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

**III. MODIFICATIONS**

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

**IV. DURATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

**V. SIGNATURES**

**Authorized Representative of Lead Agency:**

Tonya Russell 10-18-11  
Signature Date

Tonya Russell, Director, DCCCECE  
Print Name Title

**Authorized Representative of Participating State Agency:**

Traci Harris 10/17/11  
Signature Date

Traci Harris Assistant Director  
Print Name Title



**Memorandum of Understanding  
Arkansas Early Childhood Commission-Early Learning Council**

This Memorandum of Understanding (MOU) is entered into by and between DHS Division of Child Care and Early Childhood Education the Arkansas Early Childhood Commission-Early Learning Council (AECC-ELC). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of the approved Race to The Top Early Learning Challenge grant project.

**I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- (1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated therein as it relates to the AECC-ELC if our the state application is funded;
- (2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit 1:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- (3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- (4) Is familiar with the State's Race to the Top Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- (5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but not later than 90 ninety days after a grant is awarded; and will describe the Participating State Agency's Plan in a manner that is consistent with the Preliminary Scope of Work described in Exhibit 1, with the Budget included un section VIII of the State Plan to include existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- (6) Will comply with all of the terms of the Race to The Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34CFR Parts 75, 77, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).
- (7) Has oversight responsibility for the following programs early childhood program-Part B IDEA, and State funded Pre-K/Arkansas Better Chance.

**II. Project Administration**

**A. Participating State Agency Responsibilities**

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to The Top-Early Learning Challenge grant application, the Arkansas Early Childhood Commission-Early Learning Council will:

- (1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this Agreement;

- (2) Abide by the governance structure outlined in the State Plan;
- (3) Abide by the Participating State Agency's Budget included in Section VIII of the State Plan that includes the existing funds from Federal, State, Private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan;
- (4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education (ED), or by the U.S. Department of Health and Human Services (HHS);
- (5) Post to any Web site specified by the State, ED or HHS, in a timely manner all, proprietary products and lessons learned that were developed using Federal funds awarded under the RTT-ELC grant;
- (6) Participate as requested, in any evaluations of this grant conducted by the State, ED, or HHS consistent with applicable local, State and Federal Privacy laws.
- (7) Be responsive to State, ED, or HHS requests for project information including status of the project, project implementation, outcomes and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

#### **B. Lead Agency Responsibilities**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State RTT-ELC application, the Lead Agency will:

- (1) Work collaboratively with and support the Arkansas Early Childhood Commission-Early Learning Council in carrying out the Participating State Agency Scope of Work, as identified in Exhibit 1 of this agreement;
- (2) Timely award the portion of the RTT-ELC grant funds designated in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work as identified in Exhibit I and in accordance with Participating State Agency's Budget as identified in Section VIII of the State application;
- (3) Provide the feedback on the Participating State Agency's status updates, any interim reports and project plans and products;
- (4) Keep the AECC-ELC informed of the status of the State's Race to The Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- (5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan;
- (6) Identify sources of technical assistance for the project.

#### **C. Joint Responsibilities**

- (1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to The Top Early Learning Challenge grant.
- (2) These key contacts from the Lead agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU that is consistent with the State Plan and governance structure.

- (3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- (4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to The Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency of When the Participating State Agency's Scope of Work requires modifications.

**D. State Recourse In The Event of Participating State Agency's Failure to Perform**  
 If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating collaborative process by which to attempt to resolve the disagreements between the Lead Agency, under applicable State or Federal law.

**III. Modifications**

This Memorandum of Understanding may be amended by only written agreement signed by each of the parties involved in consultation with the ED.

**IV. Duration**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to The Top-Early Learning Challenge grant is received by the State, ending upon date stipulated in the award letter for the Race to The Top-Early Learning Challenge grant project period.

**V. Signatures**

**Authorized Representative of Lead Agency:**

Tonya Russell  
 Signature

10-18-11  
 Date

Tonya Russell  
 Print Name

Director, DCECFE  
 Title

**Authorized Representative of Participating State Agency/Program:**

Barbara Gilkey  
 Signature

October 17, 2011  
 Date

Barbara Gilkey  
 Print Name

Chairperson of Arkansas  
 Title  
Early Childhood Commission -  
Early Learning Council



## **MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between Division of Childcare and Early Childhood Education (“Lead Agency”) and Head Start State Collaboration Office (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

### **I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

*(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)*

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

## **II. PROJECT ADMINISTRATION**

### **A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

#### **B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

#### **C. JOINT RESPONSIBILITIES**

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

#### **D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

**III. MODIFICATIONS**

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

**IV. DURATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

**V. SIGNATURES**

**Authorized Representative of Lead Agency:**

Tonya Russell 10-18-11  
Signature Date

Tonya Russell, Director, DCECE  
Print Name Title

**Authorized Representative of Participating State Agency:**

Jacqueline Dedman 10-17-11  
Signature Date

Jacqueline Dedman, Director  
Print Name Title



## **Memorandum of Understanding**

### **Arkansas Home Instruction for Parents of Preschool Youngsters**

This Memorandum of Understanding (MOU) is entered into by and between DHS Division of Child Care and Arkansas Home Instruction for Parents of Preschool Youngsters (HIPPY). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of the approved Race to The Top Early Learning Challenge grant project.

#### **I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- (1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated therein as it relates to the AECC-ELC if our the state application is funded;
- (2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit 1:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- (3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- (4) Is familiar with the State's Race to the Top Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- (5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but not later than 90 ninety days after a grant is awarded; and will describe the Participating State Agency's Plan in a manner that is consistent with the Preliminary Scope of Work described in Exhibit 1, with the Budget included un section VIII of the State Plan to include existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- (6) Will comply with all of the terms of the Race to The Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34CFR Parts 75, 77, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).
- (7) Has oversight responsibility for the following programs early childhood program-Part B IDEA, and State funded Pre-K/Arkansas Better Chance.

#### **II. Project Administration**

##### **A. Participating State Agency Responsibilities**

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to The Top-Early Learning Challenge grant application, the Arkansas Home Instruction for Parents of Preschool Youngsters (HIPPY) Program will;

- (1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this Agreement;

- (2) Abide by the governance structure outlined in the State Plan;
- (3) Abide by the Participating State Agency's Budget included in Section VIII of the State Plan that includes the existing funds from Federal, State. Private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan;
- (4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education (ED), or by the U.S. Department of Health and Human Services (HHS);
- (5) Post to any Web site specified by the State, ED or HHS, in a timely manner all, proprietary products and lessons learned that were developed using Federal funds awarded under the RTT-ELC grant;
- (6) Participate as requested, in any evaluations of this grant conducted by the State, ED, or HHS consistent with applicable local, State and Federal Privacy laws.
- (7) Be responsive to State, ED, or HHS requests for project information including status of the project, project implementation, outcomes and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

#### **B. Lead Agency Responsibilities**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State RTT-ELC application, the Lead Agency will:

- (1) Work collaboratively with and support the Arkansas Home Instruction for Parents of Preschool Youngsters Program in carrying out the Participating State Agency Scope of Work, as identified in Exhibit 1 of this agreement;
- (2) Timely award the portion of the RTT-ELC grant funds designated in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work as identified in Exhibit I and in accordance with Participating State Agency's Budget as identified in Section VIII of the State application;
- (3) Provide the feedback on the Participating State Agency's status updates, any interim reports and project plans and products;
- (4) Keep the Arkansas HIPPY Program informed of the status of the State's Race to The Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- (5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan;
- (6) Identify sources of technical assistance for the project.

#### **C. Joint Responsibilities**

- (1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to The Top Early Learning Challenge grant.
- (2) These key contacts from the Lead agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU that is consistent with the State Plan and governance structure.

- (3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- (4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to The Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency of When the Participating State Agency's Scope of Work requires modifications.

**D. State Recourse In The Event of Participating State Agency's Failure to Perform**

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating collaborative process by which to attempt to resolve the disagreements between the Lead Agency, under applicable State or Federal law.

**III. Modifications**

This Memorandum of Understanding may be amended by only written agreement signed by each of the parties involved in consultation with the ED.

**IV. Duration**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to The Top-Early Learning Challenge grant is received by the State, ending upon date stipulated in the award letter for the Race to The Top-Early Learning Challenge grant project period.

**V. Signatures**

**Authorized Representative of Lead Agency:**

Tonya Russell

Signature

10-18-11

Date

Tonya Russell

Print Name

Director, DCLECE

Title

**Authorized Representative of Participating State Agency/Program:**

Barbara Gilkey

Signature

Oct. 17, 2011

Date

Barbara Gilkey

Print Name

State HIPPY Director

Title





Arkansas Early Childhood Association  
P.O. Box 2898  
Little Rock, AR 72203

Tonya Russell  
P.O. Box 1437, Slot S140  
Little Rock, AR 72203

October 17, 2011

Dear Ms. Russell,

The Arkansas Early Childhood Association is pleased to support the Race to the Top-Early Learning Challenge application submitted by the state of Arkansas. Improving the quality of early childhood development is critical to the future of Arkansas both educationally and economically.

The focus of Arkansas' application on expanding Better Beginnings/Tiered Quality Rating Improvement System by adding remaining levels that address comprehensive high quality early childhood education, aligning early childhood standards with the national Common Core Standards and providing professional development to staff in early childhood and K, reviewing the current K entry assessment and determining if any changes should be made reviewing policies that state agencies have in place across all federal/state funded early childhood programs for better alignment around screening, assessment, data collection and ensuring that data is linked to the Department of Education's Statewide Longitudinal Data System will move Arkansas significantly forward with improving early childhood.

The Arkansas Early Childhood Association is the largest organization of professionals working with young children in the state. Representing more than one thousand members, the Arkansas Early Childhood Association's mission is to enhance the lives of children, families, and early childhood professionals in the state of Arkansas.

We look forward to working on this important effort.

Sincerely,

*Robin Jones*

President, Arkansas Early Childhood Association





# Arkansas HIPPY

1 Children's Way, Slot 651

Little Rock, Arkansas 72202

Office: (501) 364-3671 \* Fax: (501) 364-2225

---

October 13, 2011

Tonya Russell, Director  
Division of Child Care and Early Childhood Education  
700 Main Street  
Little Rock, AR 72201

Dear Tonya,

It gives me great pleasure to write this letter of support on behalf of the Arkansas Early Childhood Commission-Early Learning Council for the Race to The Top Early Learning Challenge application. We are doing some really wonderful things to develop and create opportunities for children and their families and there is still much to do. Improving the quality of early childhood development is a crucial factor for our state both educationally and economically.

The Race to The Top funding if approved will give us an opportunity to expand our Better Beginnings/Tiered Quality Rating Improvement System by adding remaining levels that specifically address comprehensive high quality early childhood education. Our early childhood system would be able to focus on aligning early childhood standards with the national Common Core Standards and provide professional development training to staff in early childhood and kindergarten programs. We think reviewing the current kindergarten entry assessment along with policies that state agencies have in place across all federal and state funded programs will enable us to better align our efforts around screening, assessment and data collection. This will help ensure that data is linked to the Arkansas Department of Education's Statewide Longitudinal Data System and will move Arkansas significantly forward as we continue to seek to improve and enhance early childhood education in our state.

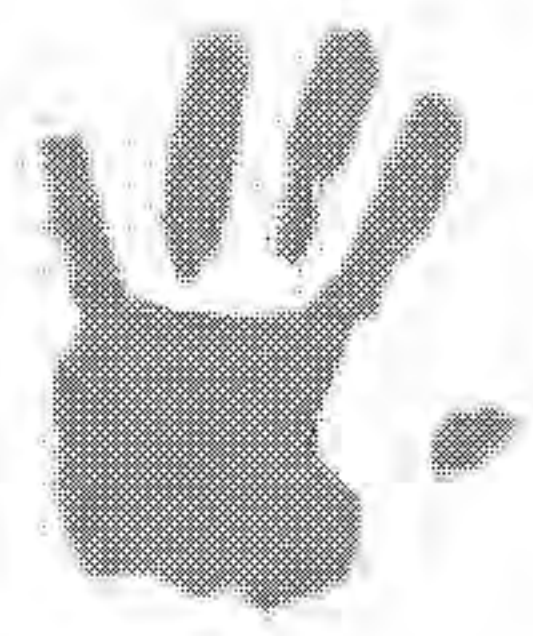
We wholeheartedly support this effort and look forward to working along with you on this important project.

Sincerely,

(b)(6)

Barbara Gilkey, Chairperson  
AECC-ELC





*"Preschools are our business, our ONLY business."*

October 17, 2011

To Whom It May Concern:

The Arkansas Early Childhood Interagency Coordinating Council (ICC) is anxious to do all we can to support the Race to the Top-/Early Learning Challenge application submitted by the state. We are always ready to work to improve the quality of early childhood development because we realize this is crucial to the future of Arkansas—in both education and economics.

We are excited about what is going forward in Arkansas, and believe that our plans are probably among the most advanced imaginable! We believe that Arkansas has excellent goals that include expanding the Better Beginnings/Tiered Quality Rating Improvement System by adding remaining levels that address comprehensive high quality early childhood education. We plan to align our early childhood standards with the (national) Common Core Standards, to provide professional development to staff in early childhood and kindergarten, and to review the current kindergarten entry assessment to determine if any changes should be made. We plan to review the policies that state agencies have in place across all federal/state funded early childhood programs for better alignment around screening, assessment, and data collection. And we believe that our efforts to ensure that data is linked to the Department of Education's Statewide Longitudinal Data System will significantly improve early childhood education in Arkansas.

The ICC meets regularly to collaborate all aspects of education for preschoolers especially advancing the cause of those with disabilities. As chairman of the council, I can say that the state early childhood division is most impressive in its vision as well as its ability to achieve ever-increasing standards for preschoolers at the state's highest level.

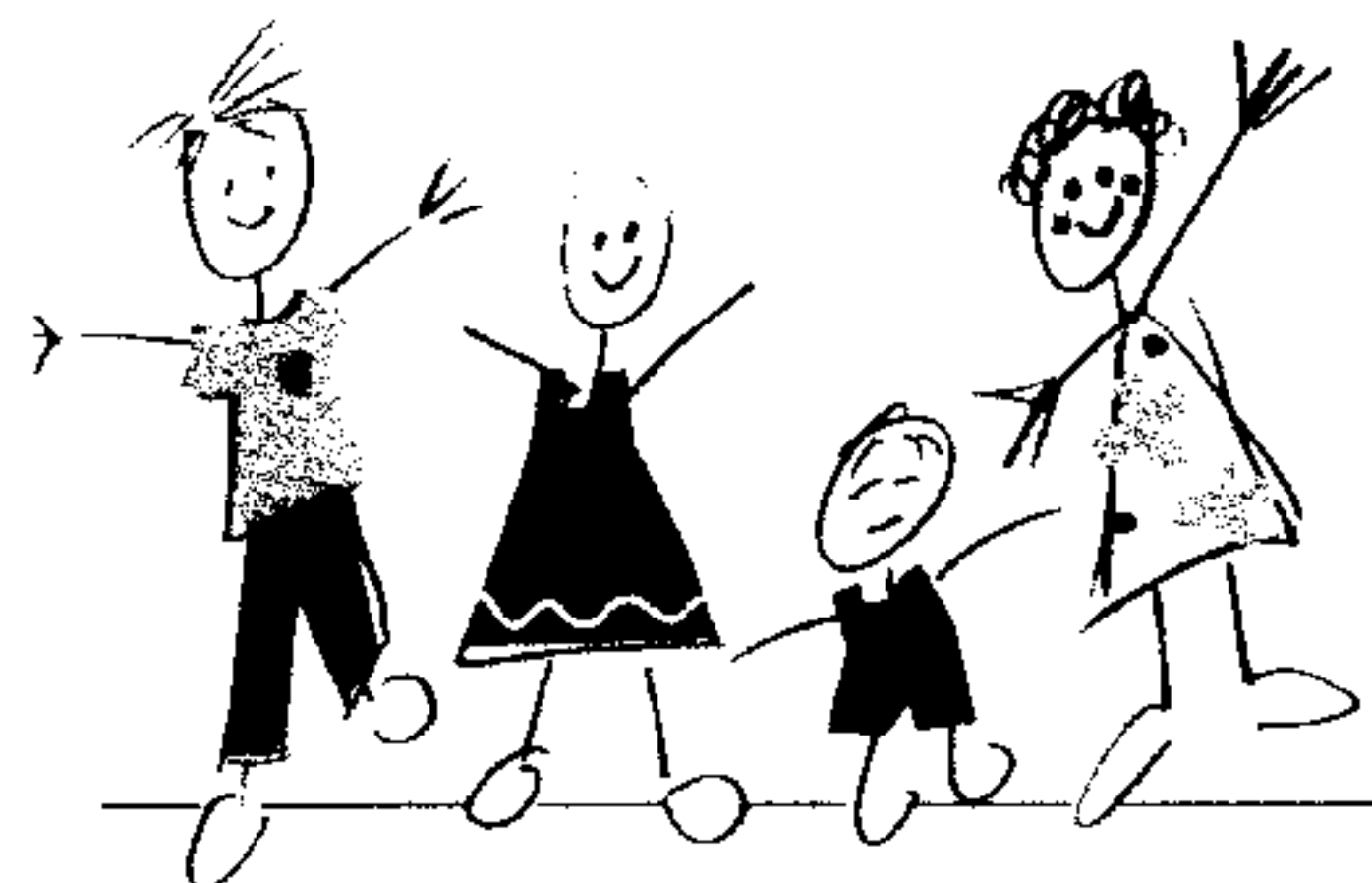
Please feel free to talk with me further on this matter. We look forward to working with you on this important effort.

Sincerely,

(b)(6)

Dr. Brenda Holder, Chair  
Arkansas Early Childhood Interagency Coordinating Council





# ARKANSAS HEAD START STATE COLLABORTION OFFICE

October 17, 2011

Tonya Russell, Director  
Division of Child Care, ECE  
P.O. box 1437, Slot S140  
Little Rock, Arkansas 72203

Dear Ms. Russell:

The Arkansas Head Start State Collaboration Office (HSSCO) is pleased to support the Race to the Top-Early Learning Challenge application submitted by the State of Arkansas. Improving the quality of early childhood development is critical to the future success of Arkansas both educationally and economically.

The focus of Arkansas' application on expanding Better Beginnings/Tiered Quality Rating Improvement System by adding remaining levels that address comprehensive high quality early childhood education, aligning early childhood standards with the national Common Core Standards and providing professional development to staff in early childhood and Kindergarten (K) is a dynamic start to making drastic improvements in Arkansas' early childhood systems. Also, reviewing the current K entry assessment and determining if any changes should be made reviewing policies that state agencies have in place across all federal/state funded early childhood programs for better alignment around screening, assessment, data collection and ensuring that data is linked to the Department of Education's Statewide Longitudinal Data System will move Arkansas significantly forward with improving early childhood education.

The Arkansas Head Start community strives to provide excellence in the provision of comprehensive early education, which includes an emphasis on program quality and services for children and families. We are delighted to have the opportunity to join this partnership to ensure that EHS/Head Start children have access to and receive opportunities to enhance program quality services.

We look forward to continuing our collaborative efforts on improving early childhood education for young children and ensuring program quality in centers throughout the State of Arkansas is maintained. We look forward to working on this important effort!

Sincerely,

A handwritten signature in black ink that reads "Jacqueline Dedman". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Jacqueline Dedman, Director  
AR Head Start State Collaboration Office

JD

**Union Station** 1400 West Markham Street, Suite 406 Little Rock, Arkansas 72201  
**(501) 371-0740** Fax **(501) 370-9109** [www.arheadstart.org](http://www.arheadstart.org)



# CHILDREN\*

## Of Northcentral Arkansas

White River Planning and Development District, Inc.  
P.O. Box 2396  
Batesville, Arkansas 72503-2396  
870/793-5233 - 800/737-2237 fax 870/793-4035

October 17, 2011

TO WHOM IT MAY CONCERN:

CHILDREN of Northcentral Arkansas is pleased to support the Race to the Top-Early Learning Challenge application submitted by the state of Arkansas. Improving the quality of early childhood development is critical to the future of Arkansas both educationally and economically.

CHILDREN of Northcentral Arkansas is a regional child care resource and referral agency, and we work very closely with the State in promoting quality. Our staff works closely with child care facilities, so we are in a unique position to encourage and promote Arkansas' QRIS program called Better Beginnings.

The focus of Arkansas' application on expanding Better Beginnings/Tiered Quality Rating Improvement System by adding remaining levels that address comprehensive high quality early childhood education, aligning early childhood standards with the national Common Core Standards and providing professional development to staff in early childhood and K, reviewing the current K entry assessment and determining if any changes should be made reviewing policies that state agencies have in place across all federal/state funded early childhood programs for better alignment around screening, assessment, data collection and ensuring that data is linked to the Department of Education's Statewide Longitudinal Data System will move Arkansas significantly forward with improving early childhood.

