

**Arkansas Better Chance
for
School Success**

**2007-2008
Procedures Manual for
Participating Agencies**

Second Revision
12-11-2007

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Section I

Basic Information and Rules/Regs



Arkansas Better Chance Program
DHS Division of Child Care and Early Childhood Education
P.O. Box 1437, Slot S-160, Little Rock, AR 72203
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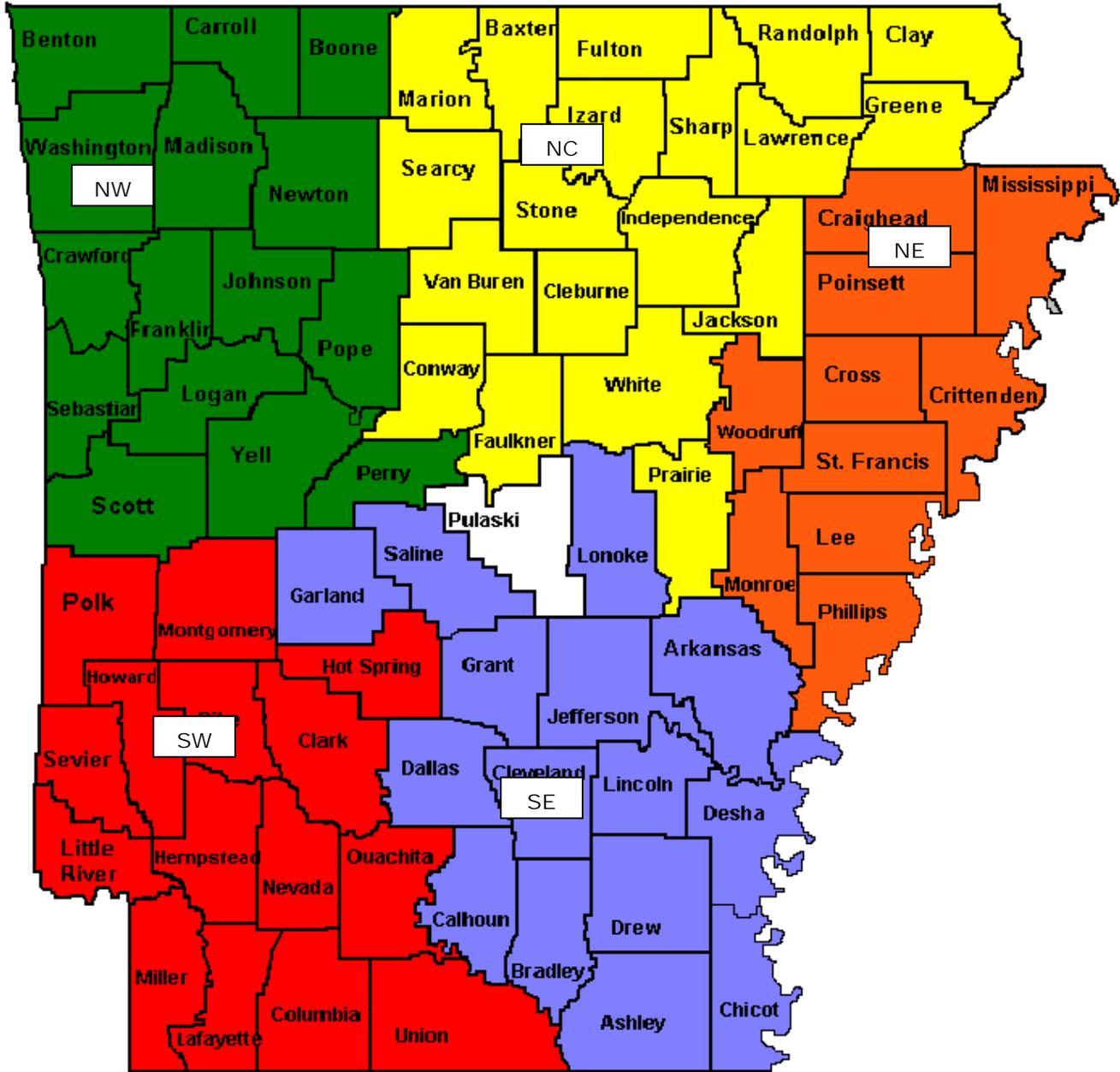
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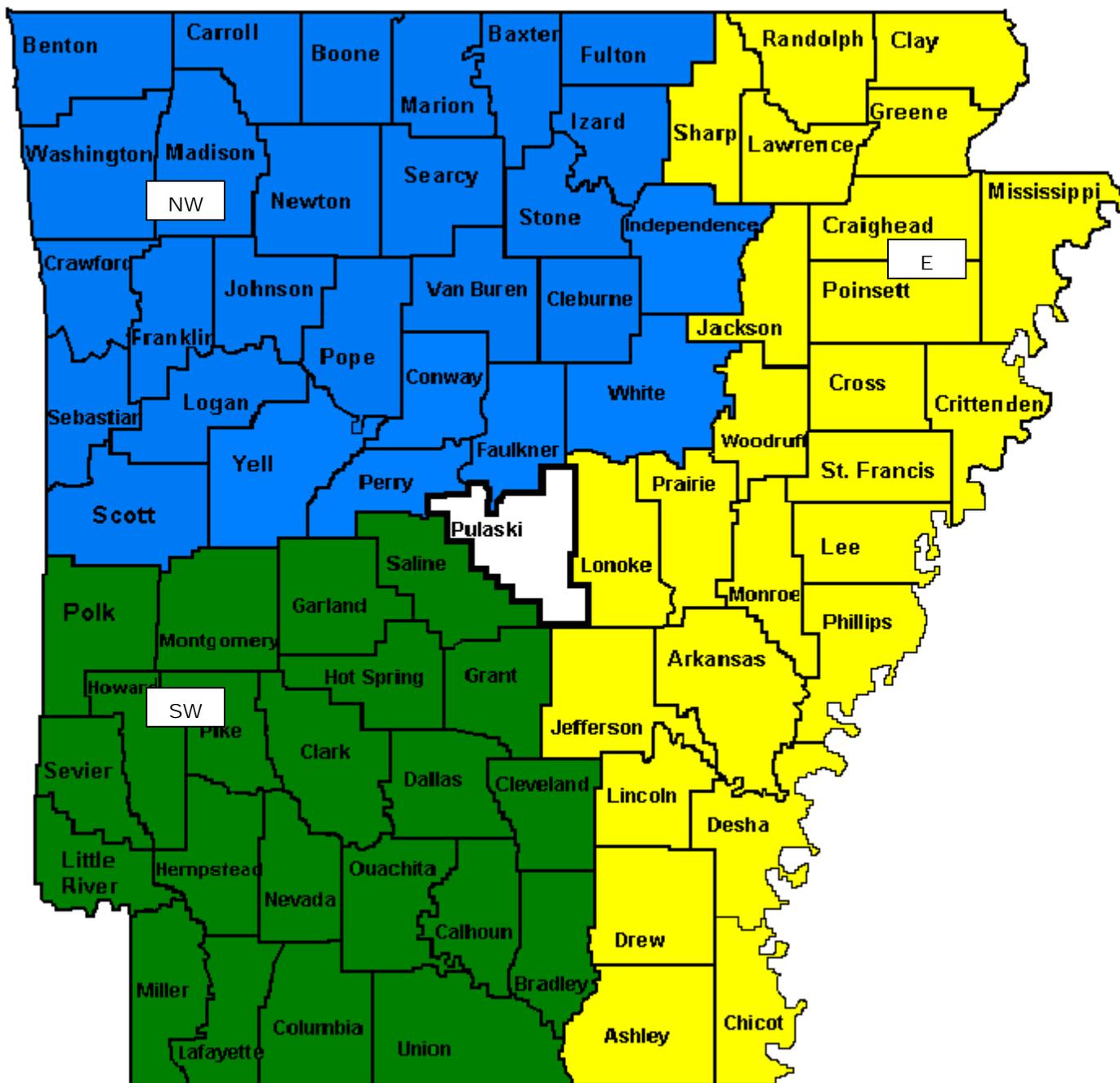
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ARKANSAS CODE 6-45
ARKANSAS BETTER CHANCE PROGRAM