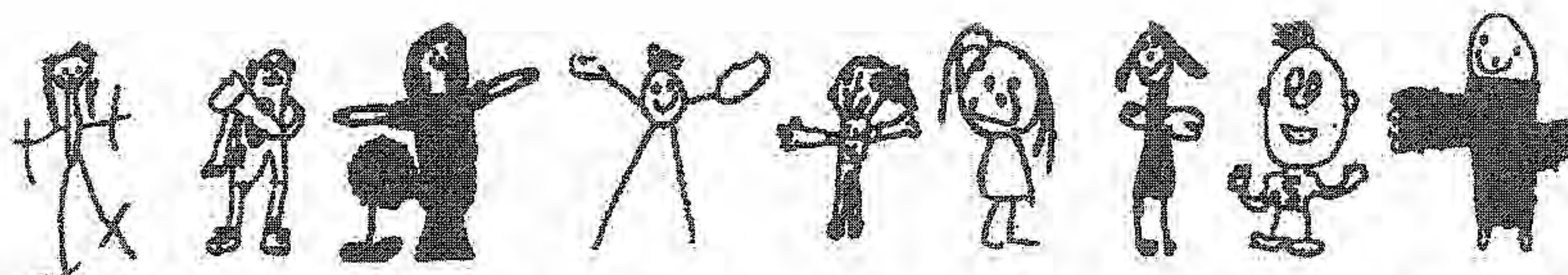
We look forward to working on this important effort.

Sincerely,

(b)(6)

Debbie Webb

Program Director



\*Child care Hub for Information, Learning, Development, Resource, Education, Networking





P.O. Box 808  
State University, AR 72467-0808

Phone:  
870-972-3055

Toll Free:  
1-888-429-1585

Fax:  
870-972-3556

[www.astate.edu](http://www.astate.edu)

October 17, 2011

To Whom It May Concern:

The ASU ACQUIRE Resource and Referral Program is pleased to support the Race to the Top- Early Learning Challenge application submitted by the state of Arkansas. Improving the quality of early childhood development is critical to the future of Arkansas both educationally and economically.

The focus of Arkansas' application on expanding Better Beginnings/Tiered Quality Rating Improvement System by adding remaining levels that address comprehensive high quality early childhood education, aligning early childhood standards with the national Common Core Standards and providing professional development to staff in early childhood and K, reviewing the current K entry assessment and determining if any changes should be made reviewing policies that state agencies have in place across all federal/state funded early childhood programs for better alignment around screening, assessment, data collection and ensuring that data is linked to the Department of Education's Statewide Longitudinal Data System will move Arkansas significantly forward with improving early childhood.

We look forward to working on this important effort.

Sincerely,

(b)(6)

Jo Battle

ACQUIRE Program Manager





October 17, 2011

Child Care Connections, Inc. is pleased to support the Race to the Top-Early Learning Challenge application submitted by the state of Arkansas. Improving the quality of early childhood development is critical to the future of Arkansas both educationally and economically.

The focus of Arkansas' application on expanding Better Beginnings/Tiered Quality Rating Improvement System by adding remaining levels that address comprehensive high quality early childhood education, aligning early childhood standards with the national Common Core Standards and providing professional development to staff in early childhood and K, reviewing the current K entry assessment and determining if any changes should be made reviewing policies that state agencies have in place across all federal/state funded early childhood programs for better alignment around screening, assessment, data collection and ensuring that data is linked to the Department of Education's Statewide Longitudinal Data System will move Arkansas significantly forward with improving early childhood.

Child Care Connections, Inc. is a resource and referral program that serves eighteen counties in Central and Southwest Arkansas. We believe that children deserve a place to grow and learn in a clean and safe environment and strongly advocate for high quality early childhood programs such as Better Beginnings. Having been involved in all areas of child care for over 20 years we are familiar with the needs of both parents and providers. We will continue to advocate for children at local and national levels.

We look forward to working on this important effort.

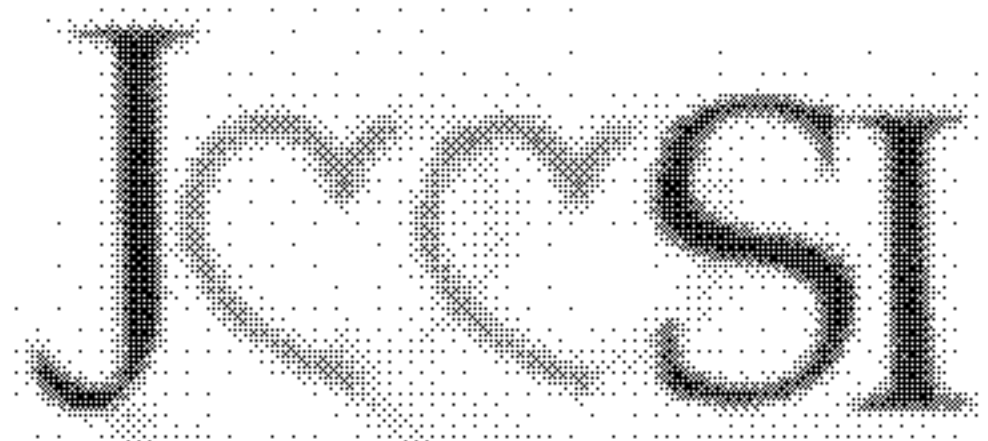
Sincerely,

Terrie Baker

Founder/CEO/Consultant

Child Care Connections, Inc.





## ChildCare LINKS/ Arkansas Parents as Teachers

1203 West Pullen Street - Pine Bluff, AR 71601

(870) 536-0520 - (870) 536-0533 fax

October 17, 2011

Jefferson Comprehensive Care Systems, Inc., ChildCare LINKS is pleased to support the Race to the Top Early Learning Challenge application submitted by the State of Arkansas. Improving the quality of early childhood development is critical to the future of Arkansas, both educationally and economically.

The focus of Arkansas' application on expanding Better Beginnings/Tiered Quality Rating Improvement System by adding remaining levels that address comprehensive high quality early childhood education, aligning early childhood standards with the national Common Core Standards and providing professional development to staff in early childhood and kindergarten, reviewing the current kindergarten entry assessment and determining if any changes should be made reviewing policies that state agencies have in place across all federal/state funded early childhood programs for better alignment around screening, assessment, data collection and ensuring that data is linked to the Department of Education's Statewide Longitudinal Data System will move Arkansas significantly forward with improving early childhood.

The Division of Child Care and Early Childhood Education has enabled JCCSI ChildCare LINKS to coordinate a network of child care services that meet the needs of families in our service area, specifically Jefferson, Lincoln, Grant, and Cleveland counties. The Division provides the necessary oversight that supports a seamless transition of services at the local community level impacting provider training, technical assistance, and other networking opportunities. Additionally, the Division supports our work with parents enhancing their knowledge of a quality child care environment that leads to better beginnings for their young children. In addition, the JCCSI Parents as Teacher program provides support to the Arkansas Parents as Teachers programs across the state, and operates a model Parents as Teachers program serving 81 children and families in Pine Bluff, Arkansas.

We look forward to working on this important effort.

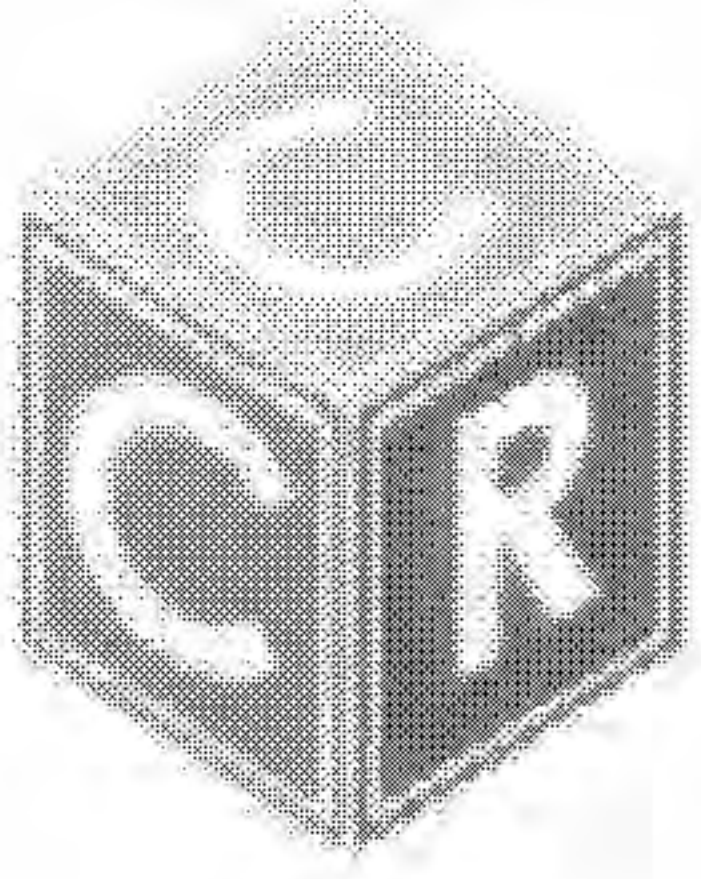
Sincerely,

A handwritten signature in cursive script, appearing to read 'Elaine W. Davis'.

Elaine W. Davis, Director  
JCCSI ChildCare LINKS  
1203 W. Pullen Street  
Pine Bluff, AR 71602  
870-536-0520

[www.jccsi.org](http://www.jccsi.org)





## NWA Child Care Resource and Referral

614 E. Emma, Suite 135  
 Springdale, AR 72764  
 479-751-3463  
[www.nwachildcare.org](http://www.nwachildcare.org)

October 17, 2011

The Northwest Arkansas Child Care Resource and Referral Center (NWACCR&RC) located in Springdale, Arkansas is very excited for the opportunity to provide a letter of support for the Arkansas Race to the Top-Early Learning Challenge application. The leadership provided by the Arkansas Division of Child Care and Early Childhood staff has been instrumental in their efforts to improve the quality of child care in Arkansas. They work diligently with all early childhood professionals to improve quality and to increase capacity. As the research reflects, for children ages 0-5 years these are the most crucial years for successful learning in a child's life.

The focus of Arkansas' application on expanding Better Beginnings/Tiered Quality Rating Improvement System is to add the remaining levels that address comprehensive high quality early childhood education, align early childhood standards with the national Common Core Standards and provide professional development to staff in early childhood and K, review the current K entry assessment and determine if any changes should be made to the reviewing of policies that state agencies have in place across all federal/state funded early childhood programs for better alignment around screening, assessment, data collection and ensuring that data is linked to the Department of Education's Statewide Longitudinal Data System. This will move Arkansas significantly forward in its attempt to improve early childhood quality.

Arkansas has a long history and tradition of our collaboration with the Department of Human Services, Department of Health, Division of Child Care and Early Childhood and the Department of Education. These coordinated efforts have resulted in better quality care for all of our children.

The Northwest Arkansas Child Care Resource and Referral Center has worked with the Division of Child Care and Early Childhood for over 17 years and they continue to give us guidance and support to serve our families. We offer FREE parenting referrals to all parents who are searching for child care near their home and or their worksite. The NWACCR&R provides Free parenting classes twice weekly in English and one class weekly in Spanish. We provide on-going support, training, and technical assistance for all child care providers.

We are very excited about the state of Arkansas seeking the Race to the Top-Early Learning Challenge grant application and look forward to working closely with them on this very important endeavor.

Sincerely,

(b)(6)

Carolene Thornton, Ed.D  
 Director





# Arkansas Department of Human Services



## Division of Children and Family Services

**CECILE BLUCKER**

**DIRECTOR**

P.O. Box 1437, Slot S-560 Little Rock, AR 72203-1437 • 501-682-8008 • Fax: 501-682-2491 • TDD: 501-682-1442

October 17, 2011


To Whom It May Concern:

The Department of Human Services, Division of Children and Family Services is pleased to support the Race to the Top-Early Learning Challenge application submitted by the state of Arkansas. Improving the quality of early childhood development is critical to the future of Arkansas both educationally and economically.

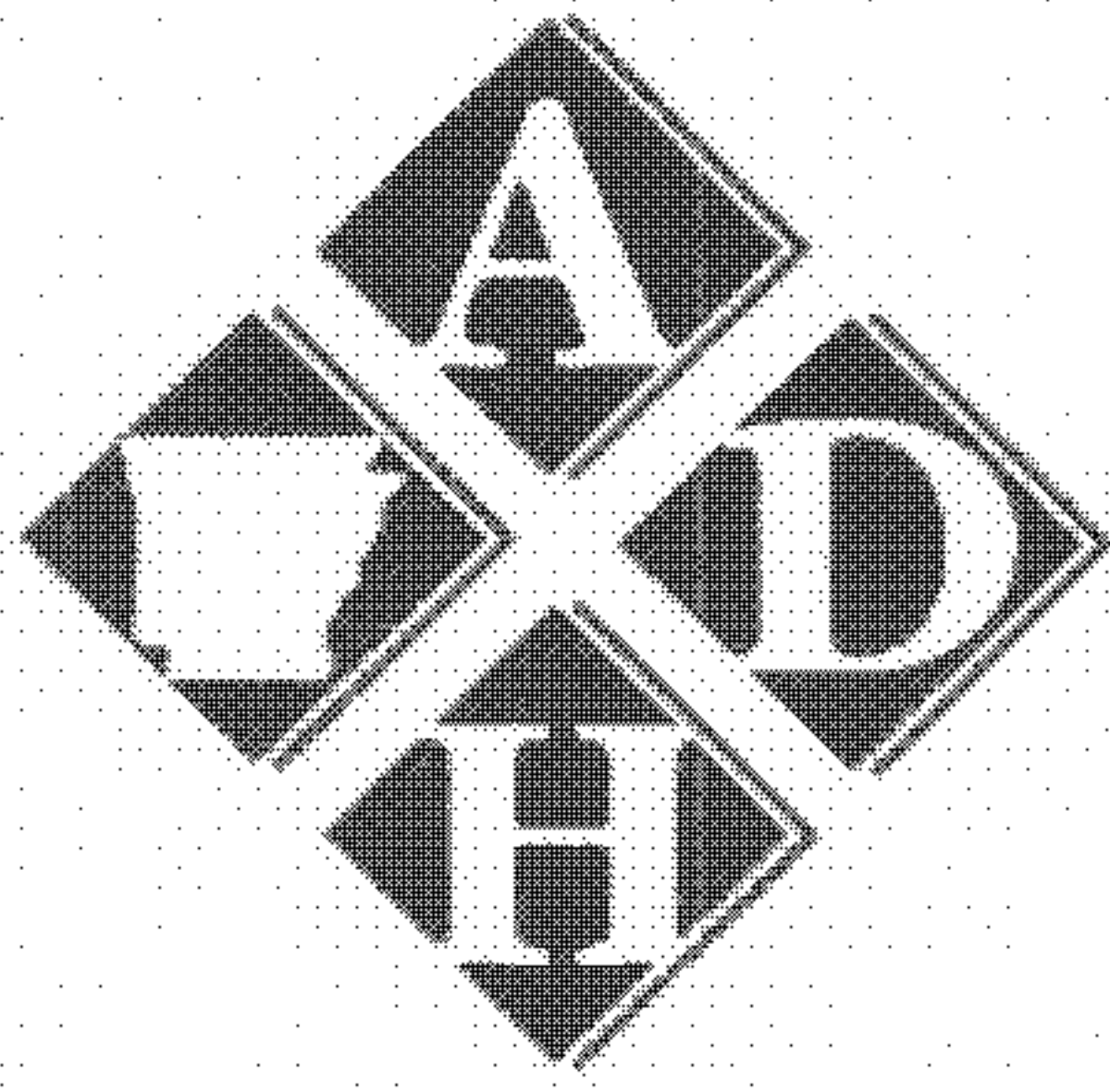
The focus of Arkansas' application on expanding Better Beginnings/Tiered Quality Rating Improvement System by adding remaining levels that address comprehensive high quality early childhood education, aligning early childhood standards with the national Common Core Standards and providing professional development to staff in early childhood and K, reviewing the current K entry assessment and determining if any changes should be made reviewing policies that state agencies have in place across all federal/state funded early childhood programs for better alignment around screening, assessment, data collection and ensuring that data is linked to the Department of Education's Statewide Longitudinal Data System will move Arkansas significantly forward with improving early childhood.

We look forward to working on this important effort.

Sincerely,

  
Cecile Blucker  
DCFS Director





## Arkansas Department of Health

---

4815 West Markham Street • Little Rock, Arkansas 72205-3867 • Telephone (501) 661-2000

Governor Mike Beebe

Paul K. Halverson, DrPH, FACHE, Director and State Health Officer

October 17, 2011

To Whom It May Concern:

The Arkansas Department of Health is pleased to support the Race to the Top-Early Learning Challenge application submitted by the state of Arkansas. Improving the quality of early childhood development is critical to the future of Arkansas both educationally and economically.

Arkansas's Better Beginnings/Tiered Quality Rating Improvement System has already made great strides toward improving child care and early childhood education. By adding levels that address comprehensive high quality early childhood education, aligning early childhood standards with the national Common Core Standards, providing professional development to staff in early childhood and kindergarten, and reviewing the current kindergarten entry assessment, even more progress is assured. Yet another significant effort called for in the application is the review of policies that state agencies have in place with respect to all federal/state funded early childhood programs, which should lead to better alignment around screening, assessment, and data collection and assurance of data linkages to the Department of Education's Statewide Longitudinal Data System.

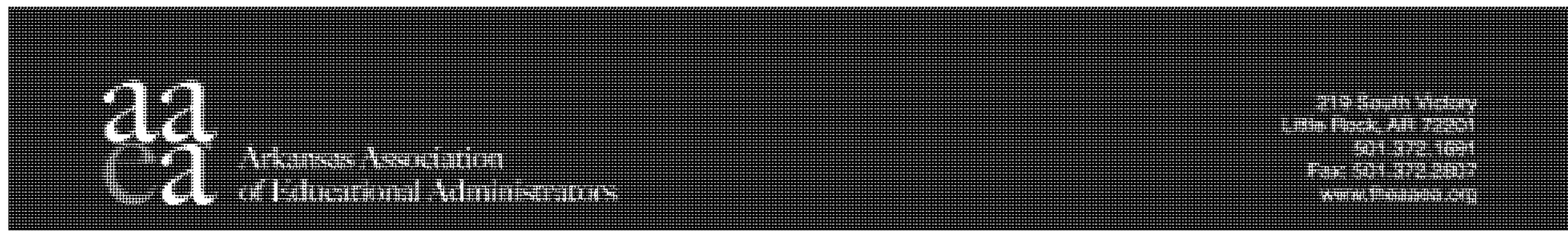
The Department of Health has a longstanding partnership with the Division of Child Care and Early Childhood Education as evidenced through a number of collaborative activities over the years. We recognize the vital importance of continued collaboration given the synergistic effects of health and early education on child development.

We look forward to participating in this important effort.

Sincerely,

Bob West, MD, MPH  
Deputy Chief  
Family Health Branch





October 17, 2011

To Whom It May Concern:

The Arkansas Association of Educational Administrators is pleased to support the Race to the Top-Early Learning Challenge application submitted by the state of Arkansas. Improving the quality of early childhood development is critical to the future of Arkansas both educationally and economically.

The focus of Arkansas' application on expanding Better Beginnings/Tiered Quality Rating Improvement System by adding remaining levels that address comprehensive high quality early childhood education, aligning early childhood standards with the national Common Core Standards and providing professional development to staff in early childhood and K, reviewing the current K entry assessment and determining if any changes should be made reviewing policies that state agencies have in place across all federal/state funded early childhood programs for better alignment around screening, assessment, data collection and ensuring that data is linked to the Department of Education's Statewide Longitudinal Data System will move Arkansas significantly forward with improving early childhood.

I certainly know that Arkansas has made dramatic improvements in our education system, but we also need help with our early childhood funding. It would be nice to say that all students are ready to enter school, but the reality is that we have several students who need early intervention if they stand a chance to be successful. I feel this program is exactly the direction Arkansas needs to go in order to better prepare our children for the challenges out there.

We look forward to working on this important effort.

Sincerely,

A handwritten signature in black ink that reads 'Richard Abernathy'.

Richard Abernathy, Ed.D.  
AAEA Executive Director





# Arkansas Children's Hospital

1 Children's Way- Little Rock, AR 72202-3591 501/364-1100  
www.archildrens.org



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President / Chief Executive Officer

John Bel  
President / ACH Foundation

David T. Berry  
Senior Vice President / Chief Operating Officer

Tom Bonner  
Senior Vice President / Public Affairs

Lori Brown, M.S.N., R.N.  
Senior Vice President / Chief Nursing Officer

Jayant K. Deshpande, M.D., M.P.H.  
Senior Vice President / Chief Quality Officer

Scott Gordon  
Executive Vice President

Darrell A. Leonhardt  
Senior Vice President / Chief Information Officer

W. Robert Morrow, M.D.  
Senior Vice President / Medical Director

Gena Wingfield  
Senior Vice President / Chief Financial Officer

Carole J. Zylman  
Senior Vice President / Medical Services

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October 17, 2011

To Whom It May Concern:

Arkansas Children's Hospital [ACH] is pleased to support the Race to the Top-Early Learning Challenge application submitted by the state of Arkansas. Improving the quality of early childhood development is critical to the future of Arkansas both educationally and economically.

The focus of Arkansas' application on expanding Better Beginnings/Tiered Quality Rating Improvement System by adding remaining levels that address comprehensive high quality early childhood education, aligning early childhood standards with the national Common Core Standards and providing professional development to staff in early childhood and K, reviewing the current K entry assessment and determining if any changes should be made reviewing policies that state agencies have in place across all federal/state funded early childhood programs for better alignment around screening, assessment, data collection and ensuring that data is linked to the Department of Education's Statewide Longitudinal Data System will move Arkansas significantly forward with improving early childhood.

Arkansas Children's Hospital is committed to improving the health and education status of our children through collaborative effort with key state agencies and many private services and organizations. Our Natural Wonders partnership has, over the past five years, brought over 25 organizations and agencies together to address key health and education issues facing our children. Our work with the Arkansas Division of Child Care and Early Childhood Education as well as the Arkansas Department of Education has served as a basis for collaborative work in many areas of priority across our state. We believe this application is an outstanding example of how a state with a history of collaborative effort can mobilize resources to improve the lives of our children. We not only fully support this application but pledge to be an active partner in helping to bring improved services to our children.

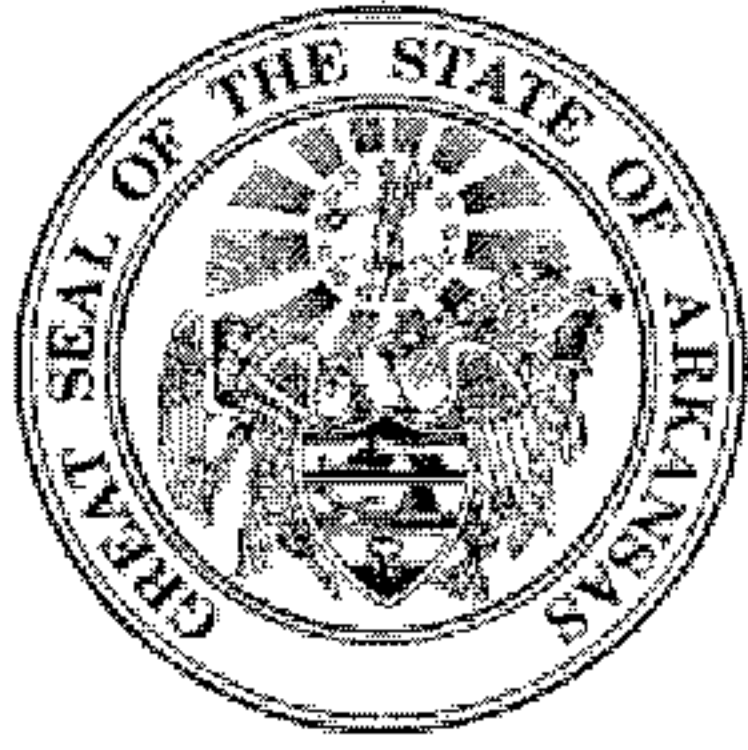
We look forward to working on this important effort.

Sincerely,

Scott Gordon  
Executive Vice President

Arkansas Children's Hospital is the comprehensive clinical, research, & teaching affiliate of the University of Arkansas for Medical Sciences. UAMS pediatric faculty physicians and surgeons are on the staff at Arkansas Children's Hospital





## Arkansas Children's Trust Fund

415 N. McKinley, Suite 462  
Little Rock, AR 72205  
(501) 664-2227 Fax (501) 664-2229

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*Strengthening Families Today To Prevent A Crisis Tomorrow*

October 17, 2011

To Whom It May Concern:

As director of the Child Abuse and Neglect Prevention Board, I am pleased to support the Race to the Top-Early Learning Challenge application submitted by the state of Arkansas. Improving the quality of early childhood development is critical to the future of Arkansas both educationally, economically and for the health of our children.

I have enjoyed a productive working relationship with the Division of Child Care and Early Childhood Education. I have been a member of the Division's Early Childhood Comprehensive Systems leadership team and have worked on the Community Café project and the Strengthening Families Initiative. I am excited about the work proposed in the Race to the Top application and pledge to continue our support and work with the Division.

The focus of Arkansas' application on expanding Better Beginnings/Tiered Quality Rating Improvement System will move Arkansas significantly forward with improving early childhood. In addition, aligning early childhood standards with the national Common Core Standards and providing professional development to staff in early childhood and K, will raise the level of service provided to our children. Furthermore, reviewing the current K entry assessment and reviewing policies that all state agencies have in place regarding early childhood will help us build a cohesive and comprehensive system for our state and ensure that data is linked to the Department of Education's Statewide Longitudinal Data System.

I look forward to our continued work on this important effort.

Sincerely,

A handwritten signature in cursive script that reads "Sherri Jo McLemore".

Sherri Jo McLemore, Director



# ARKANSAS BETTER BEGINNINGS – CENTER-BASED REQUIREMENTS

*All facilities must be in good standing with the Department of Human Services.*

<b>COMPONENTS</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b> Must meet all requirements for Level 1	<b>LEVEL 3</b> Must meet all requirements for Level 1 and Level 2
<b>Administration</b>	<p><b>1.A.1</b> Administrator attends “PAS Basics” training.</p>	<p><b>2.A.1</b> A program review is completed by a certified PAS assessor.</p> <p><b>2.A.2</b> Administrator reviews the Strengthening Families website, webinar or receives training in the Strengthening Families Initiative.</p>	<p><b>3.A.1</b> The facility scores an average of 4.00 or higher on PAS items 1-21 (items 5 and 6 scored, but not included in average).</p> <p><b>3.A.2</b> Administrator completes Strengthening Families online self-assessment for 3 or more Strategies.</p> <p><b>3.A.3</b> Facility develops a Strengthening Families action plan and implements at least 1 action step.</p>
<b>Administrator/ Staff Qualifications/ Professional Development</b>	<p><u>Qualifications</u></p> <p><b>1.B.1</b> Administrator and teaching staff are members of the TAPP Registry and/or the ADE Registry.</p> <p><b>1.B.2</b> Administrator meets requirements for TAPP Foundation 3 or higher, including 21 clock hours of training in program planning/management and/or leadership.</p> <p><b>1.B.3</b> Within the first year of employment all staff meet requirements for TAPP Foundation 1 or higher.</p> <p><u>Professional Development</u></p> <p><b>1.B.4</b> Administrator completes an ERS training.</p> <p><b>1.B.5</b> Administrator completes training on developmentally appropriate physical activities for children.</p>	<p><u>Qualifications</u></p> <p><b>2.B.1</b> Administrator and teaching staff maintain membership in the TAPP Registry and/or ADE Registry.</p> <p><b>2.B.2</b> Administrator meets requirements for TAPP Intermediate 1 or higher, including 30 clock hours of training in program planning/management and/or leadership.</p> <p><b>2.B.3</b> Within the first year of employment all staff meet requirements for TAPP Foundation 1 or higher and at least 50% of teaching staff meet requirements for TAPP Foundation 2 or higher.</p> <p><u>Professional Development</u></p> <p><b>2.B.4</b> All administrators and teaching staff participate annually in 20 clock hours of approved professional development; for administrators, at least 3 clock hours must be in program planning/management and/or leadership.</p>	<p><u>Qualifications</u></p> <p><b>3.B.1</b> Administrator meets requirements for TAPP Intermediate 1 or higher, including 45 clock hours of training in program planning/management and/or leadership.</p> <p><b>3.B.2</b> Within the first year of employment all staff meet requirements for TAPP Foundation 1 or higher and at least 50% of teaching staff meet requirements for TAPP Foundation 3 or higher.</p> <p><u>Professional Development</u></p> <p><b>3.B.3</b> All administrators and teaching staff participate annually in 25 clock hours of approved professional development; for administrators, at least 4 clock hours must be in program planning/management and/or leadership.</p>



<b>COMPONENTS</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b> Must meet all requirements for Level 1	<b>LEVEL 3</b> Must meet all requirements for Level 1 and Level 2
		<p><b>2.B.5</b> At least 50% of teaching staff complete “Framework Basics” training; school age staff should complete “Developmental Assets Training.”</p> <p><b>2.B.6</b> All administrative staff and 50% of teaching staff complete an <b>ERS</b> training; if facility is using <b>YPQA</b> school age staff should complete <b>YPQA</b> training.</p> <p><b>2.B.7</b> Administrator and kitchen manager (if applicable) participate annually in at least 2 clock hours of training on nutrition for children.</p>	
<b>Learning Environment</b>	<p><b>1.C.1</b> A developmentally appropriate daily program schedule is posted in each classroom/program area.</p> <p><b>1.C.2</b> Staff develop and implement written daily plans for each group.</p>	<p><b>2.C.1</b> All classrooms/program spaces have a minimum of two (2) clearly defined interest centers.</p> <p><b>2.C.2</b> Written daily plans for each group include all areas of development as defined in the Arkansas Early Childhood Education Framework or the Arkansas Framework for Infant and Toddler Care.</p> <p><b>2.C.3</b> Staff plan and implement daily developmentally appropriate physical activities for all children.</p>	<p><b>3.C.1</b> All classrooms/program spaces have a minimum of three (3) clearly defined interest centers.</p> <p><b>3.C.2</b> Staff maintain a portfolio for each child.</p> <p><b>3.C.3</b> Facility develops a current written curriculum plan and daily plans that include learning goals for children</p>
<b>Environmental Assessment</b>	<p><b>1.D.1</b> Facility completes a self-evaluation using applicable approved environment rating tools (<b>ERS</b> or <b>YPQA</b>).</p>	<p><b>2.D.1</b> Facility scores an average of 3.00 or higher on the <b>ERS</b> for each classroom reviewed; classrooms reviewed with <b>YPQA</b> must score an average of 3.00 or higher.</p>	<p><b>3.D.1</b> Facility scores an average of 4.00 or higher on the <b>ERS</b> for each classroom reviewed; classrooms reviewed with <b>YPQA</b> must score an average of 3.75 or higher.</p>
<b>Child Health &amp; Development</b>	<p><b>1.E.1</b> Facility documents distribution of <b>ARKids First</b> information to families of uninsured children.</p> <p><b>1.E.2</b> Facility shares with families information on child development and on children’s health.</p> <p><b>1.E.3</b> Any medical and educational care plans involving a child are written and on file, and implementation is documented while maintaining confidentiality.</p>	<p><b>2.E.1</b> Facility shares with families information regarding <b>medical homes</b> for children.</p> <p><b>2.E.2</b> Facility shares with families information regarding stages of development for children.</p>	<p><b>3.E.1</b> Facility shares with families information on nutrition and physical activity for children.</p>



# ARKANSAS BETTER BEGINNINGS – FAMILY CHILD CARE REQUIREMENTS

*All facilities must be in good standing with the Department of Human Services.*

<b>COMPONENTS</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b> Must meet all requirements for Level 1 <i>Registered facilities must meet licensing ratios</i>	<b>LEVEL 3</b> Must meet all requirements for Level 1 Level 2 <i>Facility must be licensed</i>
<b>Administration</b>	<p><b>1.A.1</b> Primary caregiver attends “BAS Basics” training.</p>	<p><b>2.A.1</b> A program review is completed by a certified <b>BAS</b> assessor.</p> <p><b>2.A.2</b> Primary caregiver reviews Strengthening Families website, webinar, or receives training in the strengthening families initiative.</p>	<p><b>3.A.1</b> Facility scores an average of 4.00 or higher on <b>BAS</b> items 2-10 (item 2 is scored, but not included in average).</p> <p><b>3.A.2</b> Primary caregiver completes Strengthening Families online self-assessment for 3 or more strategies.</p> <p><b>3.A.3</b> Primary caregiver develops a Strengthening Families action plan and implements at least 1 action step.</p>
<b>Provider/ Staff Qualifications/ Professional Development</b>	<p><u><b>Qualifications</b></u></p> <p><b>1.B.1</b> Primary and secondary caregivers are members of the <b>TAPP</b> Registry and/or <b>ADE</b> Registry.</p> <p><b>1.B.2</b> Primary caregiver meets requirements for <b>TAPP Foundation 2</b> or higher.</p> <p><u><b>Professional Development</b></u></p> <p><b>1.B.3</b> Primary caregiver completes an ERS training.</p> <p><b>1.B.4</b> Primary caregiver completes training on developmentally appropriate physical activities for children.</p>	<p><u><b>Qualifications</b></u></p> <p><b>2.B.1</b> All caregivers maintain membership in the <b>TAPP</b> Registry and/or ADE Registry.</p> <p><b>2.B.2</b> Primary caregiver meets requirements for <b>TAPP Foundation 3</b> or higher.</p> <p><b>2.B.3</b> Within the first year of employment at least 50% of secondary caregivers meet requirements for <b>TAPP Foundation 1</b> or higher.</p> <p><u><b>Professional Development</b></u></p> <p><b>2.B.4</b> Primary caregiver participates annually in 20 clock hours of approved professional development.</p> <p><b>2.B.5</b> Primary caregiver completes “Framework Basics” training.</p> <p><b>2.B.6</b> Primary caregiver participates annually in at least 2 clock hours of training on nutrition for children.</p>	<p><u><b>Qualifications</b></u></p> <p><b>3.B.1</b> Primary caregiver meets requirements for <b>TAPP Foundation 3</b> or higher and has an additional 15 clock hours.</p> <p><b>3.B.2</b> Within the first year of employment all secondary caregivers meet requirements for <b>TAPP Foundation 1</b> or higher and at least 50% of secondary caregivers are at <b>TAPP Foundation 2</b> or higher.</p> <p><u><b>Professional Development</b></u></p> <p><b>3.B.3</b> Primary caregiver participates annually in 25 clock hours of approved professional development.</p>



<b>COMPONENTS</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b> Must meet all requirements for Level 1 <i>Registered facilities must meet licensing ratios</i>	<b>LEVEL 3</b> Must meet all requirements for Level 1 Level 2 <i>Facility must be licensed</i>
<b>Learning Environment</b>	<p><b>1.C.1</b> A developmentally appropriate daily program schedule is posted in each program area.</p> <p><b>1.C.2</b> Caregivers develop and implement written daily plans for each group.</p>	<p><b>2.C.1</b> Program spaces have a minimum of two (2) clearly defined interest centers.</p> <p><b>2.C.2</b> Written daily plans for each group include all areas of development as defined in the Arkansas Early Childhood Education Framework or the Arkansas Framework for Infant and Toddler Care.</p> <p><b>2.C.3</b> Caregivers plan and implement daily developmentally appropriate physical activities for all children.</p>	<p><b>3.C.1</b> Program spaces have a minimum of three (3) clearly defined interest centers.</p> <p><b>3.C.2</b> Caregivers maintain a portfolio for each child.</p> <p><b>3.C.3</b> Facility develops a current written curriculum plan and daily plans that include learning goals for children.</p>
<b>Environmental Assessment</b>	<p><b>1.D.1</b> Facility completes a self-evaluation using the <b>FCCERS</b>.</p>	<p><b>2.D.1</b> Facility scores an average of 3.00 or higher on the <b>FCCERS</b>.</p>	<p><b>3.D.1</b> Facility scores an average of 4.00 or higher on the <b>FCCERS</b>.</p>
<b>Child Health &amp; Development</b>	<p><b>1.E.1</b> Facility documents distribution of <b>ARKids First</b> information to families of uninsured children.</p> <p><b>1.E.2</b> Facility shares with families information on child development and on children’s health.</p> <p><b>1.E.3</b> Any medical and educational care plans involving a child are written and on file, and implementation is documented while maintaining confidentiality.</p>	<p><b>2.E.1</b> Facility shares with families information regarding medical homes for children.</p> <p><b>2.E.2</b> Facility shares with families information regarding stages of development for children.</p>	<p><b>3.E.1</b> Facility shares with families information on nutrition and physical activity for children.</p>



### **Appendix B1-3: Reliability and Validity of Instruments**

*Ages & Stages Questionnaires, Third Edition: A Parent Completed Child Monitoring System (ASQ-3)* (J. Squires & Bricker, 2009). The ASQ-3, designed as a screening tool, consists of a series of age-related questionnaires that include items related to five subscales of child development, with alpha coefficients in parentheses: communication (.57 to .83), problem solving (.53 to .78), gross motor development (.57 to .87), fine motor development (.51 to .83), and personal-social development (.51 to .71). The instrument was standardized in a national sample of 15,138 children. The ASQ-3 has strong test-retest reliability (intraclass correlations ranged from .75 to .82). Each questionnaire consists of a set of 30 items scored on a 3-point Likert scale. A developmental quotient (DQ) and cut-off scores indicating particular risk of developmental problems may be derived from responses for both instruments.

*Ages & Stages Questionnaires: Social-Emotional (ASQ:SE)* (J. Squires, Bricker, Twombly, & Squires, 2005). The ASQ:SE assesses seven behavioral areas: self-regulation, compliance, communication, adaptive functioning, autonomy, affective functioning, and interaction with others. Parents are asked to indicate whether their child does a behavior “most of the time,” “sometimes,” or “never or rarely” and indicate with a check if the behavior is of concern to them. Administration time is 10-15 minutes. “Internal consistency measured by coefficient alpha was found to be high across intervals, ranging from .67 to .91 with an overall alpha of .82. Test–retest reliability, measured as the agreement between two ASQ:SE questionnaires completed by parents at 1- to 3-week intervals was 94%. Sensitivity ranged from 71% at 24 months to 85% at 60 months, with 78% overall sensitivity. Specificity of the questionnaires ranged from 90% at 30 months to 98% at 6 months, with 94% overall. Percent agreement between questionnaires and standardized assessments/ disability status ranged from 88% at 30 months to 94% at 60 months, with overall agreement of 92%. Underreferral ranged from 2.4% at 60 months to 4.7% at 12 months, while overreferral ranged from 3.0% at 18 months to 8.6% at 30 months” (Brookes Publishing). Concurrent validity, as reported in percentage agreement between ASQ:SE and concurrent measures, ranged from 81% to 95%, with an overall agreement of 93%.

*Business Administration Scale for Family Child Care (BAS)* (Talan & Bloom, 2009). BAS is designed to complement FCCERS-R by measuring the quality of business practices in family child care programs. It includes 35 indicator strands clustered in 10 items using a 7-point



scale. Content validity was established by a panel of seven early childhood experts. The sample for the reliability and validity study was drawn from 83 family child care providers in four states selected for variation in stringency of licensing regulations. Among 21 assessors average inter-rater reliability was 94%. “Coefficient alpha for the total 10-item scale (n=65) was calculated at .77, and for the 9-item scale (n=83) at .73, indicating that the BAS has acceptable internal consistency among items and that the items reliably measure the construct” (p. 39). Results of Pearson’s  $r$  correlational analysis between items showed coefficients “ranged from .01 to .44, confirming that individual items on the BAS measure distinct yet somewhat related characteristics of family child care business practices” (p. 40). Correlational analysis confirmed that BAS is related to but not redundant of FCCERS-R.

***The Classroom Assessment Scoring System (CLASS)*** (Pianta, La Paro, & Hamre, 2008). CLASS is an observational instrument to assess classroom quality in preschool through third grade classrooms. Versions for Infant/Toddler settings and Upper Elementary and Secondary grades are currently in development. Ten dimensions of classroom quality are identified across three domains of interaction – Emotional Support, Classroom Organization, and Instructional Support. Dimensions were derived from a review of constructs assessed in classroom observation instruments used in research, literature on effective teaching practices, focus groups, and extensive piloting. CLASS has been validated in over 3,000 classrooms. Average inter-rater reliability is reported as 87%. Internal consistency correlations among the CLASS dimensions range from .11 to .79. CLASS consistently predicted youth’s language, literacy, math and social skills in over 700 pre-k classrooms in the 11-state NCEDL/SWEEP pre-k study, with effect sizes ( $r$ ) ranging from .15 to .28 (Howes et al., 2008; Mashburn et al., 2008).

***Early Childhood Environment Rating Scale—Revised Edition (ECERS-R)***(Harms, Clifford, & Cryer, 1998). “Overall the ECERS-R is reliable at the indicator and the item level, and at the level of the total score. The percentage of agreement across the full 470 indicators in the scale is 86.1%, with no item having an indicator agreement level below 70%” (p.2). For the entire scale, the correlations between the two observers were .92 product moment correlation (Pearson) and .87 rank order (Spearman). The interclass correlation was .92” (p. 2). All items had Kappas of .50 and higher, except Item 17 Language for Reasoning. Total scale internal consistency was .92. Because the original ECERS demonstrated good predictive validity, the authors expected the revised version to also.



***Family Child Care Environment Rating Scale—Revised Edition (FCCERS-R)*** (Harms, Cryer, & Clifford, 2007). “The mean percent agreement for all ratings in which both observers gave a score to the indicator was 88.5%” (Harms et al., 2007, p. 4). “Indicators are grouped into items, with each item having a possible score of 1 -7. Reliability at the item level is measured in several ways. First the simple percentage of times the two observers scored an item within one point of one another is shown. Only one item had reliability scores below 80% within one point, and the average across all items was 88.44%. . . “The overall scale has a high level of internal consistency, with an alpha of 0.90. Thus the total FCCERS-R score appears to be a measure of global quality that reflects a single major construct. . . Caution should be taken, however, when interpreting the Personal Care Routines and the Parents and Provider subscales, as these subscales have a lower alpha, and so items within these subscales may be measuring different concepts. In general, we do not recommend using the subscale scores in research. However, the subscales are quite useful both for practitioners and for those providing technical assistance in the field” (Harms et al., 2007, p. 5). Validity information was not available in materials reviewed.

***The Family Map*** (Whiteside-Mansell, Bradley, Conners, & Bokony, 2007). The Family Map is a semi-structured interview developed to assess important aspects of the family and home environment associated with well-being in 3- to-5-year old children. The Family Map systematically identifies areas of concern and strength so that providers can design interventions to reduce risk factors or enhance factors associated with healthy development. The areas assessed by the Family Map are targeted by Head Start performance standards. The Family Map has been successfully implemented in Head Start agencies and is also being adopted in non-Head Start early childcare settings.