6-45-101. Title.

The title of this chapter shall be "The Arkansas Better Chance Program Act".

6-45-102. Legislative intent.

It is the intent of the General Assembly to expand the availability of developmentally appropriate early childhood programs, including, but not limited to, Head Start, the Home Instruction for Parents of Preschool Youngsters, Therapeutic Child Development Programs, and Parents As Teachers. Children have the capacity to learn at very early ages, and participating in high-quality early care and education programs provides preschool children with the skills, enrichment, and learning opportunities that increase their chances of future success in school. Children from all backgrounds who receive high-quality early care and education score higher on tests of both cognitive and social skills in their early school years. Low-income children who receive high-quality early care and education score significantly higher on tests of reading and math from their primary years through middle adolescence. These high-quality early care and education services can be both classroom, center-based, or home-based programs. Therefore, the General Assembly finds that the state should provide assistance to educationally deprived young children by funding successful and innovative programs that are designed to increase the learning of these children and provide for their optimal development.

6-45-103. Definitions.

For the purposes of this chapter, the following definitions shall apply:

- (1) "Appropriate early childhood program" means a developmentally appropriate program for young children, birth through five (5) years of age, approved by the Department of Education as complying with the regulatory guidelines of the early childhood state accreditation by the Department of Health and Human Services and Arkansas Better Chance Core Quality Approval Standards of the Department of Education to be issued by the Department of Education pursuant to this chapter;
- (2) "Arkansas Better Chance for School Success" means a developmentally appropriate early care and education program for children three (3) and four (4) years of age created under § [6-45-105\(a\)\(1\)\(B\)](#);
- (3) "Arkansas Early Childhood Commission" or "commission" means an eighteen-member advisory body appointed by the Governor to perform certain duties and responsibilities relating to the development, expansion, and coordination of early childhood programs, including, but not limited to, serving as the advisory body to the Department of Education on early childhood program issues;
- (4) "Arkansas HIPPY Advisory Board" means a citizen board appointed through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Regional Technical Assistance and Training Center to develop public awareness, to promote program expansion, to encourage local development of the Home Instruction for Parents of Preschool Youngsters, and to provide consultation and guidance to the center; and
- (5) "Department" means the Department of Education or its authorized agents.

6-45-104. Construction.

(a)(1) Except as required under subdivision (a)(2) of this section, this chapter shall not require any school district to participate.

(2) A local school is required to work with the Department of Education and its local community to establish, promote, and assist in the development of a program under the Arkansas Better Chance for School Success Program to serve all children in the school as provided in § [6-45-108](#), if:

(A) The school has had seventy-five percent (75%) or more students scoring below proficiency on the primary benchmark exams or other exams designated by the department in the preceding two (2) school years; or

(B) The school has been designated by the department as being in school improvement status under § [6-15-425](#) or is located in a district in academic distress.

(b) Furthermore, nothing in this chapter shall require parents or legal guardians to enroll their children under five (5) years of age in any program established pursuant to this chapter.

6-45-105. Establishment of the Arkansas Better Chance Program.

(a)(1)(A) The Department of Education shall establish the Arkansas Better Chance Program to assist in the establishment and funding of the appropriate early childhood programs for children ages birth through five (5) years of age.

(B) Within the Arkansas Better Chance Program there is established the Arkansas Better Chance for School Success Program for providing appropriate early care and education programs for children three (3) years of age and four (4) years of age as identified under § [6-45-108\(a\)](#).

(2)(A) Beginning with the 1991-1992 school year, the department shall award grants or contracts to appropriate early childhood programs selected by the department in accordance with specified programmatic standards.

(B)(i) These standards will be developed by the department, with the advice and assistance of the Arkansas Early Childhood Commission.

(ii) Standards for funding the Home Instruction Program for Preschool Youngsters will be developed in conjunction with the Arkansas HIPPY Advisory Board.

(C) The Home Instruction Program for Preschool Youngsters Regional Technical Assistance and Training Center shall be defined and funded as an integral part of the Home Instruction Program for Preschool Youngsters to provide necessary training, technical assistance, and program support to program sites in Arkansas.

(b) The programmatic standards and other rules and regulations necessary for the implementation of the Arkansas Better Chance Program shall be adopted by the State Board of Education in accordance with the provisions of the Arkansas Administrative Procedure Act, § [25-15-201](#) et seq.

(c)(1) The department is hereby authorized to expend a maximum of two percent (2%) of available funds to administer the program and to monitor program grantees to ensure compliance with programmatic standards.

(2) The department may contract with the Division of Child Care and Early Childhood Education to administer the program.

6-45-106. Application process - Allocation of funding.

(a)(1)(A) Any early childhood program accredited and quality approved by the Department of Health and Human Services according to standards approved by the Department of Education may apply for funding, regardless of the sponsorship of the program. Local school districts may apply for funding to operate early childhood programs, not including public school kindergarten, but an appropriate early childhood program need not be affiliated with a school district in order to receive funding.

(B) All applications submitted by sectarian or sectarian-affiliated programs must first be reviewed to assure that any approval of funding will not result in a violation of the United States Constitution, Amendment One.

(2)(A) A local-to-state match will be required in the ratio of forty to sixty (40:60), except that the Division of Child Care and Early Childhood Education of the Department of Health and Human Services may waive the requirement of the local-to-state match if:

(i) The school is in a district that has been designated by the Department of Education as being in academic distress; and

(ii) The division determines that the school is unable to provide the local-to-state match requirement after the division has assisted the school in identifying potential funding sources to provide local-to-state match requirements.

(B) The local match may consist of cash or appropriate in-kind services.

(b) In order to be considered, an application must contain all information required by the Department of Education's regulatory guidelines.

(c)(1) In allocating funding for the Arkansas Better Chance for School Success Program, priority consideration shall be given to:

(A) Schools that have seventy-five percent (75%) or more students scoring below proficiency on the primary benchmark exams or other exams designated by the Department of Education in the preceding two (2) school years; and

(B) Schools that have been designated by the Department of Education as being in school improvement status under § [6-15-425](#) or are located in a school district in academic distress.

(2) The goal of the state is to make available an Arkansas Better Chance for School Success Program for an additional one-fifth (1/5) of the qualifying students each year over a period of five (5) years, at which time programs shall be available in all schools statewide.

(3) The priority considerations for funding under the Arkansas Better Chance for School Success Program shall not affect the funding of the Arkansas Better Chance Program and shall not create any priority for funding the Arkansas Better Chance for School Success Program over the Arkansas Better Chance Program.

(4) Any programs given priority consideration under this subsection shall continue to receive priority funding as necessary to continue an established program even though the criteria under subdivision (c)(1) of this section no longer exist for that school district.

6-45-107. Publication of funding availability and program criteria.

The Department of Education shall annually provide notification to school districts and to other appropriate providers of the availability of funds under the Arkansas Better Chance Program and shall include in such notification the programmatic standards and criteria for determination of eligibility for funding under the program.

6-45-108. Criteria for determining need.

(a)(1) All children three (3) years of age and four (4) years of age who are members of a family with a gross family income not exceeding two hundred percent (200%) of the federal poverty guidelines are eligible to attend an Arkansas Better Chance for School Success Program if there is a program available in the school district where the child resides and if there is available space for the child to attend the program.

(2) The Department of Education and the Division of Child Care and Early Childhood Education of the Department of Health and Human Services may develop a fee schedule and establish eligibility based on family income for children who are not eligible under subdivision (a)(1) of this section, but priority enrollment shall be allowed to children eligible under subdivision (a)(1) of this section.

(b) The department and the division shall review various criteria for identifying and targeting the areas of the state with the greatest need for early childhood programs.

(c) The State Board of Education, with the advice and assistance of the division, shall adopt the appropriate criteria for identifying Arkansas children with the greatest need to participate in Arkansas Better Chance-funded early childhood programs.

History. Acts 1991, No. 212, § 1; 1991, No. 216, § 1; 2003, No. 1332, § 6; 2003 (2nd Ex. Sess.), No. 49, § 3.

6-45-109. Certification by the Division of Child Care and Early Childhood Education.

(a) The Division of Child Care and Early Childhood Education shall certify child care facilities which have an appropriate early childhood program, as defined in § [6-45-103](#). Certification numbers shall be issued to those child care facilities which meet the applicable qualifications.

(b) Upon certification of the child care facilities, the division shall provide a listing of all certified facilities and their certification numbers to the Director of the Department of Finance and

Administration for the purpose of the income tax credit or refund provided for in §§ [26-51-502](#) and [26-51-507](#).

6-45-110. Assessment.

(a)(1) The Division of Child Care and Early Childhood Education within the Department of Health and Human Services shall be responsible for assessment of students enrolled in the Arkansas Better Chance for School Success Program.

(2)(A) Assessment shall begin upon enrollment in the program and continue until each child completes the fourth grade, so long as the child is enrolled in a public school in the state.

(B) The division and the Department of Education shall work cooperatively to ensure that the assessments are conducted as required by this section.

(b)(1) Children in the program shall be assessed annually to provide an indication of each child's progress towards school readiness.

(2) This annual assessment shall be directly aligned with the Arkansas Early Childhood Education Framework/Early Learning Guidelines and shall serve to promote curriculum development and instructional methods that assist in achievement of the intended outcome of readiness for kindergarten.

(3)(A) The assessment shall address a child's strengths, progress, and needs and shall serve as a central part of an effective early childhood program.

(B) The assessment will be used in making sound decisions about teaching and learning and to identify areas of concern that may require focused intervention.

(c)(1) A comprehensive research study shall be implemented to evaluate the program to ensure that the program goals and intended child outcomes are being achieved.

(2) The study shall be designed to use sound research-based evidence to determine whether the programs meet the expected standards of quality and whether they are achieving the intended child outcomes.

(3) This research shall include children entering the program at ages three (3) and four (4) years and follow the children through completion of the fourth grade benchmark exams.

(d) Research results will be provided annually to the Governor, the Senate Interim Committee on Education, and the House Interim Committee on Education.

History. Acts 2003 (2nd Ex. Sess.), No. 49, § 4.



ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE ARKANSAS BETTER CHANCE PROGRAM

SECTION 1 – REGULATORY AUTHORITY

- 1.01 These rules are enacted pursuant to the authority of the State Board of Education under ACA § 6-11-105 and 6-45-101 et seq. as amended.
- 1.02 The Division of Child Care and Early Childhood Education, Arkansas Department of Human Services, shall coordinate and administer the Arkansas Better Chance Program, providing all appropriate technical assistance and program monitoring necessary to fulfill the requirements of Ark. Code Ann. 6-45-101 et seq., 20-78-206 and 6-11-105. DCCECE will annually provide the State Board of Education a list of grants which are recommended for funding for the next year.
- 1.03 The State Board of Education will approve all rules developed pursuant to Act 212 of 1991 and Act 49 of 2003 as amended and will approve all programs funded under the Arkansas Better Chance Program.

SECTION 2 – PURPOSE

- 2.01 It is the purpose of these rules to set the general guidelines for the operation of early childhood programs funded under the Arkansas Better Chance Program and the Arkansas Better Chance for School Success Program.