***Infant/Toddler Environment Rating Scale—Revised Edition (ITERS-R)*** (Harms, Cryer, & Clifford, 2003). ITERS-R is an observational assessment of environmental quality in caregiving programs for children birth to 30 months. “There was agreement on 91.65% of all indicator scores given by the raters. . . The observer agreement for the 378 indicators in [1-32] was 90.27%. Only one item had indicator agreement of less than 80% (Item 11. Safety practices was 79.11%). . . For the full scale, the intraclass correlation was .92 both for the full 39 items as well as for the 32 child-related items. . . Overall the scale has a high level of internal consistency with a Cronbach’s alpha of .93” (p.3) .



***The Ounce Scale***(S. J. Meisels, Marsden, Dombro, Weston, & Jewkes, 2003).<sup>1</sup> The Ounce Scale is an observation used to evaluate infant and toddler development from birth to 3.5 years. Programs may use outcomes to plan curricula and activities. It is divided into eight age levels, each of which has its own Observation Record, Family Album, and Developmental Profile. The Ounce Scale is organized around six developmental areas: Personal Connections, Feelings about Self, Relationships with Other Children, Understanding and Communicating, Exploration and Problem Solving, and Movement and Coordination. The instrument has been validated with a sample of 287 Early Head Start children (S. J. Meisels, Wen, & Beachy-Quick, 2010). Internal reliability of .65 was demonstrated. No information about test-retest reliability is available. Inter-rater reliability is not applicable because the nature of the test does not allow for truly independent observations. The Ounce Scale requires a high level of familiarity with the assessed child, and any co-teachers in the study combined their observations to produce Ounce ratings. Content was validated by review of literature and other instruments and by two expert panel meetings. In two pilots and a year-long field test in more than a dozen early child care sites in six states, the needs development ratings for the Ounce Developmental Profiles correlated with age-standardized criterion measures from the Preschool Language Scale-4 (PLS-4) and Bayley Scales of Infant Development-II (Bayley-II), with coefficients ranging from -.28 to -.32 (coefficients were negative because a higher score on the needs development portion of the Ounce indicates higher risk). The Ounce Developmental Profiles also correlated with the Ages and Stages Questionnaire: Social-Emotional (ASQ:SE) scale scores at .47 for all age groups combined (higher scores on the ASQ:SE indicate higher risk).

***Program Administration Scale (PAS)*** (Talan & Bloom, 2004). PAS is designed to measure the overall quality of administrative practices in center-based early care and education programs. It measures 25 items clustered in 10 subscales that measure leadership and management functions on a 7-point scale. Content validity was established by a panel of ten early childhood experts and informally by other administrators, consultants, and trainers. “A reliability and validity study of the PAS was conducted in 2003 involving 67 center-based early childhood programs. Data generated from the reliability and validity study were used to make revisions in the wording of different indicators, delete redundant items, and streamline the data-

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<sup>1</sup> Information from  
[http://www.acf.hhs.gov/programs/opre/ehs/perf\\_measures/reports/resources\\_measuring/res\\_meas\\_cdicc.html](http://www.acf.hhs.gov/programs/opre/ehs/perf_measures/reports/resources_measuring/res_meas_cdicc.html)



collection protocol” (p. 69). Among eight assessors, overall inter-rater reliability was 90%...Coefficient alpha for the Total PAS was .85. Pearson’s r correlational analysis showed subscale intercorrelations with a median value of .33, confirming that the subscales for the most part, measure distinct characteristics of organizational administration. Concurrent validity was determined by a correlational analysis with two other instruments that measure early childhood organizational effectiveness.

***Qualls Early Learning Inventory (QELI)*** (Qualls, Hoover, Dunbar, & Frisbie, 2003). QELI, formerly known as the Iowa Early Learning Inventory (IELI), is in a checklist format where teachers observe and record information about cognitive knowledge and classroom behaviors in six key areas: general knowledge, oral communication, written language, math concepts, work habits, and attentive behavior. A diagnostic report indicates the extent to which each child has mastered each skill and has and indicates *delayed*, *developing* or *developed* for each of the 6 subscales. The inventory was developed to be appropriate for all students, including those students with special needs and English language learners. The norming sample included 2,108 Kindergarten children in 47 states and 2,939 pre-kindergarten children in 19 states, but demographic information on those children is not reported. Internal reliability of the instrument is high (over .80), but concurrent validity is low (lower than .50).

***The Work Sampling System (WSS)*** (S. J. Meisels, Dichtelmiller, Jablon, Dorfman, & Marsden, 1994). The Work Sampling System for children pre-Kindergarten through 6 years is comprised of three elements customized by grade level: Portfolios, Developmental Guidelines and Checklists, and Summary Reports. Teachers gather portfolio samples to demonstrate progress through concrete illustrations of the child’s thinking throughout the year. The Developmental Guidelines cover seven major curriculum areas: personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development and health. Using information from the Developmental Checklists and Portfolio, teachers prepare a Summary Report three times a year. In a sample of 100 children, correlations between fall, winter and spring checklists were high (.89 between fall/winter; .69 between fall/spring; .89 between winter/spring), indicating reliability across the school year (S. J. Meisels, Liaw, Dorfman, & Nelson, 1995). High internal reliability (alphas .87-.94) and high interrater agreement ( $r=.88, p<.001$ ) were demonstrated. Concurrent validity was shown between the checklist and the Woodcock-Johnson Psycho-Educational Battery



Revised ( $\alpha=.75$  for the fall and  $.66$  for the spring) and between the spring checklist and the spring Child Behavior Rating Scales scores ( $r=.80$ ). There were significant associations between the fall checklist and all spring outcomes even when the potential effects of gender, maturation (age), and initial ability (i.e., fall test scores) were controlled.



**ARKANSAS BETTER BEGINNINGS**  
**Proposed Infant/Toddler & Early Childhood Center-Based Standards**

<b><u>Components</u></b>	<b>LEVEL 1<sup>1</sup></b>	<b>LEVEL 2</b> Must meet all requirements for Level 1	<b>LEVEL 3</b> Must meet all requirements for Level 2	<b>LEVEL 4</b> Must meet all requirements for Level 3	<b>LEVEL 5</b> Must meet all requirements for Level 4	<b>Center of Excellence<sup>2</sup></b> Must meet all requirements for Level 5
<b>Administration &amp; Family Engagement</b>	<b>1.A.1</b> Administrator attends “ <i>Program Administration Scale (PAS) Basics</i> ” training.	<b>2.A.1</b> A program review is completed by a certified PAS assessor. <b>2.A.2</b> Administrator completes the Strengthening Families Webinar.	<b>3.A.1</b> Program scores an average of 4.00 or higher on PAS items 1-21 (items 5 and 6 scored, but not included in average). <b>3.A.2</b> Administrator completes Strengthening Families online self-assessment for all Strategies. <b>3.A.3</b> Program develops a Strengthening Families action plan and implements at least 3 action steps from a different strategy each year.	<b>4.A.1</b> Program scores an average of 5.0 or higher on all PAS items 1-21 (items 5 and 6 included in average). <b>4.A.2</b> Administrator completes 6 clock hours of training in Family and Community <sup>3</sup> and 100% of staff completes the Strengthening Families webinar. <b>4.A.3</b> PAS Family Partnerships Items minimum score that meets the cut for the overall PAS.	<b>5.A.1</b> Program scores an average of 5.5 or higher on PAS items 1-21 (items 5 and 6 included in average). <b>5.A.2</b> 50% of staff completes 3 clock hours of training in Family and Community. <b>5.A.3</b> PAS Family Partnerships Items minimum score that meets the cut for the overall PAS.	<b>6.A.1</b> Program scores an average of 6.0 or higher on PAS items 1-21 (items 5 and 6 included in average). <b>6.A.2</b> 100% of staff completes 3 clock hours of training in Family and Community. <b>6.A.3</b> PAS Family Partnerships Items minimum score that meets the cut for the overall PAS.
<b>Administrator /Staff Qualifications /Professional Development</b>	<b><u>Qualifications</u></b> <b>1.B.1</b> Administrator and teaching staff are members of the TAPP Registry and/or the Arkansas Department of Education (ADE) Registry.	<b><u>Qualifications</u></b> <b>2.B.1</b> Administrator and teaching staff maintain membership in the TAPP Registry and/or ADE Registry. <b>2.B.2</b> Administrator is at TAPP Intermediate	<b><u>Qualifications</u></b> <b>3.B.1</b> Administrator is at TAPP Intermediate 1 ( <i>CDA or 135 clock or 9 semester hours</i> ) or higher, including 45 clock hours of training in program	<b><u>Qualifications</u></b> <b>4.B.1</b> Administrator is at TAPP Intermediate 3 ( <i>AA w/ 25 semester hours</i> ) or higher, including 45 clock hours of training in program	<b><u>Qualifications</u></b> <b>5.B.1</b> Administrator is at TAPP Advanced 1 ( <i>BA w/ 30 semester hours</i> ) or higher. <b>5.B.2</b> All staff are at TAPP Foundation 2 or higher ( <i>registered; 30</i>	<b><u>Qualifications</u></b> <b>6.B.1</b> Administrator is at TAPP Advanced 1 ( <i>BA w/ 30 semester hours</i> ) or higher. <b>6.B.2</b> All staff are TAPP Foundation 3 ( <i>registered; 45 clock or</i>

<sup>1</sup> Will become minimum licensing

<sup>2</sup> National Accreditation (NAEYC/NAFCC/COA) or meet the criteria

<sup>3</sup> Family and Community as defined in Arkansas Key Content Areas and Core Competencies; hours included in total clock hour requirements



<u>Components</u>	<b>LEVEL 1<sup>1</sup></b>	<b>LEVEL 2</b> Must meet all requirements for Level 1	<b>LEVEL 3</b> Must meet all requirements for Level 2	<b>LEVEL 4</b> Must meet all requirements for Level 3	<b>LEVEL 5</b> Must meet all requirements for Level 4	<b>Center of Excellence<sup>2</sup></b> Must meet all requirements for Level 5
	<p><b>1.B.2</b> Administrator is at TAPP Intermediate 1 (CDA or 135 clock or 9 semester hours) or higher, including 21 clock hours of training in program planning/management and/or leadership.</p> <p><b>1.B.3</b> All staff are at TAPP Foundation 1 (registered; 15 clock hours incl. orientation) or higher.</p> <p><b><u>Professional Development</u></b></p> <p><b>1.B.4</b> Administrator completes an ERS training.</p> <p><b>1.B.5</b> Administrator completes training on developmentally appropriate physical activities for children.</p>	<p><b>1</b> (CDA or 135 clock or 9 semester hours) or higher, including 30 clock hours of training in program planning/management and/or leadership.</p> <p><b>2.B.3</b> All staff are at TAPP Foundation 1 (registered; 15 clock hours incl. orientation) or higher and at least 50% of teaching staff are at TAPP Foundation 2 or higher (registered; 30 clock hours).</p> <p><b><u>Professional Development</u></b></p> <p><b>2.B.4</b> All administrators and teaching staff participate annually in 20 clock hours of approved professional development; for administrators, at least 3 clock hours must be in program planning/management and/or leadership.</p> <p><b>2.B.5</b> At least 50% of</p>	<p>planning/management and/or leadership.</p> <p><b>3.B.2</b> All staff are at TAPP Foundation 1 (registered; 15 clock hours incl. orientation) or higher and at least 50% of teaching staff are at TAPP Foundation 3 (registered; 45 clock or 3 semester hours) or higher.</p> <p><b><u>Professional Development</u></b></p> <p><b>3.B.3</b> All administrators and teaching staff participate annually in 25 clock hours of approved professional development; for administrators, at least 4 clock hours must be in program planning /management and/or leadership.</p> <p><b>3.B.5</b> All teaching staff complete Framework Basics training.</p>	<p>planning/management and/or leadership.</p> <p><b>4.B.2</b> All staff are at TAPP Foundation 2 or higher (registered; 30 clock hours) and at least 50% of teaching staff are at TAPP Intermediate 1 (CDA or 135 clock or 9 semester hours) or higher.</p> <p><b><u>Professional Development</u></b></p> <p><b>4.B.3</b> An individualized model of staff development, linked to core competencies, is utilized for all teaching and administrative staff (specific training needs are identified and a plan to meet those needs is developed).<sup>4</sup></p> <p><b>4.B.4.</b> All administrative and teaching staff participate annually in 25 clock hours of approved professional</p>	<p>clock hours) or higher and at least 50% of teaching staff are at TAPP Intermediate 3 (AA or 25 semester hours).</p> <p><b><u>Professional Development</u></b></p> <p><b>5.B.3</b> All administrators and teaching staff participate annually in 25 clock hours of approved professional development; For administrators, at least 4 clock hours must be in program planning/management and/or leadership.</p>	<p>3 semester hours) or higher and 50% of teaching staff are at TAPP Advanced 1 (BA w/ 30 semester hours) or higher.</p> <p><b><u>Professional Development</u></b></p> <p><b>6.B.3</b> All administrators and teaching staff participate annually in 25 clock hours of approved professional development; For administrators, at least 4 clock hours must be in program planning/management and/or leadership.</p>

<sup>4</sup> PAS 3.7.2



<u>Components</u>	LEVEL 1 <sup>1</sup>	LEVEL 2 Must meet all requirements for Level 1	LEVEL 3 Must meet all requirements for Level 2	LEVEL 4 Must meet all requirements for Level 3	LEVEL 5 Must meet all requirements for Level 4	Center of Excellence <sup>2</sup> Must meet all requirements for Level 5
		teaching staff complete Framework Basics training. <b>2.B.6</b> All administrative staff and 50% of teaching staff complete an ERS training. <b>2.B.7</b> Administrator and kitchen manager (if applicable) participate annually in at least 2 clock hours of training on nutrition for children.	<b>3.B.6</b> All teaching staff complete an ERS training.	development; For administrators, at least 4 clock hours must be in program planning/management and/or leadership.		
<b>Learning Environment</b>	<b>1.C.1</b> A developmentally appropriate daily program schedule is posted in each classroom/program area. <b>1.C.2</b> Staff develop and implement written daily plans for each group.	<b>2.C.1</b> All classrooms/program spaces have a minimum of two (2) clearly defined interest centers. <b>2.C.2</b> Written daily plans for each group include all areas of development as defined in the Arkansas Early Childhood Education Framework or the Arkansas Framework for Infant and Toddler Care.	<b>3.C.1</b> All classrooms/program spaces have a minimum of three (3) clearly defined interest centers. <b>3.C.2</b> Staff maintain a portfolio for each child. <b>3.C.3</b> Program develops a current written curriculum plan and daily plans that include learning goals for children	<b>4.C.1</b> Program utilizes a written, evidence based curriculum approved by DCCECE. <b>4.C.2 <u>Adult:child ratios do not exceed:</u></b> Birth to 18 mos- 1:5 18 months-1:8 2 ½ to 3 years-1:11 4 years-1:14 5 years to K: 1:17 K and above-1:19 <b>4.C.3</b> Children shall be assessed annually to provide an indication of each child’s progress towards	<b>5.C.1 <u>Adult:child ratios do not exceed:</u></b> Birth to 18 mos-1:4 18 mos to 3 yrs-1:7 3 to 5 yrs-1:10 <b>5.C.3</b> Aggregated assessment results are used in long-range curriculum planning <sup>6</sup> .	

<sup>6</sup>PAS 11.7.2



<b>Components</b>	<b>LEVEL 1<sup>1</sup></b>	<b>LEVEL 2</b> Must meet all requirements for Level 1	<b>LEVEL 3</b> Must meet all requirements for Level 2	<b>LEVEL 4</b> Must meet all requirements for Level 3	<b>LEVEL 5</b> Must meet all requirements for Level 4	<b>Center of Excellence<sup>2</sup></b> Must meet all requirements for Level 5
		<b>2.C.3</b> Staff plan and implement daily developmentally appropriate physical activities for all children.		school readiness using an assessment tool approved by DCCECE <sup>5</sup> .		
<b>Environmental Assessment</b>	<b>1.D.1</b> Program completes a self-evaluation using the environment rating scales.	<b>2.D.1</b> Program scores an average of 3.00 or higher on the ERS for each classroom reviewed.	<b>3.D.1</b> Program scores an average of 4.00 or higher on the ERS for each classroom reviewed.	<b>4.D.1</b> Program scores an average of 5.0 or higher on the ERS for each classroom reviewed. <b>4.D.2</b> Any subscale score below 4 needs improvement plan approved and on record <b>4.D.3</b> Program scores an average of 4.5 <sup>7</sup> or higher on the CLASS for each classroom reviewed.	<b>5.D.1</b> Program scores an average of 5.50 or higher on the ERS for each classroom reviewed. <b>5.D.2</b> Any subscale score below 4.5 needs improvement plan approved and on record <b>5.D.3</b> Program scores an average of 5 or higher on the CLASS for each classroom reviewed.	<b>6.D.1</b> Program scores an average of 6.00 or higher on the ERS for each classroom reviewed. <b>6.D.2</b> Any subscale score below 5.0 needs improvement plan approved and on record <b>6.D.3</b> Program scores an average of 5.5 or higher on the CLASS for each classroom reviewed.
<b>Child Health &amp; Development</b>	<b>1.E.1</b> Program documents distribution of ARKids First information to families of uninsured children. <b>1.E.2</b> Program shares	<b>2.E.1</b> Program shares with families information regarding medical homes for children. <b>2.E.2</b> Program shares with families	<b>3.E.1</b> Program shares with families information on nutrition and physical activity for children.	<b>4.E.1</b> Within 45 days of entering the program, all children are given the opportunity to receive a routine annual developmental and	<b>5.E.1</b> The center has multi-level transition plans completed and communicated with parents.	<b>6.E.1</b> The center has individual transition plans completed and communicated with parents.

<sup>5</sup> Adapted from ABC; 14.03 Children in the Arkansas Better Chance for School Success Program shall be assessed annually to provide an indication of each child’s progress towards school readiness. 14.04 The assessment shall address a child’s strengths, progress, and needs and shall serve as a central part of an effective early childhood program. The same selected assessment shall be used for all children enrolled in an ABC Program. Programs shall comply with state and federal laws for Special Needs students.

<sup>7</sup> Data from evaluation in Years 1 and 2 will be used to determine cut scores. Mashburn and colleagues (2008) combined data from studies of 11 states’ funded pre-Kindergarten programs. For the CLASS emotional quality scores, the mean fall score was 5.22; for CLASS instructional quality, mean fall scores were 2.47; for ECERS – R fall scores were 3.77.



<b><u>Components</u></b>	<b>LEVEL 1<sup>1</sup></b>	<b>LEVEL 2</b> Must meet all requirements for Level 1	<b>LEVEL 3</b> Must meet all requirements for Level 2	<b>LEVEL 4</b> Must meet all requirements for Level 3	<b>LEVEL 5</b> Must meet all requirements for Level 4	<b>Center of Excellence<sup>2</sup></b> Must meet all requirements for Level 5
	with families information on child development and on children’s health. <b>1.E.3</b> Any medical and educational care plans involving a child are written and on file, and implementation is documented.	information regarding stages of development for children. <b>2.E.3</b> Staff plan and implement daily developmentally appropriate physical activities for all children.		health screening to determine individual needs. Children shall be referred to specialists within 7 calendar days of the date of screening. <sup>8</sup> <b>4.E.2</b> Center adopts evidence based curriculum for nutrition and health.		

<sup>8</sup> Adapted from ABC; Within forty-five (45) days of entering an ABC program, a child shall receive a routine annual developmental screening to determine individual needs. The program agency shall be responsible for completing the developmental screening. The purpose of screening is to identify developmental delays and/or educational deficiencies. Children so identified shall be referred to Special Education within seven (7) calendar days of the date of screening. Programs shall comply with state and federal laws for Special Needs students. 15.06 The developmental screening must include, at a minimum, the following areas: vocabulary, visual-motor integration, language and speech development, fine and gross motor skills, social skills and developmental milestones. 15.07 DCCECE will provide a list to programs of all acceptable developmental screening instruments on an annual basis. 15.08 Within 45 days of the first day of attendance, every child shall receive an age-appropriate health screening, which includes a hearing and vision test, performed by a licensed physician or physician assistant. Programs should contact DCCECE for information on seeking a waiver under Ark. Code Ann. 6-18-701 (Repl. 1993). Programs shall work in partnership with parents to obtain health screening information.