SECTION 3 – DEFINITIONS

- 3.01 ABC: Arkansas Better Chance
- 3.02 ABCSS (Arkansas Better Chance for School Success): Unless standards for ABC and ABCSS are listed separately, the term 'ABC' will be used to refer to all participating programs.
- 3.03 ADE: Arkansas Department of Education
- 3.04 AECPPDS: Arkansas Early Childhood Professional Development System
- 3.05 APSCN: Arkansas Public School Computer Network
- 3.06 Agency: For purposes of these rules, "Agency" refers to any entity funded under the Arkansas Better Chance or Arkansas Better Chance for School Success program.
- 3.07 CACFP: Child and Adult Care Food Program (Special Nutrition). A federally-funded subsidy program administered by DCCECE designed to provide reimbursement to providers for meals and snacks served to children from low-income families.
- 3.08 CCFH: Child Care Family Home
- 3.09 CDA: Child Development Associate

- 3.10 Classroom: A physical space which is partitioned for the purpose of ABC instruction and activities. Each classroom must meet licensing requirements and state Quality Approval standards.
- 3.11 COPA: Child Outcome, Planning and Assessment. A web-based information technology system used to capture and maintain data for all children and families enrolled in ABC.
- 3.12 Core Quality Components: The six key areas of ABC which include:
- Low student to teacher ratio
 - Well-qualified and compensated staff
 - Professional development
 - Developmental Screening and Child Assessment
 - Proven curricula and learning processes
 - Meaningful parent and community engagement activities
- These components serve as the basis of ABC funding levels.
- 3.13 DCCECE: Division of Child Care and Early Childhood Education
- 3.14 DECA: Deveraux Early Childhood Assessment
- 3.15 DHS: Arkansas Department of Human Services
- 3.16 ECERS-R (Early Childhood Environmental Rating Scale, Revised): A nationally-recognized scale developed to measure various elements of classroom quality. ECERS-R is used to measure the environmental quality of early childhood programs.
- 3.17 ERS (Environmental Rating Scale): The term used to describe the tools used to measure elements of classroom quality. These include the Early Childhood Environmental Rating Scale, Infant-Toddler Rating Scale, Family Child Care Rating Scale and School-Age Care Rating Scale.
- 3.18 FPL: Federal Poverty Level
- 3.19 IEP: Individualized Education Program
- 3.20 IDEA: Individuals with Disabilities Education Act
- 3.21 INDEX: Investigating, Discovering and Exploring, the state-approved curriculum training on Math and Science for Young Children.
- 3.22 In-kind services: Support services provided at either no cost or without monetary exchange. To use in-kind services as match, services must be provided to the ABC program.
- 3.23 HIPPY: Home Instruction for Parents of Preschool Youngsters
- 3.24 LEA: Local Education Agency
- 3.25 NAEYC: National Association for the Education of Young Children
- 3.26 PAT: Parents as Teachers
- 3.27 Single-Site Classroom: One ABC classroom at a geographic location
- 3.28 Multi-classroom Site: Multiple ABC classrooms located on the same premises
- 3.29 SSN: Social Security Number

- 3.30 Shall: Mandatory standard
- 3.31 Should: Standard is recommended but not mandatory
- 3.32 SQP: Staff Qualifications Plan. A process by which DCCECE can approve staff not meeting minimum qualifications to work in an ABC classroom under certain restrictions.
- 3.33 Work Sampling System (WSS): A web-based instrument used by ABC programs to assess a child's progress in various educational domains over the program year.

SECTION 4 – CHILD ELIGIBILITY

- 4.01 The ABC Program serves educationally deprived children, ages birth through 5 years, excluding a kindergarten program. The Arkansas Better Chance for School Success Program serves children ages 3 and 4 years from families with gross income not exceeding 200% of the FPL. Programs wishing to enroll a kindergarten-eligible child must obtain a written waiver from DCCECE before enrolling the child in ABC. Parents must also complete a kindergarten waiver process through the local school district.
- 4.02 To be eligible, children shall reside within the boundaries of an Arkansas school district. Programs may accept children outside of their local area if they have exhausted local recruiting efforts and have unfilled ABC slots.
- 4.03 Eligible children for the ABC program shall have at least one of the following characteristics:

<ul style="list-style-type: none"> -Family with gross income not exceeding exceeding 200% of FPL -Parents without a high school diploma or GED -Low birth weight (below 5 pounds, 9 ounces) -Parent is under 18 years of age at child's birth -Immediate family member has a history of substance abuse/addiction 	<ul style="list-style-type: none"> -Has a demonstrable developmental delay as identified through screening -Eligible for services under IDEA -Income eligible for Title I programs -Limited English Proficiency -Parent has history of abuse of neglect Or is a victim of abuse or neglect
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- 4.04 Eligible children for the ABC for School Success program must meet the following qualifications:

<ul style="list-style-type: none"> -Must be three or four years old by ADE cutoff date. -Gross family income ≤ 200% of FPL 	<ul style="list-style-type: none"> -A program is available in the area where the child resides and there is available space for the child to attend.
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To receive special education services a child must reside within certain district/co-op boundary lines.
- 4.05 To enroll an eligible child, the child's parent or guardian shall furnish documentation of eligibility and other required information, including household income and household member information. A list of all acceptable documentation will be published annually by DCCECE. Children of parents or guardians refusing to furnish required information shall be deemed ineligible for participation. Programs are responsible for verifying eligibility before the child attends and shall maintain copies of eligibility documentation in the child's record.

- 4.06 A copy of the child's birth certificate or hospital record listing a date of birth is required. If official documentation of date of birth is unavailable, the ABC program shall follow the guidelines of the local district in such instances.
- 4.07 In determining income eligibility, programs shall use a family's gross income from employment plus any unemployment compensation. Documentation of income eligibility must be present in each child's record. If pay stubs are used to document eligibility, recent documents (dated within 30 days) shall be used. DCCECE shall publish a list of acceptable documentation annually. If a three-year old child has been qualified for ABCSS, that child shall remain eligible for two years.
- 4.08 Families claiming no earned income (full-time students or unemployed) shall produce a signed and notarized statement to that effect, which shall be maintained in the child record.
- 4.09 Parents or guardians shown to have submitted a falsified document shall be subject to repayment of funds to DCCECE and referral for prosecution.
- 4.10 Agencies shown to have enrolled ineligible children or children with no documentation of eligibility shall be required to repay the funds expended on behalf of the child to DHS.
- 4.11 An age-eligible child who falls into one of the following categories shall be exempt from family income requirements:
- Foster child
 - Child with an incarcerated parent
 - Child in the custody of/living with a family member other than mother or father
 - Child with immediate family member arrested for or convicted of drug-related offenses
 - Child with a parent activated for overseas military duty
- 4.12 The ADE and DCCECE may develop a fee schedule and establish eligibility based on family income for children who are not eligible under Section 4.4, but priority enrollment shall be provided to children eligible under Section 4.4. Families who are qualified for enrollment under a sliding fee scale should pay fees directly to the program. The amount of any parent co-pay as determined by DCCECE shall be deducted from the reimbursement to programs accepting children on a sliding fee scale.
- 4.13 DCCECE, with approval from ADE, may grant waivers to children not meeting the eligibility criteria under Sections 4.3 or 4.4 but possessing multiple risk factors for learning and developmental impairment. Requests for such waivers must be submitted to DCCECE in writing and will be considered on a case by case basis.
- 4.14 Children having certain risk factors may be eligible for home-visiting services, in addition to attending a center-based ABC program. See Section 18.6 for eligibility requirements.
- 4.15 Eligible children shall not be denied enrollment into an available ABC program or dismissed from an ABC program due to non-payment of any fees associated with another child care program.

SECTION 5 – PROGRAM/AGENCY ELIGIBILITY

- 5.01 Any child care provider meeting these criteria is eligible to apply for funding:
- Located within the boundaries of the State of Arkansas
 - Licensed by DCCECE as a Child Care Center or Child Care Family Home with no history of formal corrective action or founded complaints which pose an immediate safety risk within 12 months of application date
 - Has no outstanding debt to DCCECE or ADE (This requirement shall be suspended if an appeal is pending.)
 - Has obtained State Quality Approval accreditation OR is eligible for such accreditation in the space to be used for the ABC program
 - Can provide matching funds in accordance with local to state 40:60 funding ratio

The local-to-state match may be waived by DCCECE if the program is in a school district that has been designated by ADE as being in academic distress and DCCECE determines that the school is unable to provide the local-to-state match requirement. This determination may be made only after DCCECE has assisted the school in identifying potential funding sources to provide local-to-state match requirements.

- 5.02 Any provider wishing to be considered for funding must fully complete a grant application supplied by DCCECE. Grant applications will be evaluated and scored on the following factors:
- Current status of child care license and quality approval accreditation
 - The degree to which the program can provide a developmentally appropriate preschool program as outlined in the grant application
 - A strategy of collaboration with the local business and education community
 - A fiscally-responsible budget which correlates to core quality models
 - A plan of action for parent involvement
- 5.03 DCCECE will determine an acceptable cutoff score for approved applications. Questions and concerns regarding grant scoring should be referred to the Program Administrator. The ABC Administrator shall make the final determination of all grant scores. Grant scores are final.
- 5.04 All applications shall include a budget which corresponds to the ABC core quality components, details program costs and demonstrates fiscal responsibility. Allowable costs include:
- salaries/fringe
 - instructional materials
 - staff development
 - developmental screenings
 - parent/community engagement activities
 - financial assistance for staff working towards a degree or credential, including but not limited to books, tuition and travel.

SECTION 6 – FUNDING

6.01 Upon approval of an ABC application, the order of funding shall be based on criteria stated in Act 49 of 2003, which includes areas of the state containing:

- Schools that have 75% or more students scoring below proficiency level on the primary benchmark exams (math and literacy) in the preceding two (2) school years
- Schools designated by ADE as being in school improvement status
- Schools located in a school district in academic distress.

Other factors determining areas to be funded may include socio-economic status of the service area and the availability of existing quality preschool services in an area.

6.02 Any program funded through ABC shall work in collaboration with DCCECE, ADE, local businesses and other early childhood providers (school districts, educational cooperatives, Head Start, HIPPPY, private and non-profit providers, etc.) to ensure that all eligible children are served in the most suitable environment. This collaboration shall include, but is not limited to, participation in and/or facilitation of local early childhood meetings and referring families to other programs when appropriate.

6.03 The required local 40% match may include only the cost of providing necessary services for ABC children. Matching funds may be cash or in-kind.

6.04 State ABC Funding (60%) for the core components of the program may include salaries and fringe for staff giving direct services to ABC children, professional development, child assessment, developmental screening, meaningful parent and community engagement activities, proven curricula and learning processes, transportation and administration.

6.05 The maximum amount of funding is based upon projected child enrollment. Programs will be paid monthly. Payment shall be pro-rated for agencies not in operation a full program year. During the year, programs shall be audited to ensure compliance with child enrollment and attendance policies. An ABC program found to be enrolling ineligible children shall be required to repay applicable funds to DHS and be subject to all collection proceedings allowed by law. Funds may be withheld from future payments to satisfy repayment. Overpayments or the amount of any end of year carry-forward funds shall be deducted from future payments.

6.06 DCCECE shall not be responsible for sending out additional or late payments due to failure of Agency to enter data in COPA. DCCECE will assume any payments not disputed within 30 days of receipt shall be correct. DCCECE cannot retroactively pay any Agency for previous year services.

6.07 Payment shall be withheld if a program does not comply with reporting requirements.

6.08 ABC is intended to supplement, not supplant, existing early childhood funding sources.

6.09 Funding, not to exceed 2% of the total ABC funding pool, shall be available from the ABC monies for the additional support services required of DCCECE in administering the ABC program.

SECTION 7 – REPORTING

- 7.01 All child, family and staff information shall be maintained in COPA by the program. Attendance shall be taken daily and recorded in COPA at least monthly. Initial data must be entered by the due date set and published by DCC-ECE. Agencies shall update COPA data within ten (10) days of any change to family, child or staff data.
- 7.02 Each ABC program shall submit to DCCECE two (2) financial expenditure reports—due on January 30 and July 30 of each year—which detail operating expenses and enrollment data. Programs shall receive guidance from DCCECE on the specific format of each report.
- 7.03 An Agency shall operate its ABC program according to the financial guidelines outlined in the grant application instructions.
- 7.04 A complete and final disclosure audit of each ABC program is required and must be submitted annually for review to DCCECE. Any ABC program that is annually reviewed by Legislative Audit may submit the summary completed by that agency. All final audits shall be submitted within 120 days of the program's fiscal year completion.
- 7.05 Programs that fail to adhere to a reporting deadline or respond to a request for information by DCCECE will be subject to compliance action as outlined in Section 21.
- 7.06 Children qualifying under the sliding fee scale must be clearly marked as such in COPA. Programs shall also report any non-ABC qualifying children who have been assigned to an ABC classroom. Failure to do so is grounds for a compliance plan (See Section 21). DCCECE will inform programs as to the manner that reporting shall take place.
- 7.07 Once a grant agreement has been signed, any change made to the program whatsoever shall be reported to DCCECE within five (5) working days of the change. This includes, but is not limited to, any changes in address, phone, e-mail address, staff, slot locations or budget items.