# BETTER BEGINNINGS INCENTIVE AND PROFESSIONAL DEVELOPMENT GRANTS

Appendix B2-1: Better Beginnings: Incentive and Professional Development Grants

	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6	
	<i>I</i> <sup>1</sup>	<i>PD</i> <sup>2</sup>	<i>I</i>	<i>PD</i>	<i>I</i>	<i>PD</i>	<i>I</i>	<i>PD</i>	<i>I</i>	<i>PD</i>	<i>I</i>	<i>PD</i>
	<b>ONE STAR<sup>3</sup></b>											
<b>CAPACITY 1 - 25</b>	\$1,000	\$500	\$750	\$500	\$500	\$500	\$250	\$500	\$250	\$500	\$250	\$500
<b>CAPACITY 26 - 75</b>	\$1,500	\$1,000	\$1,250	\$1,000	\$1,000	\$1,000	\$750	\$1,000	\$750	\$1,000	\$500	\$1,000
<b>CAPACITY 76+</b>	\$2,000	\$1,500	\$1,750	\$1,500	\$1,500	\$1,500	\$1,250	\$1,500	\$1,000	\$1,500	\$750	\$1,500
<b>TWO STARS<sup>3</sup></b>												
<b>CAPACITY 1 - 25</b>	\$500	\$500	\$500	\$500	\$250	\$500	\$250	\$500	\$250	\$500	\$250	\$500
<b>CAPACITY 26 - 75</b>	\$1,000	\$1,000	\$750	\$1,000	\$500	\$1,000	\$375	\$1,000	\$250	\$1,000	\$250	\$1,000
<b>CAPACITY 76+</b>	\$1,500	\$1,500	\$1,250	\$1,500	\$1,000	\$1,500	\$750	\$1,500	\$500	\$1,500	\$500	\$1,500
<b>THREE STARS</b>	<i>(renewable annually)</i>											
<b>CAPACITY 1 - 25</b>	\$250	\$500										
<b>CAPACITY 26 - 75</b>	\$500	\$1,000										
<b>CAPACITY 76+</b>	\$1,000	\$1,500										

1. *I* = Incentive Grant
2. *PD* = Professional Development Grant
3. Grants are available at ONE STAR and TWO STARS for a maximum of nine (9) years combined, with a maximum of six (6) years at either level.

The incentive grant can be used many different aspects and will have a menu of choices to choose from including:

- a) **Administration** – substitutes, software, career service retention awards, etc/
- b) **Learning Environment/Environmental Assessment** – curriculum, enhancing learning areas, indoor/outdoor equipment, etc.
- c) **Child Health and Development/Family Involvement Activities** – communication supplies, developmental screening materials, etc.
- d) **Other** – would have to describe the intended use of funds outside of the three main areas.



BETTER BEGINNINGS QUALITY RATING IMPROVEMENT SYSTEM  
RECIPROCATION POLICY FOR ARKANSAS BETTER CHANCE  
PRESCHOOL FACILITIES



The following policy applies only to the accreditation of Arkansas Better Chance center-based facilities where ABC regulations are met in every classroom under the facility license. Arkansas Better Chance regulations include many of the standards for quality care and the ABC programs are monitored for compliance by the Division of Child Care. This document is not intended as a replacement for the Better Beginnings Rules and Regulations, but is offered to reduce duplication of effort for standards that are required by the Arkansas Better Chance program.

**Policy:**

Center-based Arkansas Better Chance (ABC) facilities that are meeting ABC rules for all classrooms are eligible to apply for reciprocity with the Better Beginnings Quality Rating Improvement System.

A qualifying facility operated by a public school or Educational Service Cooperative may request reciprocity by submitting a Better Beginnings application Form A and the “Request for Administrative Practices Reciprocity” form. The “Request for Administrative Practices Reciprocity” form is required for initial application and at 12 and 24 months after certification.

A qualifying facility that is not operated by either a public school or an Educational Service Cooperative must provide documentation that administrator qualifications and professional development requirements have been met for the Better Beginnings level they are seeking to obtain. Reciprocity may be requested by submitting a Better Beginnings application Form A and Form C – the Administrative Staff Record. Form C is required for initial application and at 12 and 24 months after certification.

All facilities must be in good standing with the Arkansas Better Chance program, Child Care Licensing and other Department of Human Services Agencies.

The Better Beginnings Program Specialist will verify with the ABC Program Specialist that compliance is being maintained with ABC regulations including educational qualifications and professional development hours for teaching staff, learning environment and curriculum requirements. The most recent ERS scores for the facility will be reviewed.

Additional information may be requested and the applicant may be required to participate in certain portions of Better Beginnings if it is determined that requirements are not being met or maintained.

Upon verification that the requirements have been met, the certification level will be awarded. Certification is valid for 36 months with annual verification required for continued compliance.

Arkansas Better Chance facilities may choose not to participate in the reciprocity process but may choose to participate by meeting the Better Beginnings criteria for the level requested.



BETTER BEGINNINGS QUALITY RATING IMPROVEMENT SYSTEM  
POLICY FOR LOCAL EDUCATION AGENCIES  
PRESCHOOL FACILITIES



The following Better Beginnings policy applies only to the accreditation of programs operated by the public schools or Educational Service Cooperatives. Compliance with the requirements shown will be reviewed and maintained by the school district or Educational Service Cooperative. All other requirements must be met in order to achieve star status. This policy does not apply to programs located on school campuses that are operated by other individuals or agencies. This document is not intended as a replacement for the Better Beginnings Rules and Regulations, but is offered to reduce duplication of effort for standards that are required by the Department of Education.

**Policy:**

Center-based preschool facilities that are operated by Local Education Agencies (LEA) are eligible to apply for reciprocity from selected Better Beginnings criteria. Certification that these criteria meet or exceed requirements must be provided. The selected criteria includes business and administrative practices for the facility including fiscal management (annual operating budget, recent audit), administrator and staff qualifications, staff evaluations/professional development plans, professional development hours, and participation in the USDA's National School Lunch Program (NSLP) or the Child and Adult Care Food Program (CACFP) .

The Better Beginnings components and criteria available for reciprocity include:

**Administration Component:**

1. **A.1** Administrator attends "PAS Basics" training.
2. **A.1** A program review is completed by a certified PAS Assessor.
3. **A.1** Facility scores an average of 4.00 or higher on PAS items 1-21.

**Administrator/Staff Qualification/Professional Development Component:**

2. **B.7** Administrator and kitchen manager (if applicable) participate annually in at least 2 clock hours of training on nutrition for children.
3. **B.1** Administrator meets requirements for TAPP Intermediate 1 or higher, including 45 clock hours of training in program planning/management and/or leadership.
- 3.**B.2** Within the first year of employment all staff meet requirements for TAPP Foundation 1 or higher and at least 50% of teaching staff meet requirements for TAPP Foundation 3 or higher.
3. **B.3** All administrators and teaching staff participate annually in 25 clock hours of approved professional development; for administrators, at least 4 clock hours must be in program planning/management and/or leadership.



A qualifying facility may request the reciprocity by submitting a completed and signed Request for Administrative Practices Reciprocity form along with the Better Beginnings application. Upon verification that the requirements have been met, the certification level will be awarded. Certification is valid for 36 months with annual submission required of the Request for Administrative Practices Reciprocity form.

Additional information may be requested and the applicant may be required to participate in certain portions of Better Beginnings if it is determined that the administrative or professional development practices do not meet requirements.

Local Education Agency (LEA) facilities may choose not to participate in the reciprocity process but may choose to participate by meeting the Better Beginnings criteria for the level requested.



## BETTER BEGINNINGS QUALITY RATING IMPROVEMENT SYSTEM

### POLICY FOR HEAD START CERTIFICATION



The Better Beginnings Rules and Regulations state:

7.03 Child Care centers that are accredited through National Association of Education of Young Children (NAEYC), the Council on Accreditation (COA), or the Commission on Accreditation of Rehabilitation Facilities: Child and Youth Services Standards (CARF), and Family Child Care homes that are accredited through the National Association for Family Child Care (NAFCC) will be considered certified. Facilities with such accreditations will submit a Better Beginnings Application Form and verification of the national accreditation. Additional documentation of Better Beginnings requirements, or reviews may be required determine level of Better Beginnings certification.

Policy:

Head Start facilities are eligible for reciprocation of Better Beginnings criteria by meeting the following requirements.

1. Submit a Better Beginnings application Form A.
2. Submit a copy of the most recent federal monitoring review results including CLASS (Classroom Assessment Scoring System) scores.
3. If the report contains findings, a copy of the corrective action or improvement plan shall be included.
4. A copy of prior reviews may be requested and a grantee may be required to participate in certain portions of Better Beginnings if there are multiple findings in multiple areas of the Head Start Performance Standards.
5. Agencies operating an Early Head Start shall be required to meet the Environmental Assessment component.

Upon review of the documentation provided, the level of certification to be awarded will be determined. Certification is valid for 36 months. The facility shall submit annual verification that compliance with federal regulations is maintained.

Head Start grantees may choose not to participate in the reciprocation process but may choose to participate by meeting the Better Beginnings criteria for the level requested.

Electronic submissions of application and documentation are acceptable and encouraged.





## Project PLAY Description

Project PLAY is an *Early Childhood Mental Health Consultation* (ECMHC) program, funded by the Arkansas DHS/Division of Child Care and Early Childhood Education (DCCECE). Project PLAY facilitates collaboration between early childcare programs and specially trained mental health professionals located within Community Mental Health Centers (CMHCs). The goals of Project PLAY are to:

- 1) **Promote positive social and emotional development of children through changes in the early learning environment.**
  - Increase teacher behaviors that promote nurturing classroom environments for all children.
  - Increase the use of classroom strategies/developmentally appropriate practices that foster children's social and emotional development.
  - Offer support to promote the well-being of child care program staff.
- 2) **Decrease problematic social and emotional behaviors of young children in early child care settings by building the skills of child care providers and family member.**
  - Enhance capacity of child care providers to manage challenging behaviors.
  - Reduce problem behaviors and increase social skills.
  - Reduce expulsions for children.
  - Promote consistency between home and school in management of challenging behaviors.

In Project PLAY, ECMHC services fall into two broad categories: Programmatic/Teacher Consultation and Child-Specific Consultation. Based on the needs of a particular center, the consultant develops a plan for consultation from the following menu of services:

### **Programmatic/Teacher Consultation Service Options (Average 6 month duration):**

Observe/evaluate the classroom environment.

Suggest strategies to promote a prosocial environment and daily routine.

Train/support staff in consultant's areas of expertise, such as:

Behavior Management

Children's Mental Health

Assist Center staff and parents with referrals for assessments/screenings, such as mental health, developmental, speech, OT, and PT.

Provide just-in-time individualized teacher training.

Address communication between staff and families.

Promote team building and communication among staff, and mediate conflict between staff.

Provide staff support for personal wellness.

Offer parent trainings in conjunction with Center activities.

Consult with the director, using the reflective process to develop solutions together, and advise on Center policy.





## Project PLAY Description

### Child-Specific Consultation Service Options (Average 3 month duration):

Meet with parent and teacher together; obtain consent.

Observe and assess child in the classroom setting.

Meet with teacher, using the reflective process to develop individual child behavior and classroom management solutions together.

Meet with parent to facilitate:

- Communication with teacher/director

- Consistency between home and school around individual interventions

- Referrals for local community resources and assessments/screenings

Continue classroom observation, providing feedback to teacher.

Provide modeling/coaching for individual child support.

Maintain contact with director and teacher via staff meetings, one-on-one meetings, and informal classroom discussions.

Assist with referral to new child care setting if indicated.







## Project PLAY History

In 2004, the DHS/Division of Child Care and Early Childhood Education funded a pilot project to facilitate collaboration between Community Mental Health Centers (CMHCs) and early childcare programs. The goal of this Early Childhood Mental Health Consultation (ECMHC) project was to enhance the capacity of child care center staff to prevent and manage social and emotional problems in young children. Because of consistent positive evaluation results, the project has continued beyond the original pilot period and in 2011 was given a new name and expanded to include new areas of the state (see map on page 3).

Our research from the pilot studies of ECMHC in Arkansas shows that many of the benefits of ECMHC that have been documented nationally are also evident here in Arkansas. Consistent with national studies, ECMHC in Arkansas has positive impacts on teachers and children. Research has been conducted with hundreds of teachers, and thousands of children, in various childcare settings, including Head Start, Arkansas Better Chance, and other licensed childcare centers. Results are briefly summarized below.

We have found that teachers are very satisfied with the consultation services. For example,

- 74% reported that they look to the mental health professional for help
- 87% reported having a good relationship with the mental health professional
- 76% reported having learned a new strategy

Our research shows that teachers receiving ECMHC are more likely to exhibit behaviors supportive of healthy social- emotional development than teachers in the comparison group. Specifically, they become:

- Less permissive (permissive teachers avoid enforcing rules even when it seems necessary)
- Less detached (detached teachers interact less with children and do not appear interested in their activities)
- More sensitive/positive (sensitive teachers have warm, high quality communication and show enthusiasm)

ECMHC also impacts children's behavior, including for the classroom as a whole, as well as for targeted children identified with more serious problems.

- Teachers rated the behavior of all children in the classroom, and on average, behavior scores are better in classrooms that have access to ECMHC.
- Incidents of physical aggression in the classroom were reduced by half from fall to spring in classrooms receiving ECMHC.
- Significant improvements were seen in the behavior of children identified as having more serious, 'clinical level' behavior problems.





## MAKING A REFERRAL

Project PLAY is now taking referrals for new child care partners in six areas of the state (see map). Note that in the Central Arkansas area we will only take referrals for centers needing support working with children in foster care.

### **What Kind of Centers Do We Work With?**

Project PLAY consultants can be effective in a range of licensed child care centers, including very high quality centers and centers that are striving to increase their quality. Our services can be tailored to meet their individual needs. We will prioritize centers that want to participate in Better Beginnings and are working to meet quality standards. We are less effective with centers that are struggling to meet basic licensing standards, as their staff members are often focused on basic issues of health and safety, rather than promoting healthy social and emotional development.

### **What Kinds of Referrals Do We Hope to Receive?**

We hope to connect with child care centers and teachers that are:

- Interested in improving their quality
- Struggling to manage challenging behaviors in children
- Interested in training opportunities and thinking about new ways to address behavioral concerns
- Willing to allow the consultant time to work before ‘expelling’ a child

### **How Can You Make a Referral?**

- **Call: 501-526-4239**
- **Email: [projectplay@uams.edu](mailto:projectplay@uams.edu)**

**For more information, visit our website at [www.projectplay.uams.edu](http://www.projectplay.uams.edu)**



## BETTER BEGINNINGS QUALITY RATING IMPROVEMENT SYSTEM

### POLICY FOR NATIONAL ACCREDITATION CERTIFICATION



The Better Beginnings Rules and Regulations state:

7.03 Child Care centers that are accredited through National Association of Education of Young Children (NAEYC), the Council on Accreditation (COA), or the Commission on Accreditation of Rehabilitation Facilities: Child and Youth Services Standards (CARF), and Family Child Care homes that are accredited through the National Association for Family Child Care (NAFCC) will be considered certified. Facilities with such accreditations will submit a Better Beginnings Application Form and verification of the national accreditation. Additional documentation of Better Beginnings requirements, or reviews may be required determine level of Better Beginnings certification.

Policy:

Nationally accredited sites shall submit the Better Beginnings application Form A along with a copy of the national certificate for verification. It is recommended to submit optional Forms F and G from the application packet. Additional Better Beginnings requirements that must be met are the components in the “Child Health and Development” section. All requirements for Levels 1-3 must be met.

These requirements include:

1. E.1 Facility documents distribution of **ARKids First** information to families of uninsured children.
1. E.2. Facility shares with families information on child development and on child health.
1. E.3. Any medical and educational care plans involving a child are written and on file, and implementation is documented while maintaining confidentiality.
2. E.1 Facility shares with families information regarding medical homes for children.
2. E.2 Facility shares with families information regarding child development.
3. E.1 Facility shares with families information on nutrition and physical activity for children.

Upon verification that these requirements have been met, certification for Level 3 will be awarded. Certification is valid for 36 months. The facility shall submit annual verification that conformance requirements are maintained with national accreditation.

Electronic submissions of application and documentation are acceptable and encouraged.





The Family Map is an assessment tool designed to be used with families to improve outcomes for young children. The Family Map helps providers identify family needs and strengths. This is a critical step in the success of early childcare programs to improve outcomes for children. The Family Map is used to interview expecting parents and parents of young children during home visits or in parent teacher conferences in classroom settings. To successfully address family needs, intervention and referral efforts, programs supporting children living in poverty try to consider family strengths and resources. The Family Map: An Integrated Assessment of the Parenting Environment was developed to support programs in these efforts. There are 3 versions of the Family Map. Each is available in Spanish. The three versions target:

- Pregnant Mothers Family Map of the Parenting Environment of Prenatal Mothers
- Birth to 3years Family Map of the Parenting Environment of Infants and Toddlers
- 3 to 5 years Family Map of the Parenting Environment in Early Childhood

The Family Map:

- Helps providers develop partnerships with parents.
- Gives providers knowledge about the family's strengths and needs
- Helps determine what services or resources would be most relevant to individual family needs.
- Is not a onetime shot, but an on-going process.

The Family Map is a structured interview process that allows providers to identify parenting, health, and safety issues in a supportive, systematic, and respectful manner. The interview helps families understand the wide range of areas that can be supported by center based programs like Head Start and home based programs like HIPPY (Home Instruction Program for Preschool Youngsters). The interview helps providers better understand families

The content, format, and coding system of the Family Map were based on a careful review of the relevant literature, detailed input from Head Start families and educators, and multiple pilot versions. The Family Map is based on a foundation of literature that connects the quality of the family and parenting environment with child outcomes particularly those in the Head Start Outcomes Framework. The development of the Family Map of the Parenting Environment in Early Childhood was funded by the Administration on Children, Youth, & Families, U. S. Dept. of Health & Human Services (90YF0051, 2004-2007). The development of the Family Map of the Parenting Environment of Infants and Toddlers and the Family Map of the Parenting Environment of Prenatal Mothers was funded by the Office of Head Start (90YD0254, 2008-2011).

Many parents of young children face difficult circumstances that affect their parenting and, as a result, their children face challenges in achieving age-appropriate social, emotional, and cognitive skills. Over the past 30 years, research has identified key factors that place children at risk for poor outcomes such as teen pregnancy, substance abuse, school failure, and delinquency. Some of the factors that may be risks for children include living in single parent homes, lacking financial resources and learning materials,



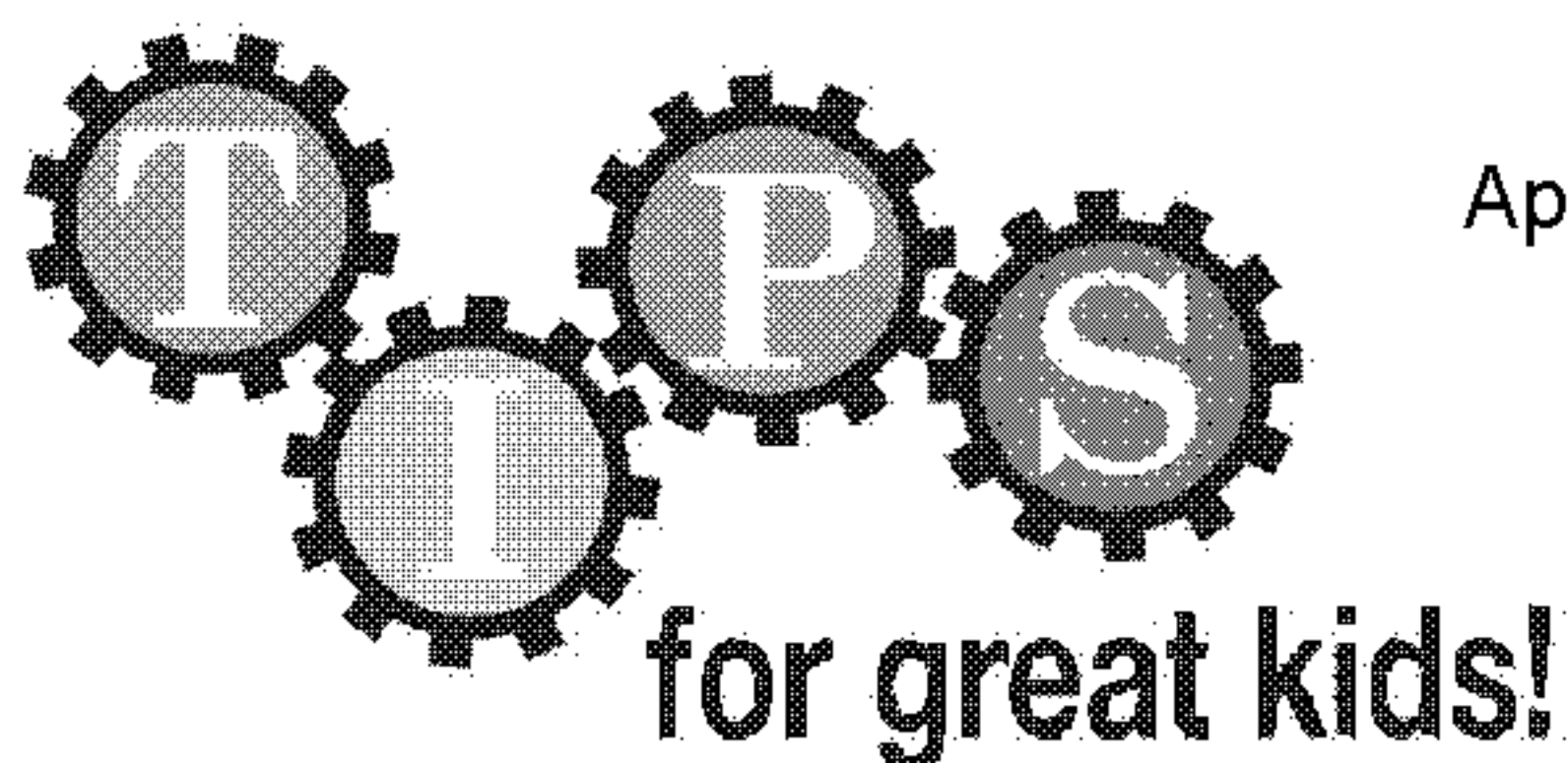
experiencing harsh parenting, lacking supervision, witnessing family conflict or violence, or having parents with mental health problems.