SECTION 8 – APPLICATION/RENEWAL APPLICATION

- 8.01 The Request for Applications will specify all application procedures for an ABC program. DCCECE is not obligated to review any proposal received after the submission deadline stated in the application.
- 8.02 If all ABC funds are not allocated or expended during any program year, the DCCECE may initiate an additional application period to fully obligate all available funds.
- 8.03 An Agency shall operate its ABC program in accordance with all information contained in the grant application. Any deviation from the information in the application must first be approved by DCCECE. This includes budget items.

SECTION 9 – MINIMUM STANDARDS/CLASSROOM PROGRAMS

- 9.01 All ABC classroom programs shall satisfy the requirements specified in The Child Care Licensing Act, ACA § 20-78-201 through 224 and rules and regulations enacted pursuant to these sections.
- 9.02 All ABC center-based or family-home based programs shall maintain a license in good standing as referenced in Section 9.1. Any ABC program whose license is revoked shall be immediately terminated from the ABC program.
- 9.03 Agencies that are barred from participating in DHS programs pursuant to DHS Policy 1088 shall be ineligible for participation in ABC. Grant agreements for any existing programs excluded pursuant to this policy shall be terminated immediately. Programs placed on corrective action by DHS shall be subject to ABC compliance action as outlined in Section 21.
- 9.04 DCCECE is directly responsible for the inspection and evaluation of programs as referenced in Section 9.1. Inspections and monitoring visits may occur without prior notice. This includes quality visits, program reviews or any other visit by a DCCECE or authorized representative.
- 9.05 All ABC classrooms shall meet the criteria for becoming an "approved" Early Childhood program under the Arkansas Child Care Approval System Rules and Regulations, Ark. Code Ann. 6-45-103 and 106 (Supp. 1993). An overall score of 5.0 is required for the ERS which is applicable to each classroom. DCCECE will utilize the following procedure for any program failing to meet these requirements:

Result of Program Review	Action Taken
1 st No Pass (ERS Score < 5.0)	Recommendations for improvements shall be made in writing to the Agency ABC Administrator/Coordinator and Teacher. Technical assistance shall be given to the Agency.
2 nd No Pass (ERS Score < 5.0)	Conference shall be held between Agency ABC Administrator/Coordinator, Teacher and DCCECE staff to advise Agency of 2 nd No Pass Status and required improvements. Agency is placed on probationary status with third review scheduled within 60 days of conference.
3 rd No Pass (ERS Score < 5.0)	Agency is partially or fully de-funded for next program year.

Any agency which is not renewed pursuant to this policy shall be ineligible to reapply for an ABC grant for a period of 12 months.

At the discretion of DCCECE, the following may be considered as mitigating circumstances: impact of deficiencies on child health, safety and welfare; willingness to improve upon factors within Agency control; likelihood of program passing next review and the time in which such improvements can be implemented. Recommendations for improvement may include staff changes.

- 9.06 For each child enrolled, ABC programs shall provide a minimum of 7 hours per day, 178 days per year for instruction.

- 9.07 Classroom-based programs shall follow public school regulations regarding the time requirements for teacher planning periods. However, planning periods for ABC teachers shall be scheduled at a time that do not violate minimum staff-child ratios or other ABC standards.
- 9.08 Programs shall utilize a parent handbook specifically designed for the ABC program. Attendance and tardy policies shall be clearly outlined in the handbook. Parents shall sign a statement stating they have received a copy of the handbook and understand its contents. Programs shall maintain a copy of the signed statement in the child record. Programs should direct specific cases to DCCECE for technical assistance or guidance.

SECTION 10 – STAFF/PUPIL RATIO FOR CLASSROOM PROGRAMS

- 10.01 The group size in any classroom with ABC children shall not exceed:
- 8 children for ages birth-18 months
 - 14 children for ages 18 months-3 years
 - 20 children for ages 3-5 years
 - or the classroom's licensing capacity, whichever is less.

Programs may integrate ABC classrooms with children funded through other sources. However, the maximum group sizes listed above apply to ALL children in a classroom containing ABC children, regardless of funding source.

- 10.02 The adult-to-child ratio in any classroom with ABC children shall not exceed:
- 1:4 (birth to 18 months)
 - 1:7 (18 months-3 years)
 - 1:10 (3 years-5 years)
- 10.03 A minimum of 50% of the staff must remain in the classroom during rest time for children 3-5 years old only. Full staffing must occur for all other ages and at all other times, including meals.
- 10.04 Pursuant to licensing regulations, a teacher or aide may escort a child or group of children to a bathroom or school nurse if another qualified staff person remains in the classroom. A classroom shall not be counted out of compliance for a teacher taking a brief bathroom break as long as the other staff member remains in the classroom.

SECTION 11 – STAFF QUALIFICATIONS AND TRAINING REQUIREMENTS

- 11.01 The lead teacher shall hold a standard Arkansas teacher license with P-4 certification. Non-public school based or non-educational cooperative based ABC programs may hire a non-certified teacher with a bachelor's degree in early childhood education or child development. Non-public school or non-cooperative based ABC programs may not hire teachers with a provisional or initial teacher license. The Division shall consider degree exemptions for non-public school/coop based providers on a case-by-case basis, contingent upon the teacher having a requisite number of hours in early childhood and/or child development. Lead teachers must be able to demonstrate competency in the areas of developmentally appropriate programming, curriculum development and daily classroom management.

- 11.02 For multiple classroom sites, the teacher of a second classroom shall hold, at a minimum, an associate degree in early childhood education or early childhood development. Teachers must be able to demonstrate competency in the areas of developmentally appropriate programming, curriculum development and daily classroom management. The Division shall consider degree exemptions for non-public school/coop based providers on a case-by-case basis, contingent upon the teacher having a requisite number of hours in early childhood and/or child development. Non-public school or non-cooperative based ABC programs may not hire teachers with a provisional or initial teacher license.
- 11.03 The paraprofessional shall hold one of the following: an associate degree in early childhood education or child development OR a CDA credential. Paraprofessionals are an integral part of classroom instruction and should be given responsibilities which are commensurate with their education and experience. In general, paraprofessionals should be able to assist with classroom activities, interaction, supervision and observation.
- 11.04 Programs replacing a teacher or paraprofessional during the year—including those taking an indefinite leave of absence—shall consult with DCCECE on specific qualifications needed.
- 11.05 An ABC program coordinator or site director without teaching responsibilities shall meet the minimum licensing requirements for a center director AND complete Director's Orientation within a reasonable time period, subject to the availability of training. The coordinator or director will preferably have some experience in early childhood.
- 11.06 Caregivers in an infant/toddler ABC room shall hold a minimum of a CDA credential in infant/toddler care.
- 11.07 Staff members not qualifying under Sections 11.01-11.02 may work in an ABC program under an approved SQP. DCCECE will approve these plans on a case-by-case basis and shall monitor the plan to ensure adequate progress is being made. Programs shall file a SQP with DCCECE within fifteen (15) days of the date of hire and shall submit progress reports on January 30 and July 30 annually. Programs hiring staff members not meeting minimum qualifications without an approved SQP shall be subject to termination from the ABC program.
- 11.08 While adhering to the necessary qualifications, ABC programs should also strive to maintain an ethnically diverse staff appropriate to child enrollment.
- 11.09 Between July 1 and June 30 each year, All ABC teachers and aides shall participate in a minimum of thirty (30) hours of staff development on topics pertinent to early childhood education and approved by DCCECE. Persons who are obtaining an early childhood degree may count college course hours pertinent to early childhood education toward the required hours of staff development. Programs should multiply semester hours by 5 to obtain the number of semester hours counted towards ABC professional development.

- 11.10 Teachers and paraprofessionals shall be required to receive training in the following areas:
- Arkansas Early Childhood or Infant/Toddler Education Frameworks
 - Pre-K ELLA (Early Literacy Learning in Arkansas)
 - INDEX (Math and Science for Young Children)
 - Social/Emotional Learning in Arkansas
 - Work Sampling Online
 - COPA
 - Deveraux Early Childhood Assessment (DECA)
 - Special Needs, including process, Special Education rules and regulations and IDEA

With the exception of annual Work Sampling training and updates, timeframes for completing such requirements may vary with availability and access to the above trainings. DCCECE or ADE Special Education may mandate additional training subject to needs in various locations.

- 11.11 In addition to the requirements of 11.10, coordinators for each ABC programs shall ensure that all appropriate staff members attend mandatory ABC training (budgets, reporting, assessments, information technology, etc.) provided by DCCECE. Programs with staff members not adhering to these requirements are subject to the terms of a compliance plan as outlined in Section 21.
- 11.12 The ABC program coordinator and all ABC staff shall register with the AECPPS Registry. The Registry identification number for each staff shall be entered in COPA.
- 11.13 ABC programs shall establish an employment agreement in writing with all classroom staff. This agreement shall outline working conditions, dates and hours of employment, compensation and fringe benefits. A copy of the public school teacher contract shall satisfy this requirement.

SECTION 12 – STAFFING PATTERNS/CLASSROOM PROGRAMS

- 12.01 Single classroom sites for preschool shall have a teacher qualified under 11.01-11.02. Classrooms with over 10 children must have a paraprofessional qualified under 11.03.
- 12.02 For ABC programs operating infant/toddler classrooms, programs must have one (1) qualified caregiver meeting the requirements of Section 11.6 for either every four children (infants) or seven children (toddlers).
- 12.03 In multi-classroom sites, the following staffing patterns shall be adhered to:

# Classrooms	Lead Teacher (11.01)	Classroom Teacher (11.02)	Paraprofessional (11.03)
1	1	0	1
2	1	1	2
3	1	2	3
4	2	2	4

- 12.04 A classroom which is partitioned in any way may be considered multiple classroom space by DCCECE. Factors to be considered in this decision shall include supervision issues, as well as level of staff qualifications in the classroom areas.

SECTION 13 – PROGRAM STANDARDS

- 13.01 All early childhood programs funded by ABC monies shall be developmentally appropriate and individualized to meet the needs of each student enrolled. The following references shall be utilized to determine developmental appropriateness:
- *Developmentally Appropriate Practice in Early Childhood Programs*, Revised Edition, Edited by Sue Bredekamp and Carol Copple, © 2004 by NAEYC
 - *From Neurons to Neighborhoods: The Science of Early Childhood Development*, Edited by Jack P. Shonkoff, M.D. and Deborah A. Phillips, © 2000 by National Academy of Sciences.
 - Arkansas Early Childhood Frameworks
- 13.02 Programs shall demonstrate that the classroom arrangement satisfies “substantial portion of the day” as defined by the environmental rating scales. If used, room dividers shall be arranged and of sufficient height to prohibit distractions from other classes yet not hinder proper supervision within the classroom.
- 13.03 Each classroom shall be equipped with toys, books and play apparatus to take care of the needs of the total group and to provide each child with a variety of activities through the day. A variety of equipment shall be accessible from low shelves to children of all ages and shall be arranged in learning centers.
- 13.04 The program shall be individualized to meet the needs of each student enrolled. Each curriculum model and the actual classroom practice will be assessed using the applicable environmental rating scale to ensure the model is developmentally appropriate.
- 13.05 The program shall have a written overall curriculum plan which is arranged in thematic units, projects or topics of study and includes goals and objectives related to the following: cultural diversity, social/emotional development, creative/aesthetic learning, cognitive/intellectual learning, physical development and language.
- 13.06 All programs must utilize a curriculum approved by DCCECE. A list of approved curriculum models will be made available by DCCECE on an annual basis. A program wishing to use a curriculum not on the list may request, in writing to DCCECE, consideration of an additional curriculum. Program coordinators shall ensure teachers have adequate training on curriculum.
- 13.07 Children shall participate in a daily schedule that reflects a balance among the following types of activities: indoor/outdoor; quiet/active; individual/small group/large group; gross motor/fine motor; child initiated/teacher initiated.
- 13.08 Routine and transition times throughout the day, such as preparing for mealtime, shall be used as opportunities for incidental learning. Transition times shall be planned to avoid frequent disruption of children’s activities and long waits between activities.

13.09 Programs shall maintain an individual child record on site. At a minimum, the record shall contain copies of:

- Birth certificate, hospital birth record or other official verification of birth date
- Documentation of child eligibility
- Completed and dated application form
- Emergency information, including non-parental contact and medical information
- Parental authorization for medical care, daily pick-up and field trips
- Field trip authorization
- Completed Health Form and Immunization record (or proof of current immunizations)
- Record of completed developmental screening
- Samples of child's work
- Teacher and parent observations and summaries of parent-teacher conferences
- Work Sampling Developmental Checklists

Child records or any ABC file containing personal information on families and children shall be kept in a locked file cabinet with access granted only on a need-to-know basis. The child record shall be available for inspection by DCCECE staff. If certain records must be stored off-site, copies shall be made and given to teachers to maintain in a record on-site. In maintaining and updating child and family data, ABC programs shall utilize COPA. Other than those documents required to be retained for licensing purposes, teachers shall give a copy of the child's record to the parent upon completion of or dis-enrollment from the program or forward the record to the child's kindergarten program.