As children experience more risk factors, the probability they will have problems such as school failure and delinquency increases substantially. The Head Start Family and Child Experience Survey (FACES) found that parents from families with four or more risk factors were depressed, low in social support, and had an external locus of control significantly more than parents of Head Start families with fewer risk factors. Children from these families were reported to have more problem behaviors and significantly lower scores on one-to-one counting, book knowledge, color naming, design copying, print concepts, the Peabody Picture Vocabulary Test (PPVT), and scales on the Woodcock-Johnson than children with fewer risk factors. Thus, young children in families with multiple risks are less likely to be ready for school than children with fewer risks.

Early childhood research indicates that when parents provide structure and routines, warm and nurturing care, and talk and read with their children, they are setting the stage for the children to be successful learners. These behaviors serve as protective factors. Some of the known protective factors include having two healthy parents; parenting characterized by warmth, responsiveness, engagement, support, consistency and stimulation; monitoring of child safety; and availability of learning materials in the home. Such positive parenting strategies are associated with the development of cognitive skills and positive behavior in children. Although family factors like poverty, single-parent status, or a history of family problems cannot be easily changed, early childhood programs can reduce the impact of other risk factors and strengthen protective factors by connecting families with services and support based on their needs. For this reason, early childhood programs need to identify families' challenges that interfere with effective parenting such as lack of structure and routines, lack of age-appropriate learning materials in the home, lack of supervision and monitoring, safety concerns in the home and neighborhood, lack of basic needs such as food and clothing, transportation problems, depression, family conflict, domestic violence, and substance abuse.

The goal of the Family Map is to systematically identify areas of concern to enable appropriate interventions which will reduce risk factors (e.g. family conflict, harsh parenting practices, parental depression) or enhance protective factors (e.g. ensure basic needs are met and increase availability of learning materials in the home, supervision, or home safety). Once risks and barriers are identified, programs can link families with appropriate services. When the child's environment is improved by reducing the risks and strengthening the capacities of parents, the likelihood for children's school success is enhanced.





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# Teaching Important Parenting Skills: TIPS for Great Kids!

Teaching Important Parenting Skills: TIPS for Great Kids! (TIPS) is based on the Brief Parenting Intervention (BPI) model. TIPS practitioners partner with all parents, link parents to resources and information, and share the information in a family-centered way during routine contacts over time.

Research shows that interventions aimed at changing parents' attitudes and practices positively influence children's outcomes. However, even highly experienced parent educators and community agencies often find it difficult to recruit and retain the parents in multi-week, formal parenting classes, particularly those who may be in most need of support for parenting.

TIPS is an alternative to parenting classes. Instead, a family-centered approach encourages practitioners to reach out to all parents to share the latest research on parenting and child development. TIPS practitioners engage families in focused, quality conversations to elicit parent's concerns and interests. Practitioners then tailor brief parenting interventions to individual families using the TIPS Toolkit so they receive assistance in a timely manner. The TIPS toolkit makes parenting research immediately available to parents and practitioners.

TIPS has over 280 parenting tips on topics of interest to parents of infants, toddlers and preschoolers. Topics are organized into 12 areas of parenting research has shown to be important for child well-being. The TIPS toolkit includes a review of the research literature and recommendations for parents and practitioners for each topic (*What the Experts Say Manual*), a brief summary of the main parent message and parenting skills to be taught (4" x 6" *Quick Reference Cards*), and 4" x 6" parenting tip cards (150 words or less and written at elementary reading level in English and Spanish). The TIPS toolkit makes parenting information accessible to parents when they need it.

TIPS aims to increase parenting knowledge and skills in ways that promote child mental and physical health and school readiness. Topics focus on increasing parents' sensitivity, responsiveness, monitoring and supervision, structuring of learning stimulation at home, use of effective discipline, promotion of children's health and safety, and development of social-emotional skills.

The partnership between the practitioner and parent is the first step in the use of TIPS. TIPS training emphasizes building strong relationships with parents and tailoring the content of brief, focused conversations with parents. The goal is to respond to family concerns in a way that enhances parenting, increases access to resources, and improves children's lives.

Evidence from TIPS evaluations indicate:

- TIPS can be implemented in early childhood settings.
- TIPS improves parent-teacher communication.
- Teachers and teacher assistance gain knowledge of child development in building positive relationships with parents.
- Family risk factors decrease over time.



# Arkansas' Key Content Areas and Core Competencies for Early Care and Education Professionals

## Table of Contents

History .....	4
Preface .....	5
<b>Definitions of Key Content Areas.....</b>	<b>7</b>
<b>Key Content Area 1 — Child Growth and Development.....</b>	<b>8</b>
Developmental Areas.....	8
Developmental Stages and Areas .....	8
Development Through Play.....	9
Individual Needs and Differences .....	9
Children with Identified Special Needs.....	10
Effects of Cultural Differences .....	10
<b>Key Content Area 2 — Learning Environment and Curriculum.....</b>	<b>11</b>
Planning Framework .....	11
Physical Development and Health .....	12
Social-Emotional Development.....	13
Science .....	15
Math.....	15
Language and Early Literacy.....	16
Creative Development .....	17
<b>Key Content Area 3 — Positive Interactions and Guidance.....</b>	<b>18</b>
Relationships with Individual Children.....	18
Developmentally Appropriate Guidance .....	19
Managing Groups and the Environment.....	20
Relationships with Others.....	20
<b>Key Content Area 4 — Family and Community.....</b>	<b>21</b>
Respect for Families .....	21
Child and Family Relationships .....	21
Community Resources to Support Families.....	22
Family/Parent Involvement.....	22
Positive Communication .....	23
Respect for Diversity .....	23
Collaboration.....	24
Reciprocal Relationships with Families .....	24
<b>Key Content Area 5 — Child Observation and Assessment.....</b>	<b>25</b>
Observation and Assessment.....	25
Children with Special Needs.....	25
<b>Key Content Area 6 — Health, Safety, and Nutrition .....</b>	<b>26</b>
Knowledge of Regulations.....	26
Health.....	26
Safety .....	27
Nutrition.....	27
<b>Key Content Area 7 — Professional Development and Leadership .....</b>	<b>28</b>
Ethical Standards and Professional Guidelines .....	28
Continuous Collaborative Learning.....	29
Reflective Practice.....	29
Advocacy .....	30
<b>Key Content Area 8 — Program Planning and Management .....</b>	<b>31</b>
Organizational Management .....	31
Personnel Management .....	31
Resource Management .....	32

## History

In December of 1998 the Arkansas Division of Child Care and Early Childhood Education and the Arkansas Head Start State Collaboration Project formed a collaborative partnership of all early childhood professionals in Arkansas. It was the goal of the collaboration to bring to the table everyone who served the needs of young children in the state. Early in the collaborative process the following vision statement was developed.

***All early childhood professionals in Arkansas value a coordinated professional development system based upon research and best practice, which contains high quality professional development opportunities, and allows for the development of career pathways to meet diverse needs of individuals.***

The collaborative process eventually became *the Arkansas Early Childhood Professional Development System (AECPDS)*. In carrying out the vision initially three work groups were formed: Core Competencies, Career Lattice/Registry and Higher Education. The Core Competency Work group first met in March of 1999 and through the course of their work established ten competencies. The Career Lattice/Registry group became two groups: The SPECTRUM, which contains the career lattice and The AECPDS Registry. The ten core competencies, the SPECTRUM and the Registry became official in 2004 with the promulgation of the policy document.

In 2007 the SPECTRUM advisory committee reconvened and examined the use of the document that had become known as the SPECTRUM. One of the many issues that arose with this examination was at which level of professional development (foundation, intermediate or advanced levels) to place the many professional development opportunities conducted within the state. Another issue that was discussed was the vagueness in understanding of the current ten Core Competencies. Guidelines were needed and a Core Competency Work Group was appointed.

In October of 2007, the Core Competency Work Group began by reviewing the professional literature and the work of other states that had developed leveled competencies. Through this review, the work group recommended eight Key Content Areas, with three levels of competencies. The original group used CDA, NAEYC and state P4 licensure standards in place at the time to help develop the competencies. The new Key Content Areas also reflect these current standards. The following table is an overview of the old and new competencies areas.

1. Child Growth and Development	1. Child Growth and Development
2. Creating Caring Communities to Support Learning and Development	3. Positive Interaction and Guidance 6. Health, Safety, and Nutrition
3. Supporting Learning and Development Through Curriculum Planning and Implementation	2. Learning Environment and Curriculum
4. Assessment and Evaluation	5. Child Observation and Assessment
5. Family	4. Family and Community
6. Community	
7. Professionalism	7. Professional Development and Leadership
8. Program Management	8. Program Planning and Management
9. Communications	
10. General Knowledge	



## Preface

The change in the name and branding of the Arkansas Early Childhood Professional Development System (AECPPDS) to TAPP (Traveling Arkansas' Professional Pathways) heralds a strong commitment to expand this professional development system beyond the traditional settings of early care and education to all settings where individuals are on a "journey for those who care and educate children, youth and families." TAPP anticipates encompassing and supporting those working with children from birth through adolescence in a variety of community-based settings, including center-based and family child care, out-of-school time programs, and home visiting programs. At present, professional language to encompass this broad range of settings and services is not clearly defined. Therefore, as this set of competencies is read, the term *early care and education* will emerge. *Early care and education* serves as a marker for staff from ANY program involved in TAPP. As the field comes to consensus on terminology, work will be done to include that language into the competencies. Please do not let the lack of professional vocabulary interfere with the understanding of and use of these competencies.

This set of competencies is written to address all those who work in programs involved in TAPP. The next step will be to develop age-specific competencies: infant/toddler, preschool, and school age. These age-specific competencies will nest within this system-wide set so to build a coherent set of competencies for the system as a whole. School age competencies will be the first of the specialized age groups to be developed and approved; infant/toddler and preschool will follow later. The work on the school-age competencies has been driven by the Arkansas Out of School Network ([www.aosn.org](http://www.aosn.org)) and the recently established Governor's Task Force on Best Practices for After School and Summer Programs.

The competencies herein are based on three levels of professional competency. The Core Competency Committee acknowledged the importance of balancing simplicity, so as to not overwhelm practitioners, with meaningful and readily differentiated professional levels. There was agreement early in the process that the three basic levels: Foundation, Intermediate, and Advanced, met those criteria and honored the professional career lattice (The SPECTRUM) Arkansas currently has in place. The following chart helps to define and differentiate how these three levels are envisioned. Note that the competencies of any lower level are encompassed within the higher levels.

The leveled competencies defined within this document serve at least four different, yet connected audiences.

- The competencies can assist each individual working in TAPP related programs to identify both their own strengths and areas for potential growth and targeted professional development.
- The programs may find the competencies helpful in many different ways, such as in hiring and evaluating staff and planning how the program can support its staff's professional development.
- The system itself will use the competencies to identify what level different professional development opportunities target; this will allow the system to identify areas of need and also better evaluate the effectiveness of the professional development provided within the state.
- Families choosing child care may find these competencies helpful as consumer education; they may be better able to determine the quality of care in programs they consider as they evaluate the staff's competencies.

For each and every audience, the ultimate beneficiary should be the children, youth and families of Arkansas, who experience increasingly improved quality of care and experiences.

	Assistant Teachers (individuals with limited responsibility for planning the learning environment and curriculum)	Lead Teachers, Assistant Directors, Administration Team members (individuals responsible for planning and implementing learning environments and curriculum)	Lead Teacher, Educational Coordinator, Curriculum Supervisor, Site Director, Owner, Agency/Central Office staff, Early Childhood Consultant (individuals with responsibilities for developing, implementing, monitoring and evaluating policies and procedures based on current research and best practices/evidence based practice; modeling for and supervising other staff)
	High school diploma, GED or advanced degree unrelated to early childhood/school-age  **Targeted professional preparation is related to the expectations of the individuals. Degrees and programs listed in the chart are not meant to place individuals on a career lattice.	Child Development Associate credential; One year technical certificate in early childhood education or related area; Associate Degree in early childhood education or related field (AA, AS, AAS)	Baccalaureate degrees (and beyond) in an appropriate area for the age/setting with which the individual works. Degrees appropriate for working directly with children and programs serving young children (birth to five) may differ than those appropriate for working with school age children. Appropriate degrees could include: early childhood education, family and child development, human development, recreation, and elementary education. This list is not meant to be exhaustive, but to provide examples of the expected level of competency and professional knowledge for the advanced level member.
	Limited or extended experience with limited professional development	Work experience or professional preparation (preferably with extended field experience) sufficient to plan and implement curriculum and learning environments and support assistant teachers within the classroom	Work experience or professional preparation (preferably with extended field experience) sufficient to develop, implement, monitor and evaluate policies and procedures based on current research and best practice/evidence-based practices; develop, implement and evaluate curriculum and learning environments; and model for and supervise other staff.



## Definitions of Key Content Areas

Key Content Areas (KCA) are a set of content areas that define what early care and education professionals should know and understand in order to provide quality experiences for children, regardless of the setting in which care and education occurs.<sup>1</sup>

- 1. Child Growth and Development:** Understand how children acquire language and creative expression and develop physically, cognitively, and socially.<sup>2</sup>
- 2. Learning Environment and Curriculum:** Establish an environment that provides learning experiences that meet each child's needs, capabilities, and interests.<sup>2</sup>
- 3. Positive Interactions and Guidance:** Establish supportive relationships with children and guide them as individuals and as a part of a group.<sup>2</sup>
- 4. Family and Community:** Work collaboratively with families and agencies/organizations to meet children's needs and to encourage the community's involvement with early care and education.<sup>2</sup>
- 5. Child Observation and Assessment:** Observe and assess what children know and can do in order to provide curriculum that meets their developmental and learning needs.<sup>2</sup>
- 6. Health, Safety, and Nutrition:** Establish and maintain an environment that ensures children's healthy development, safety, and nourishment.<sup>2</sup>
- 7. Professional Development and Leadership:** Serve children and families in a professional manner and participate in the community as a representative of early childhood care and education.<sup>2</sup>
- 8. Program Planning and Management:** Establish, implement, and evaluate an early care and education program.<sup>2</sup>

## Key Content Area 1 — Child Growth and Development

*Understand how children acquire language and creative expression and develop physically, cognitively, and socially.<sup>2</sup>*

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Defines terms describing developmental areas: cognitive, physical, language, social-emotional, and creative development.<sup>1,8</sup></li> <li><input type="checkbox"/> Gives examples of activities that show a child's development in each developmental area.</li> <li><input type="checkbox"/> Describes how the fulfillment of basic needs relate to child growth and development (physical, cognitive, social-emotional, language).<sup>8</sup></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies major theories and theorists of child development.<sup>8</sup></li> <li><input type="checkbox"/> Describes how that the developmental areas are interrelated.<sup>1,3</sup></li> <li><input type="checkbox"/> Plans curriculum and experiences that address the needs of young children within the developmental areas.<sup>1,3,4,5,9</sup></li> <li><input type="checkbox"/> Summarizes the basic findings from relevant developmental research (brain research, early literacy, social-emotional, etc.).<sup>8</sup></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory, policies, and research on child growth and development.<sup>1,2,3,5,7,8,9</sup></li> <li><input type="checkbox"/> Uses theories to explain how children learn and develop within the domains.<sup>1,2</sup></li> <li><input type="checkbox"/> Applies intentionally knowledge of developmental theories to meet children's individual needs in the group setting.<sup>1,4,5,7,9</sup></li> <li><input type="checkbox"/> Models and shares information about developmental areas with staff/colleagues and families.<sup>1,2,3,7,9</sup></li> <li><input type="checkbox"/> Critiques current and future trends in education and the larger society and the implications for children's development.<sup>9</sup></li> </ul>

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Describes how development is continuous and generally sequential.<sup>1</sup></li> <li><input type="checkbox"/> Defines the terms <i>developmental stages</i> and <i>areas</i>.<sup>1,2,3,4,8,9</sup></li> <li><input type="checkbox"/> Gives examples of developmental stages and areas appropriate to the age group with whom they work.<sup>1,3,4</sup></li> <li><input type="checkbox"/> Recognizes that children develop at different rates.<sup>4</sup></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates that patterns of development vary within developmental areas.<sup>1,4</sup></li> <li><input type="checkbox"/> Differentiates between typically and atypically developing children.<sup>9</sup></li> <li><input type="checkbox"/> Recognizes and partners to make referrals for possible developmental delays.<sup>1,3,7,8</sup></li> <li><input type="checkbox"/> Partner with families to set goals for individual children using their developmental level.</li> <li><input type="checkbox"/> Sets goals for individual children using their developmental level.<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Models and guides the use of individual patterns of development among children in care to guide planning.<sup>4,7,8 adapted</sup></li> <li><input type="checkbox"/> Provides information about the developmental stages and areas to staff/colleagues and families.<sup>1,3,9</sup></li> <li><input type="checkbox"/> Recognizes the limitations of using developmental areas alone as a measure of child development.</li> </ul>



## Key Content Area 2 — Learning Environment and Curriculum

*Establish an environment that provides learning experiences that meet each child's needs, capabilities, and interests.<sup>2</sup>*

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Is aware of the Arkansas Early Childhood Education Framework.</li> <li><input type="checkbox"/> Implements schedules, routines, and transitions to meet the children's needs.<sup>1,2,3,7,10</sup></li> <li><input type="checkbox"/> Assists in providing space and activities balanced between active and quiet, child directed and teacher directed, individual and group, indoor and outdoor.<sup>1,2,3,8</sup> adapted</li> <li><input type="checkbox"/> Assists in providing an interesting and secure environment that encourages play, exploration, learning using space, relationships, materials and routines as resources.<sup>1</sup> adapted</li> <li><input type="checkbox"/> Assists in arranging furnishings and materials to allow and encourage free choice and independence.<sup>1,2,3,5,10</sup> adapted</li> <li><input type="checkbox"/> Selects and uses materials that reflect and demonstrate acceptance of all children's gender, family, race, language, culture and special needs.<sup>2,8</sup></li> <li><input type="checkbox"/> Assists with implementing planned curriculum and activities.<sup>1</sup></li> <li><input type="checkbox"/> Uses technology such as TV and computers appropriately.<sup>3</sup></li> <li><input type="checkbox"/> Supports and encourages children's participation in a variety of activities.<sup>1,2,7,10</sup></li> <li><input type="checkbox"/> Selects materials appropriate to the developmental levels of individual children.<sup>2,10</sup></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develops curriculum that promotes the goals of the Arkansas Early Childhood Education Framework.<sup>1</sup></li> <li><input type="checkbox"/> Develops an appropriate schedule that includes a balance of active and quiet, child directed and teacher directed, individual and group, indoor and outdoor activities.<sup>1,3</sup></li> <li><input type="checkbox"/> Provides an environment that supports children's physiological needs for activity, sensory stimulation, fresh air, rest, hygiene, elimination, and nourishment.<sup>10</sup></li> <li><input type="checkbox"/> Understands and applies current theory and research on planning the learning environment and various teaching approaches.<sup>10</sup> adapted</li> <li><input type="checkbox"/> Uses observations to provide appropriate choices and adapt environments for children.<sup>1,3</sup></li> <li><input type="checkbox"/> Plans and sets up learning centers to ensure that the environment facilitates learning for all children in each developmental domain: cognitive, physical, language, creative /aesthetic and social-emotional.<sup>1,2,3</sup></li> <li><input type="checkbox"/> Plans and adapts curriculum, materials and environment according to the individual needs of children and their developmental level.<sup>1,2</sup></li> <li><input type="checkbox"/> Designs and offers learning opportunities that reflect a wide variety of cultures, including those represented the community.<sup>10</sup></li> <li><input type="checkbox"/> Uses various teaching approaches along a continuum from child-initiated exploration to adult-directed scaffolding or modeling.<sup>1,3</sup></li> <li><input type="checkbox"/> Bases planned and spontaneous interactions with children on the child's assessed interests and needs (intentional teaching).<sup>1,3</sup></li> <li><input type="checkbox"/> Uses appropriate materials, activities and strategies in an integrated curriculum that includes language and early literacy, math, science, social studies, health, safety, nutrition, art, music, drama, and movement.<sup>1,2,3</sup></li> <li><input type="checkbox"/> Implements appropriate use of technology.<sup>3</sup></li> <li><input type="checkbox"/> Plans and offers simple parent-child learning activities for use at home.<sup>10</sup> adapted</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assesses curriculum and individual progress of children based on the Arkansas Early Childhood Education Framework.</li> <li><input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory and research on learning environments and various teaching approaches.<sup>1,3</sup></li> <li><input type="checkbox"/> Plans, implements, and evaluates learning environments and curricula to maximize learning potential.<sup>1,3</sup></li> <li><input type="checkbox"/> Evaluates learning environment and curriculum to maximize learning potential for individual children.<sup>7</sup></li> <li><input type="checkbox"/> Teaches others about and advocates for developmentally appropriate curricula and learning environments.<sup>1,3</sup></li> <li><input type="checkbox"/> Plans environment and adapts curriculum for children with special needs or learning styles.<sup>1</sup></li> <li><input type="checkbox"/> Develops strategies that support children's role in planning curriculum.<sup>1</sup></li> <li><input type="checkbox"/> Designs curriculum and shares curriculum designs with others.<sup>1</sup></li> <li><input type="checkbox"/> Teaches others how to design and use curriculum.<sup>2,10</sup> adapted</li> <li><input type="checkbox"/> Articulates, analyzes, evaluates, and applies current research and effective practice on use of technology.<sup>1,3</sup></li> <li><input type="checkbox"/> Consults with parents and appropriate professionals to address developmental or environmental concerns.<sup>1</sup></li> </ul>

## Key Content Area 3 — Positive Interactions and Guidance

*Establish supportive relationships with children and guide them as individuals and as a part of a group.<sup>2</sup>*

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides physical and emotional security to build trusting relationships by interacting positively with children.<sup>1,2</sup></li> <li><input type="checkbox"/> Interacts positively with children in ways that are responsive, warm, consistent, encouraging, and nurturing such as:<sup>1,2,3</sup> <ul style="list-style-type: none"> <li><input type="checkbox"/> Giving one-on-one attention.<sup>1,3</sup></li> <li><input type="checkbox"/> Talking about children's interests.<sup>1,3</sup></li> <li><input type="checkbox"/> Respecting each child's uniqueness.<sup>1,3</sup></li> <li><input type="checkbox"/> Listening to children.<sup>1,3,7</sup></li> </ul> </li> <li><input type="checkbox"/> Using children's names.<sup>1,3</sup></li> <li><input type="checkbox"/> Communicating at children's eye level.<sup>1,3</sup></li> <li><input type="checkbox"/> Responding consistently.<sup>1,3</sup></li> <li><input type="checkbox"/> Smiling at children.<sup>1,3</sup></li> <li><input type="checkbox"/> Speaking at children's level of understanding.<sup>1,3</sup></li> <li><input type="checkbox"/> Conveying enthusiasm when giving encouragement.</li> <li><input type="checkbox"/> Giving encouragements based on the child's appropriate behavior and their effort.</li> <li><input type="checkbox"/> Participating in play with children.</li> <li><input type="checkbox"/> Treats all children with fairness and consistency.<sup>1,3</sup></li> <li><input type="checkbox"/> Accepts physical, social, emotional, cultural, and developmental differences in children and families.<sup>1,3</sup></li> <li><input type="checkbox"/> Encourages children to express emotions in a constructive manner.<sup>1,2</sup></li> <li><input type="checkbox"/> Considers and acknowledges personal beliefs regarding the causes and acceptability of specific types of behavior recognizing that parents and colleagues may have differing beliefs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interacts with each child based on the child's specific developmental level, temperament, strengths, interests, and needs.<sup>1,3,7 adapted</sup></li> <li><input type="checkbox"/> Conveys acceptance of children's diverse ethnic and cultural backgrounds, abilities, and/or learning challenges.<sup>1,3</sup></li> <li><input type="checkbox"/> Provides, with intentionality, an environment and activities that teach tolerance and respect for individual differences.<sup>1,3</sup></li> <li><input type="checkbox"/> Solicits information from families regarding effective strategies to support individual children.<sup>1,3</sup></li> <li><input type="checkbox"/> Uses strategies to assist children in learning to express emotions in a constructive manner, solve problems, and make decisions.<sup>1,2,3,7</sup></li> <li><input type="checkbox"/> Recognizes there are individual variations on what forms of acknowledgement are interpreted as positive by children and responds accordingly.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory and research on relationships and supportive interactions.<sup>1,3 adapted</sup></li> <li><input type="checkbox"/> Adapts all interactions with children to include each child individually, accommodating for his/her temperament, personality, strengths, interests, and development pattern.<sup>1,3</sup></li> <li><input type="checkbox"/> Uses child observation and assessment results to individualize and improve interactions.<sup>1,3</sup></li> <li><input type="checkbox"/> Develops, implements, and monitors written policies and practices to promote effective interactions.<sup>1,3 adapted</sup></li> </ul>



## Key Content Area 4 — Family and Community

*Work collaboratively with families and agencies/organizations to meet children's needs and to encourage the community's involvement with early care and education.<sup>2</sup>*

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates positively child's accomplishments and developing skills.<sup>1</sup></li> <li><input type="checkbox"/> Asks families for information and observations about the child and his/her interests.<sup>1</sup></li> <li><input type="checkbox"/> Follows rules of confidentiality when talking with colleagues and other families both inside and outside of school.<sup>1,2</sup></li> <li><input type="checkbox"/> Respects the family's role as primary educator<sup>2</sup> and decision-maker.<sup>5</sup></li> <li><input type="checkbox"/> Recognizes the family as the primary context for children's development and learning.<sup>4</sup></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Asks about and listens to families' expectations for the child.<sup>1 adapted</sup></li> <li><input type="checkbox"/> Invites family members to play an active role in their child's education.<sup>1,2</sup></li> <li><input type="checkbox"/> Articulates that families' attitudes influence children's ability and interest in learning.<sup>1</sup></li> <li><input type="checkbox"/> Asks about and responds empathically and knowledgeably to families' feelings and concerns regarding child care, guidance, their children's development, and child-rearing practices.<sup>5 adapted</sup></li> <li><input type="checkbox"/> Assists families and children to become acquainted with the program and staff on the child's first day.<sup>5</sup></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes and implements policies and practices that engage families in meaningful decision-making opportunities for their child and the program.<sup>1</sup></li> <li><input type="checkbox"/> Develops, implements, and monitors policies and practices for confidentiality of individual children and families by staff and volunteers.<sup>1</sup></li> <li><input type="checkbox"/> Develops, implements, and monitors policies which take into account differences in families.</li> </ul>

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages children to share family experiences and pastimes.<sup>1</sup></li> <li><input type="checkbox"/> Communicates with children about their family and family experiences in a respectful and sensitive manner.<sup>1</sup></li> <li><input type="checkbox"/> Supports children's relationships with their families.<sup>2</sup></li> <li><input type="checkbox"/> Recognizes that family situations affect children's behaviors.<sup>1 adapted</sup></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans activities that enable children to talk about their families.<sup>1</sup></li> <li><input type="checkbox"/> Describes how outside factors, including family situations, may affect children's behaviors.<sup>1</sup></li> <li><input type="checkbox"/> Strengthens families' abilities to be observers of child behavior and development.<sup>8</sup></li> <li><input type="checkbox"/> Collaborates with families to respond to behaviors influenced by family situation.<sup>1</sup></li> <li><input type="checkbox"/> Helps families obtain clear and understandable information about their child's disabilities and information about the family's legal right to services.<sup>2</sup></li> <li><input type="checkbox"/> Partners with families to develop healthy behaviors and routines for children.<sup>8</sup></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes, implements, and monitors policies and practices that ensure respect and acceptance of all families.<sup>1</sup></li> <li><input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory and research on family systems, relationships with families, and the effects of stress on families.<sup>1,2</sup></li> </ul>

## Key Content Area 5 — Child Observation and Assessment

*Observe and assess what children know and can do in order to provide curriculum that meets their developmental and learning needs.<sup>2</sup>*

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Has basic understanding of child development.<sup>1</sup></li> <li><input type="checkbox"/> Acknowledges that children develop at their own rate.<sup>1,2,3</sup></li> <li><input type="checkbox"/> Maintains daily child records as needed (diaper changing, feeding schedules, accidents, etc.) and other documentation as required.<sup>1</sup></li> <li><input type="checkbox"/> Assists with the collection of objective and meaningful information about each child's development.<sup>1,2,3</sup> adapted</li> <li><input type="checkbox"/> Recognizes that observation and assessment is an ongoing process.<sup>1,2,3</sup></li> <li><input type="checkbox"/> Seeks guidance and support from other professionals as needed in documentation of observation and assessment.<sup>1,3</sup></li> <li><input type="checkbox"/> Recognizes that findings in child observation and assessment assist in planning classroom curriculum.<sup>1,3</sup></li> <li><input type="checkbox"/> Recognizes that observation and assessment information should be shared with families in a sensitive and supportive manner.<sup>1</sup></li> <li><input type="checkbox"/> Recognizes that families are an integral partner in the observation and assessment process.</li> <li><input type="checkbox"/> Maintains confidentiality between the program and the child's family regarding each child's observation and assessment.<sup>1,2,3</sup></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses knowledge of child development to understand and interpret the abilities and behavior of the children.<sup>1</sup></li> <li><input type="checkbox"/> Appreciates and accommodates a range of developmental skills among children.<sup>1,2</sup></li> <li><input type="checkbox"/> Makes decisions about appropriate observation and assessment tools and gathers samples of children's work to gain a well-rounded picture of individual children.<sup>1,2</sup></li> <li><input type="checkbox"/> Selects and models appropriate use of a variety of formal and informal observation and assessment methods and tools.<sup>1</sup></li> <li><input type="checkbox"/> Uses observation and assessment results to plan and carry out developmentally appropriate curriculum.<sup>1</sup></li> <li><input type="checkbox"/> Partners with families in the observation and assessment process.</li> <li><input type="checkbox"/> Communicates observation and assessment results to families in a clear and supportive manner, using the home language whenever possible.<sup>1,2,7,5</sup> adapted</li> <li><input type="checkbox"/> Recognizes and responds to general warning signs of delays or disorders for children of various ages, making referrals as needed.<sup>9</sup></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has an in-depth understanding of child development and uses this understanding to assess individual children in the context of their age, gender, culture, and ability.<sup>1</sup></li> <li><input type="checkbox"/> Develops and implements individual plans based on observation and assessment.<sup>1,2</sup></li> <li><input type="checkbox"/> Interprets observation and assessment data and develops action plans based on findings.<sup>1</sup></li> <li><input type="checkbox"/> Establishes criteria, procedures, and documentation for both informal and formal methods of observation and assessment.<sup>1,3,7</sup> adapted</li> <li><input type="checkbox"/> Provides guidance and mentoring to staff/colleagues in understanding the methods and uses of observation and assessment.<sup>1</sup></li> <li><input type="checkbox"/> Reviews and interprets child observation and assessment data to ensure that children's developmental needs are met and to ensure informed practice.<sup>1</sup></li> <li><input type="checkbox"/> Communicates next step for individual children to families in a clear and supportive manner, based on observation and assessment results.<sup>1,3</sup></li> <li><input type="checkbox"/> Assures the assessment system in place provides reliable and valid data as a basis for decision making for individual children and curriculum.</li> </ul>

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes that observation and assessment assist in identifying children with special needs to determine eligibility for services.</li> <li><input type="checkbox"/> Recognizes that some children with disabilities are required by law to have an individualized plan based on observation and assessment.<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates to others and carries out their role and responsibilities for children with disabilities under the Individuals with Disabilities Education Improvement Act (IDEA).</li> <li><input type="checkbox"/> Provides input in the Individual Education Plan (IEPs) or Individual Family Service Plan (IFSPs) development meeting based on observation and assessment results.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Takes an active role in teams that develop IEPs and IFSPs advocating for children with special needs.<sup>1</sup></li> </ul>



## Key Content Area 6 — Health, Safety, and Nutrition

*Establish and maintain an environment that ensures children's healthy development, safety, and nourishment.*<sup>2</sup>

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Follows minimum licensing regulations regarding health and safety in: <sup>1,2,5</sup> <ul style="list-style-type: none"> <li><input type="checkbox"/> Administration of medication.<sup>1,3</sup></li> <li><input type="checkbox"/> CPR and First Aid training.<sup>1,2,3,5</sup></li> <li><input type="checkbox"/> Fire and disaster drills.<sup>1,2,5</sup></li> <li><input type="checkbox"/> Abuse and neglect.<sup>1,2</sup></li> <li><input type="checkbox"/> Communicable disease.<sup>1</sup></li> <li><input type="checkbox"/> Knows and maintains staff/child ratio.</li> </ul> </li> <li><input type="checkbox"/> Releases children only to authorized persons.<sup>1,2</sup></li> <li><input type="checkbox"/> Recognizes signs and symptoms of child abuse and neglect.<sup>1</sup></li> <li><input type="checkbox"/> Knows and follows mandated child abuse and neglect reporting laws.<sup>1,2,3,5</sup></li> <li><input type="checkbox"/> Maintains the confidentiality of health, nutrition, and child abuse/neglect information.<sup>1</sup></li> <li><input type="checkbox"/> Demonstrates awareness of the program's quality health and safety standards.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Practices procedures for fires and other emergencies, including safety procedures for children with disabilities.<sup>1,2</sup></li> <li><input type="checkbox"/> Monitors compliance with regulatory requirements.<sup>1</sup></li> <li><input type="checkbox"/> Understands the purpose of regulations.<sup>1</sup></li> <li><input type="checkbox"/> Describes the functions of regulatory agencies (licensing, health, building code).<sup>1</sup></li> <li><input type="checkbox"/> Identifies strategies for working cooperatively with regulatory agencies.<sup>1</sup></li> <li><input type="checkbox"/> Implements the program's quality health and safety standards.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develops program policies and procedures that support the optimal growth and development of every child.<sup>1</sup></li> <li><input type="checkbox"/> Adheres to and stays current with laws pertaining to children and families.<sup>1</sup></li> <li><input type="checkbox"/> Uses a professional code of ethics to make informed decisions regarding compliance with regulations and standards.</li> <li><input type="checkbox"/> Articulates the rationale for regulations, policies and standards.<sup>1</sup></li> </ul>

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Maintains a sanitary environment by following appropriate policies and procedures.<sup>1</sup></li> <li><input type="checkbox"/> Models and promotes good health practices (e.g., washing hands, brushing teeth, covering mouth and nose when coughing, sneezing, etc.).<sup>1,2,3,5</sup></li> <li><input type="checkbox"/> Recognizes the reason for and importance of preventive health services for children such as well child/EPSTD (Early and Periodic Screening, Diagnosis, and Treatment) screens and immunizations.</li> <li><input type="checkbox"/> Practices safe and sanitary diapering and toileting procedures.<sup>1,2</sup></li> <li><input type="checkbox"/> Recognizes signs and symptoms of common childhood diseases and reports to supervisor.<sup>1,2,3,5</sup></li> <li><input type="checkbox"/> Recognizes the importance of, and provides time and space for, active play and rest for all children.<sup>8</sup></li> <li><input type="checkbox"/> Follows universal precautions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Promotes good health by maintaining an environment that contributes to the prevention of illness.<sup>1,2</sup></li> <li><input type="checkbox"/> Provides planned opportunities for children to learn the basics of good health practices through active learning.<sup>1,3</sup></li> <li><input type="checkbox"/> Provides information for families about health, including information on medical homes, well child/EPSTD screens, and immunizations.<sup>8 adapted</sup></li> <li><input type="checkbox"/> Responds appropriately to children's illnesses (e.g., determines when the exclusion policy applies, contacts families, etc.).<sup>1,3</sup></li> <li><input type="checkbox"/> Administers medicine and approved medical treatments following required guidelines.<sup>1,2</sup></li> <li><input type="checkbox"/> Ensures that universal precautions are followed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Designs, assesses, and applies current research based on commonly recognized standards and community policies for health and safety.<sup>1</sup></li> <li><input type="checkbox"/> Monitors and ensures that children have many opportunities to learn the basics of good health through active learning.<sup>1</sup></li> <li><input type="checkbox"/> Develops program policies and exclusion criteria based on current regulations and program and community policies.<sup>1</sup></li> <li><input type="checkbox"/> Uses a professional code of ethics to make informed decisions regarding a healthy environment for all children.</li> </ul>

## Key Content Area 7 — Professional Development and Leadership

*Serve children and families in a professional manner and participate in the community as a representative of early childhood care and education.<sup>2</sup>*

Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Behaves in a professional manner.<sup>1</sup> <ul style="list-style-type: none"> <li><input type="checkbox"/> Enjoys working with children.<sup>1,2,7</sup></li> <li><input type="checkbox"/> Demonstrates care and acceptance of others.<sup>4</sup></li> <li><input type="checkbox"/> Demonstrates dependable, responsible behavior.<sup>6</sup></li> <li><input type="checkbox"/> Exhibits good personal hygiene and appropriate appearance.<sup>1,7,8</sup></li> <li><input type="checkbox"/> Maintains good work habits.<sup>1,8</sup></li> <li><input type="checkbox"/> Displays a positive attitude.<sup>1,2,7</sup></li> <li><input type="checkbox"/> Works well with colleagues and as a part of a team.<sup>5,7,8</sup></li> <li><input type="checkbox"/> Displays commitment to program's goals.<sup>2,7,8</sup></li> </ul> </li> <li><input type="checkbox"/> States the importance of maintaining confidentiality as a professional behavior. <small>1,2,3,4,5,8 adapted</small></li> <li><input type="checkbox"/> Is aware of the difference between a professional code of ethics and personal values. <small>1,3 adapted</small></li> <li><input type="checkbox"/> Complies with legal and regulatory mandates related to daily classroom practice.<sup>7,8</sup></li> <li><input type="checkbox"/> Is aware of the NAEYC Code of Ethical Conduct for Early Care and Education and/or other applicable codes as appropriate to the setting (NASW, CEC, etc.).<sup>1,2,3,7,11</sup></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates ethical behavior according to the applicable code of ethical conduct (NAEYC, NASW, CEC, etc.).<sup>1,3,11</sup></li> <li><input type="checkbox"/> Applies the code of ethical conduct to interactions and decision-making with children, families, colleagues, employers, and the community.</li> <li><input type="checkbox"/> Identifies potentially unethical practices in own behavior and makes appropriate decisions using a relevant code of ethical conduct.<sup>1,2,3,5 adapted</sup></li> <li><input type="checkbox"/> Distinguishes between personal values and a code of ethics.<sup>1,3</sup></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluates ethical dilemmas for the program and makes appropriate decisions.<sup>1,2,3,7,8 adapted</sup></li> <li><input type="checkbox"/> Identifies and models the use of the applicable code of ethical conduct to colleagues in daily practice, instruction, policies, and procedures.<sup>1,2,3 adapted</sup></li> <li><input type="checkbox"/> Identifies and models use of the applicable code of ethical conduct to colleagues when working with children, families, colleagues/staff and the community on a daily basis.</li> <li><input type="checkbox"/> Designs, implements, and evaluates policies and procedures for adherence to appropriate codes of ethical conduct.</li> </ul>



## Key Content Area 8 — Program Planning and Management

*Establish, implement, and evaluate an early care and education program.*<sup>2</sup>

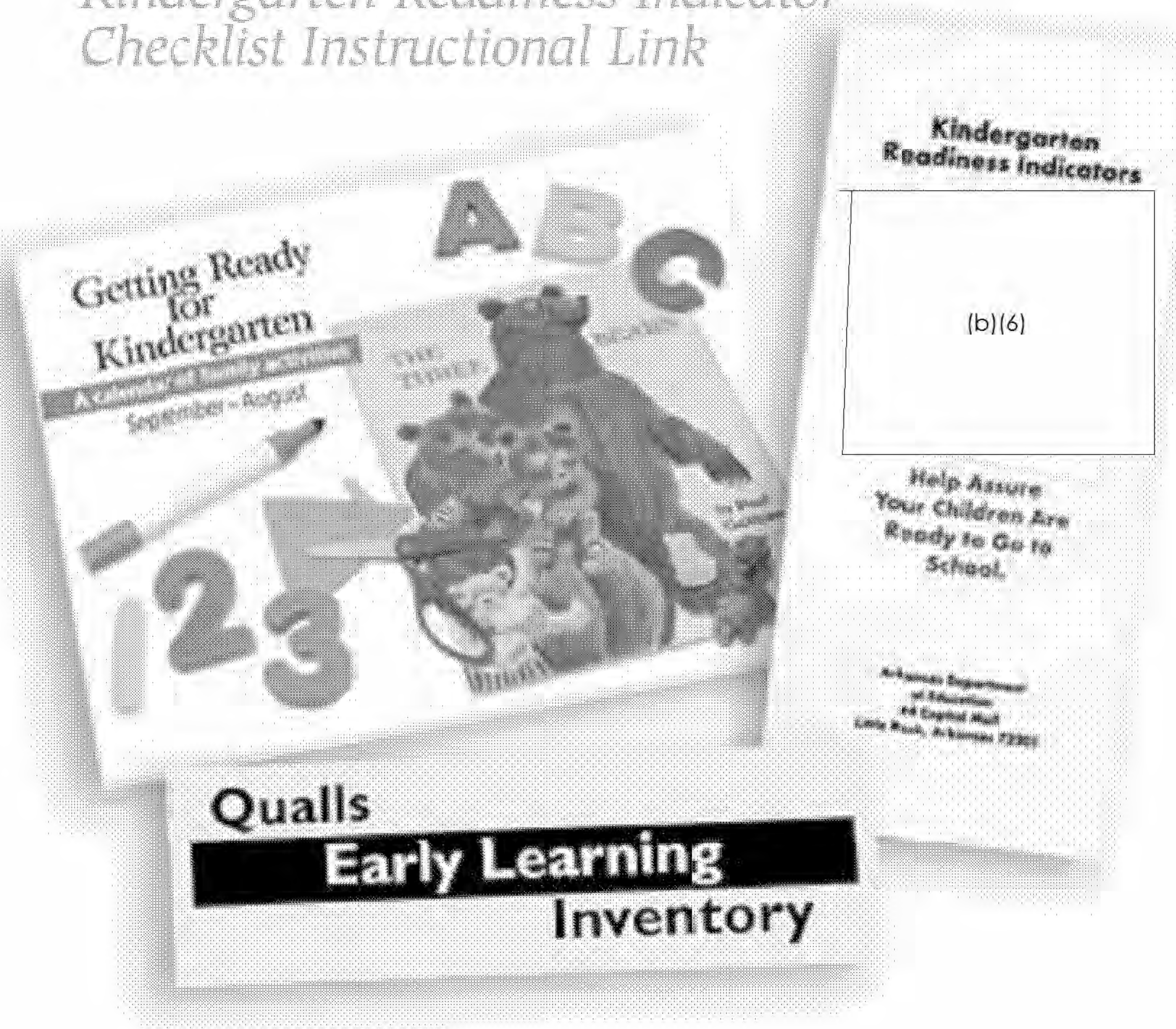
Foundation Competencies	Intermediate Competencies (includes foundation competencies)	Advanced Competencies (includes foundation and intermediate competencies)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Complies with regulations, quality standards, and program policies/procedures.<sup>1 adapted</sup></li> <li><input type="checkbox"/> Contributes to program evaluation.<sup>9 adapted</sup></li> <li><input type="checkbox"/> Knows and follows program risk management policies.</li> <li><input type="checkbox"/> Knows program goals and objectives.<sup>3</sup></li> <li><input type="checkbox"/> Follows daily activity plan.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assists with maintaining documentation to meet federal, state, and local legislation, regulations, and professional standards.<sup>1 adapted</sup></li> <li><input type="checkbox"/> Assists in development of and Implements program policies.<sup>1</sup></li> <li><input type="checkbox"/> Daily practice supports program goals and objectives.<sup>9 adapted</sup></li> <li><input type="checkbox"/> Participates in program evaluation.<sup>9</sup></li> <li><input type="checkbox"/> Assists in developing program risk management plan.</li> <li><input type="checkbox"/> Assists with program evaluation.</li> <li><input type="checkbox"/> Knows the social service, health, and education resources of the community and uses them when appropriate.<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory, research, and policy on organizational management.<sup>1</sup></li> <li><input type="checkbox"/> Applies federal, state, and local legislation, regulations, and professional standards to organize and develop program policies and systems.<sup>1 adapted</sup></li> <li><input type="checkbox"/> Collaborates effectively with colleagues and with board/advisory groups to develop and implement policies and procedures for staff/colleagues and families.<sup>1 adapted</sup></li> <li><input type="checkbox"/> Designs and implements a system for regular program evaluation and improvement.</li> <li><input type="checkbox"/> Develops and implements a system for regular review of risk management plan.</li> <li><input type="checkbox"/> Collects input and data for productive decision-making.<sup>9</sup></li> <li><input type="checkbox"/> Provides strong leadership and visionary direction.<sup>1</sup></li> </ul>



# LINK

for Teachers

*Kindergarten Readiness Indicator  
Checklist Instructional Link*



**Qualls Early Learning Inventory**

• **KRIC**

• **Calendar**

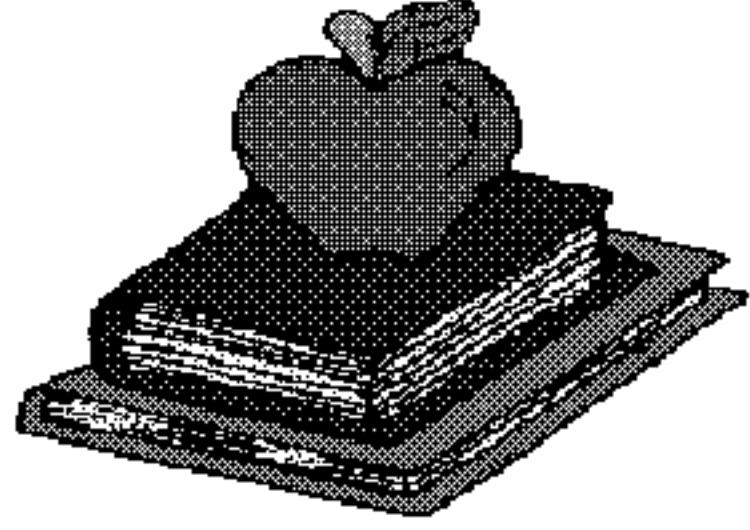
• **Benchmarks**

• **Frameworks**

• **Work Samplings**

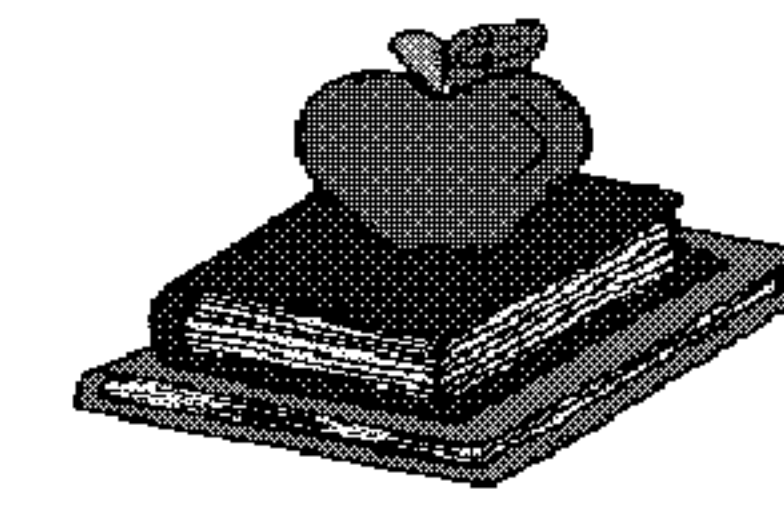
• **Head Start**





## KRIC Instructional Link for Teachers

### *Kindergarten Readiness Indicators Checklist*



### Introduction

The Arkansas Department of Education developed a Kindergarten Readiness Indicators Checklist (KRIC) in response to Legislative Act 825 enacted in 2003 by the Arkansas General Assembly. This list of thirty-eight (38) indicators identifies skills and knowledge that a child should have in order to be prepared for kindergarten. In support of the indicators, two publications have been developed:

- \*Getting Ready for Kindergarten Calendar of Family Activities
- \*Getting Children Ready for Kindergarten: A Guide for Teachers and Caregivers of Preschool Children

The KRIC has now been expanded so that teachers can use the **LINK** as a tool for observing children's attainment of the indicators. The **LINK** includes an alignment with the Arkansas Early Childhood Education Benchmarks, Work Sampling Performance Indicators, Head Start Outcomes, and K-12 ADE Frameworks. The indicators have also been aligned with the Qualls Early Learning Inventory (QELI).

For each indicator, there are examples of what to look for to determine children's level of attainment of that indicator. Based on observations of the child's behavior, one of the following ratings is to be assigned:

- Not Yet – evidence of this skill is rarely or never seen
- Emerging – some evidence of this skill has been observed
- Consistently – the skill or behavior is one that the child has mastered and demonstrated consistently

A "Comments" section allows teachers to include information to support the rating assigned.

In order to assign a rating for each indicator, it will be necessary that teachers make observations throughout the day, including the following times:

- Large group activities
- Small group activities in areas such as Literacy (Read Aloud and Shared Reading, for example) and Math

- Child choice of learning center activities
- Gross motor activities (indoors and outdoors)
- Arrival and departure time
- Routines such as lunch and toileting

A video, \*Getting to Know Children through Observation, is available to help teachers practice their observation skills.

As stated earlier, the Kindergarten Readiness Indicators Checklist (KRIC) has also been aligned with the Qualls Early Learning Inventory (QELI). This inventory is to be completed for each kindergarten child during the first few weeks of the school year. Information from the QELI is to be used to focus instruction and improve achievement in kindergarten.

The QELI is simply a list of items to be observed. The **LINK** lists the indicators, plus a number of examples of observable behaviors. These examples give teachers a focus for their observations of each child and a foundation for assigning a rating for each indicator.

Most items on QELI have been aligned with the indicators on the KRIC. This will enable kindergarten teachers to complete the **LINK** and transfer the information they recorded to the QELI.

To summarize, the KRIC Instructional **LINK** for Teachers is an instrument that is designed so that it can be used by both Pre-K and Kindergarten teachers.

\*Resources available from the Arkansas Division of Child Care and Early Childhood Education ([www.arkansas.gov/childcare](http://www.arkansas.gov/childcare))

- Video: Getting to Know Children through Observation
- Getting Ready for Kindergarten Calendar of Family Activities
- Getting Children Ready for Kindergarten: A Guide for Teachers and Caregivers of Preschool Children

Resources available from the Arkansas Department of Education  
<http://arkedu.state.ar.us>

- ADE K-12 Language Arts Curriculum Frameworks
- ADE K-12 Math Frameworks
- Kindergarten Readiness Indicators Checklist
- KRIC Instructional LINK for Teachers and Parents



## KRIC Instructional LINK for Teachers

### Kindergarten Readiness Indicator Checklist

### I. Expressiveness and Language Comprehension

EC Benchmarks	Work Sampling	Head Start Outcomes	QELI	ADE Frameworks	KRIC Indicators	Rating			Comments
						Not Yet	Emerging	Consistently	
5.2	II.B.1	HS-LD	6	OV.1.K.3	1. Uses effective oral communication skills and speaks in complete sentences; <ul style="list-style-type: none"> <li>• Uses sentences of five to six (or more) words;</li> <li>• Has almost adult like speech;</li> <li>• Can verbally express the highlights of the day;</li> <li>• Utters compound sentences with connecting words such as “and” and “but”;</li> <li>• Describes and discusses objects such as seashells or pinecones;</li> <li>• Describes what is happening in discussion pictures.</li> </ul>				
5.10	II.A.2	HS-LD	38	OV.1.K.5 OV.2.K.3	2. Understands and follows directions with at least two steps; <ul style="list-style-type: none"> <li>• Follows directions that involve two steps (“Take off your coat and hang it up.”);</li> <li>• Tells about “Going to Wal-Mart, then to church and then home”;</li> <li>• Retells a story, such as “<i>The Three Bears</i>”, in sequence;</li> <li>• Tells in sequence routine things (getting dressed in the morning or going to bed at night);</li> <li>• Follows directions in songs such as “<i>Hokey Pokey</i>”;</li> <li>• Tells, in order, the daily classroom schedule;</li> <li>• Puts photos of daily schedule in order.</li> </ul>				

## II. Approach to Learning/Cognition

EC Benchmarks	Work Sampling	Head Start Outcomes	QELI	ADE Frameworks	KRIC Indicators	Rating			Comments
						Not Yet	Emerging	Consistently	
3.4	II.C.3	HS-AL	4	R.10.K.7 R.11.K.10	5. Demonstrates visual discrimination skills by matching two like pictures in each of five sets of pictures; <ul style="list-style-type: none"> <li>• Match pictures, colors or shapes in a Lotto or Bingo game;</li> <li>• Finds the match with pairs of cards such as Old Maid, Go Fish, or with pairs of teacher-made matching cards;</li> <li>• Match pictures, colors or number of dots on dominoes;</li> <li>• Separate and match socks by pairs in a collection of five or more pairs.</li> </ul>				
3.10	III.C.1 III.D.1	HS-AL	29	M1.1 A.4.K.2 A.4.K.1 R.11.K.10	6. Classifies (same/different, alike/not alike) objects by physical features, (shape, color, size); <ul style="list-style-type: none"> <li>• Sorts objects such as crayons by color;</li> <li>• Finds the object that does not belong in a collection (two circles and one triangle);</li> <li>• Sorts colored bears into containers that are the same color as the bears;</li> <li>• Classifies shoes as to type (tennis shoes/sandals), by color or by shoe fasteners;</li> <li>• Puts away unit blocks by placing them on corresponding shape outline on block storage shelf.</li> </ul>				



### III. Phonological Awareness and Print Knowledge

EC Benchmarks	Work Sampling	Head Start Outcomes	QELI	ADE Frameworks	KRIC Indicators	Rating			Comments
						Not Yet	Emerging	Consistently	
3.5	II.C.2 II.D.4	HS-L	1 14	R,1,1	14. Recognizes name in print when shown word cards; <ul style="list-style-type: none"> <li>• Selects own name card from a group of five name cards;</li> <li>• Locates name card and places it in correct column of sign-in sheet on a pocket chart;</li> <li>• “Signs in” in right column of sign-in sheet on which is written each child’s name in left column;</li> <li>• Recognizes name on cubbie, locker or table, etc;</li> <li>• Recognizes name card as teacher takes attendance in circle time;</li> <li>• Selects own name card in writing center and attempts to copy.</li> </ul>				
3.7	II.C.3	HS-L	1	R.8.K.3 R.11.K.4	15. Points to and/or recognizes letters in name; <ul style="list-style-type: none"> <li>• States, “That’s my name” when shown name card of another child whose name has same beginning letter;</li> <li>• States, “My name and Tina’s name start with a “T”;</li> <li>• States that letter on sign or chart that is same as beginning of own name is “My name”;</li> <li>• Points to letters in name during Shared Reading experience;</li> <li>• Points to letters in a book that appear in own name;</li> <li>• Uses magnetic alphabet letters to spell own name.</li> </ul>				

## IV. Mathematics

EC Benchmarks	Work Sampling	Head Start Outcomes	QELI	ADE Frameworks	KRIC Indicators	Rating			Comments
						Not Yet	Emerging	Consistently	
3.14  3.15	III.C.2  III.E.1  III.B.1	HS-M	30	NO.1.K.1  NO.1.K.4  NO.1.K.5	<p>23. Counts number of objects in small group (up to 5);</p> <ul style="list-style-type: none"> <li>• Holds up five fingers when teacher begins to say a finger play such as "<i>Five Little Monkeys</i>";</li> <li>• Counts number of children present in a learning center;</li> <li>• Counts number of girls and/or number of boys present;</li> <li>• Counts number of napkins to place on each table for snack;</li> <li>• Counts number of fish caught in a fishing game;</li> <li>• Counts out five red bears from a basket of counting bears;</li> <li>• Counts beads on string or pegs in pegboard.</li> </ul>				
3.15	III.B.1	HS-M	30	NO.1.K.3  NO.1.K.2  NO.1.K.5	<p>24. Demonstrates an understanding of number (how many) and numeral relationship by placing correct number of objects to corresponding 0-5 numeral;</p> <ul style="list-style-type: none"> <li>• Puts two-piece number/numeral puzzles together by counting number of objects on one piece and recognizing numeral on other piece;</li> <li>• Places correct number of counting bears or bottle caps on number cards;</li> <li>• Places correct number of objects on number stepping stones;</li> <li>• "Reads" recipe chart and uses the correct amount of ingredients;</li> </ul> <p>Creates a number book by placing the correct number of cutouts or stickers on numbered pages.</p>				



### IV. Social/Emotional

EC Bench- marks	Work Sampling	Head Start Outcomes	QELI	ADE Frame- works	KRIC Indicators	Rating			Comments
						Not Yet	Emer- ging	Consis- tently	
3.26	V.A.1	HS-SED	1	NA	30. Identifies self as a boy or girl; <ul style="list-style-type: none"> <li>• Refers to self as boy or girl;</li> <li>• Places own name card or photo in correct column of graph which has one column labeled <b>Boys</b> and one column labeled <b>Girls</b>;</li> <li>• Joins correct line when teacher directs all boys to form one line and all girls to form another line;</li> <li>• Sorts and classifies photos of self and classmates as “boys” and “girls”.</li> </ul>				
3.27	V.A.1	HS-SED	1	NA	31. Provides/states first and last name; <ul style="list-style-type: none"> <li>• Says name in get acquainted activities, such as Hap Palmer’s “What is your name?”, during circle time;</li> <li>• Tells teacher name to write on art work;</li> <li>• Tells teacher first and last name to label photo in classroom album;</li> <li>• Tells teacher first and last name to include in an “All About Me” book;</li> <li>• Recognizes name card to which last name has been added and states both names when shown card;</li> </ul>				

## VI. Physical Development

EC Benchmarks	Work Sampling	Head Start Outcomes	QELI	ADE Framework	KRIC Indicators	Rating			Comments
						Not Yet	Emerging	Consistently	
4.8	VII.B.3	HS-PHD	NA	W.5.K.4 W.6.K.10	<p>36. Uses writing or drawing tools and scissors with control and intention</p> <ul style="list-style-type: none"> <li>• Selects writing center or art center and uses tools and materials placed in the center;</li> <li>• Holds a pencil in a pincer grip;</li> <li>• Uses a crayon or marker with preferred hand while using the other hand for keeping the paper in place;</li> <li>• Copies shapes from a model or letters of own name;</li> <li>• Use dry erase markers to draw or write on dry erase board;</li> <li>• Draws with markers to create a pictures (self, family members, a house or dog);</li> <li>• Cuts on a line or around a large picture with scissors;</li> <li>• Uses scissors to cut out objects in own drawing.</li> </ul>				
4.8	VII.B.3	HS-PHD	NA	G.8.K.3	<p>37. Reproduces or copies a ____ (line), O (circle), X and +</p> <ul style="list-style-type: none"> <li>• Makes a variety of lines and shapes in drawings;</li> <li>• Reproduces symbols listed above using cards teacher has created as a model;</li> <li>• Traces over symbols on card using dry erase markers;</li> <li>• Traces with fingers the symbols on a textured tracing card.</li> </ul>				



## Race to the Top Early Learning Challenge: Definitions

ABC - Arkansas Better Chance  
 ABCD- Assuring Better Child Health and Development  
 ACPAC/C- Arkansas Children's Program Administrators Certificate/Credential  
 ADE - Arkansas Department of Education  
 ADH- Arkansas Department of Health  
 AECC- Arkansas Early Childhood Commission  
 AECCS - Arkansas Early Childhood Comprehensive Systems  
 AETN- Arkansas Educational Television Network  
 AHVN - Arkansas Home Visiting Network  
 AR-BB - Arkansas Better Beginnings, the state's tiered QRIS  
 ARC - Arkansas Research Center  
 ASQ-3 - Ages and Stages Questionnaire, Third Edition  
 ASQ: SE - Ages and Stages Questionnaire: Social-Emotional  
 ASU- Arkansas State University  
 BAS - Business Administration Scale  
 CACFP - Child and Adult Care Food Program  
 CARF - Council on Accreditation of Rehabilitation Facilities  
 CCDF- Child Care and Development Fund  
 CDA - Child Development Associate  
 CEU- Continuing Education Unit  
 CHMS - Child Health Management Clinics  
 CLASS - Classroom Assessment Scoring System  
 CMHC - Community Mental Health Centers  
 DCCECE - Arkansas Division of Child Care and Early Childhood Education  
 DDTCS - Developmental Day Treatment Clinic Services  
 DECA - Devereux Early Childhood Assessment  
 DIAL - Developmental Indicators for the Assessment of Learning  
 ECE- Early Childhood Education  
 ECERS-R - Early Childhood Environment Scale, Revised Edition  
 ECMHC - Early Childhood Mental Health Consultation  
 EHS - Early Head Start  
 E-LAP - Early Learning Accomplishment Profile  
 ELL - English Language Learner  
 ELLA- Early Literacy Learning in Arkansas  
 EPSDT- Early Periodic Screening, Diagnosis, and Treatment  
 ERS - Environmental Rating Scales  
 ESEA - Elementary and Secondary Education Act  
 FASD- Fetal Alcohol Spectrum Disorders  
 FCCERS-R - Family Child Care Environment Rating Scale, Revised Edition  
 HIPPY - Home Instruction for Parents of Pre-School Youngsters  
 HS - Head Start  
 IDEA - Individuals with Disabilities Education Act  
 IEP - Individual Education Plan  
 IFSP - Individualized Family Service Plan

ITERS-R - Infant/Toddler Rating Scale, Revised Edition  
 KRIC- Kindergarten Readiness Indicators Checklist  
 LEA - Local Education Agencies  
 MAT8 - Metropolitan Achievement Test 8 edition  
 MAT8- Metropolitan Achievement Tests, Eight Edition  
 MIECHV - Maternal, Infant, and Early Childhood Home Visiting  
 MOU- Memorandum of Understanding  
 NAEYC - National Association for Education of Young Children  
 NAFCC - National Association of Family Child Care  
 NASHP- National Academy for State Health Policy  
 NIEER - National Institute of Early Education Research  
 NSLP - National School Lunch Program  
 PARCC- Partnership for Assessment of Readiness for College and Careers  
 PAS - The Program Administration Scale  
 PCAN - Preventing Child Abuse and Neglect: Parent-Provider Partnerships in Child Care  
 PCMI- Preschool Classroom Mathematics Inventory  
 PCP- Primary Care Provider  
 PD - Professional Development  
 PFCE- Head Start Parent, Family, and Community Engagement Framework  
 PPVT-II - Peabody Picture Vocabulary Test, Second Edition  
 QA - Arkansas Quality Approval System  
 QELI - Qualls Early Learning Inventory  
 QRIS - Quality Rating and Improvement System  
 R&R - Resource and Referral Agencies  
 RSPMI - Rehabilitative Services for Persons with Mental Illness  
 RTT- Race to the Top  
 SELA- Support for Early Literacy Assessment  
 SF - Strengthening Families  
 SFY - State Fiscal Year  
 TA - Technical Assistance  
 TANF- Temporary Assistance to Needy Families  
 TAPP - Traveling Arkansas' Professional Pathways  
 TCC - Arkansas Technology and Curriculum Access Center  
 TEA - Transitional Employment Assistance  
 UALR - University of Arkansas at Little Rock  
 UAMS - University of Arkansas for Medical Sciences  
 WSS - The Work Sampling System



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