13.10 The arrangement of indoor and outdoor equipment, materials and interest areas for each group shall provide for:

- Accessibility to equipment and materials so that children may select and return them easily
- An orderly, uncluttered atmosphere
- Visual and/or auditory supervision of children in all areas
- Separation of active and quiet play areas
- Traffic patterns that avoid disruption of activities

13.11 At a minimum, developmentally appropriate equipment and materials of sufficient quantity to accommodate a sustained learning environment shall be provided in the following interest areas/learning centers:

- | | |
|---------------------------------|------------------------------|
| 1. Blocks | 5. Discovery/Science Sensory |
| 2. Dramatic Play | 6. Sand/Water Play |
| 3. Stories/Language Development | 7. Manipulative |
| 4. Art | 8. Music |

13.12 Outdoor play shall be used as an extension of the learning activities that occur in the classroom. As such, ABC staff shall participate in this activity. Each ABC classroom shall offer a minimum of 60 minutes of outdoor play daily unless prevented by inclement weather.

- 13.13 The outdoor play area shall be developmentally appropriate and meet the Consumer Product Safety Commission standards for outdoor play areas. The outdoor play area shall provide the following:
- A variety of surfaces
 - An arrangement designed for appropriate flow of activities
 - Climbing and other active play items and structures
 - Open areas for running and games
 - Opportunities for dramatic play
 - Adequate storage for equipment and materials
 - Partial shade
 - Quiet, private spaces
 - A separate outdoor area equipped for infants and toddlers (if applicable)
- 13.14 Provision should be made through program design and networking efforts to ease the transition of children moving from one program or age grouping to another or to public school kindergartens. This provision must include individual needs assessments on each child, lesson plans and specific activities written into the program design. At a minimum, the transition plan shall involve parents and appropriate school district personnel.
- 13.15 ABC programs are required to provide free nutritious meals and snacks for all children enrolled in ABC/ABCSS. Mealtime is an opportunity to engage children in conversation about the day and themselves. Therefore, ABC staff shall participate with the children during this time. Children shall be given an appropriate amount of time for meals and conversation.
- 13.16 Parents or guardians of children qualified as eligible for ABC services shall not be required to pay any fees or provide food or supplies during ABC program hours. This includes enrollment fees, field trip expenses or uniforms.
- 13.17 Electronic mail is a necessary means by which DCCECE communicates vital information to programs. All participating programs must maintain a working e-mail address which is checked daily. Applicable information shall be distributed to classroom staff by the program coordinator.

SECTION 14 – CLASSROOM MANAGEMENT/SPECIAL EDUCATION

- 14.01 No child in ABC shall be dismissed or expelled from the program for behavior without approval from DCCECE.
- 14.02 Discipline shall reflect positive guidance, be consistent and individualized for each child. Such discipline shall be appropriate to the child's level of understanding. Corporal punishment is an unacceptable method of discipline and shall not be used. Programs shall specifically define their approach to handling inappropriate behavior in the ABC parent handbook.

- 14.03 When a child presents with challenging behavior, teaching staff shall follow the standards of NAEYC Accreditation:
- Observe the children, then identify events, activities, interactions and other factors that predict and may contribute to challenging behavior.
 - Rather than focus only on eliminating the behavior, teaching staff shall focus on teaching the child social, communication, and emotional regulation skills and using environmental modifications, activity modifications, adult or peer support and other teaching strategies to support the child's appropriate behavior.
 - Teaching staff shall respond to challenging behavior, including physical aggression, in a manner that:
 - provides safety of the child
 - provides for the safety of others in the classroom
 - is calm
 - is respectful to the child
 - and provides the child with information on acceptable behavior.

(From Accreditation Standards, National Association for the Education of Young Children)
- 14.04 Teacher-parent discussions regarding a child's behavior shall be held in private and shall focus on working as a team to develop and implement an individualized plan that supports the child's inclusion and success. *(Adapted from NAEYC)* Teachers should request technical assistance from DCCECE on any discipline issues on which they have questions.
- 14.05 If necessary, intervention shall ensure each child has access to professional services, such as referrals to the educational cooperative behavioral specialist, the ADE-funded regional support network for early autism identification, community mental health center and a private therapist. If a child in question has a disability and is in the process or has been identified under IDEA, the ABC program shall follow state special education rules and regulations governing suspension/expulsion.
- 14.06 If children demonstrate inappropriate behavior, as indicated by the results of the DECA given by ABC staff, the ABC program shall consult with the Early Childhood Special Education program regarding classroom modifications and interventions.
- 14.07 For any ABC child also receiving special education services, appropriate staff from the Education Cooperative or school district shall have access to the child at mutually agreeable times during the program day in order to provide services outlined in the child's IEP.
- 14.08 For any ABC child requiring the intervention services of special education, the ABC program shall collaborate with special education professionals to ensure each party has access to necessary information to provide the appropriate services. Early Education Special Education teachers shall have access to any information pertaining to a child receiving special education that is in the possession of the ABC program that would be necessary for reviewing and evaluating the child's progress in the general education setting. Access to proprietary information on the child shall be on a need-to-know basis.
- 14.09 A child shall not be dismissed from the ABC program due to a lack of toilet training skills. Nor may a program refuse to admit a child because of toilet training issues if the child meets all other age and income eligibility requirements.

- 14.10 ABC programs shall assist children not yet toilet-trained with cooperation and enthusiasm. Programs shall not employ toilet-training techniques which could be construed as punishment or shaming the child. Programs are encouraged to include the parent or guardian in any plan so it may be reinforced at home. Funds from ABC may be used to purchase resources necessary to support toilet training.

SECTION 15 – ASSESSMENT AND SCREENINGS

- 15.01 DCCECE and ADE shall work cooperatively to ensure that the assessments are conducted as required by Act 49 of 2003.
- 15.02 Children in the ABC program shall be assessed annually to provide an indication of each child's progress towards school readiness.
- 15.03 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 assessment instrument selected by DCCECE and ADE shall be used for children enrolled in an ABC program.
- 15.04 A comprehensive longitudinal study shall be implemented to evaluate the ABC program to ensure that the program goals are achieved. The study will be designed to use sound research-based evidence to determine whether the programs meet the expected standards. This research shall include children entering the program at ages three (3) and four (4) years and follow the children through completion of the fourth grade benchmark exams. Research results will be provided annually to the Governor and the Senate Interim Committee on Education and the House Interim Committee on Education.
- 15.05 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.

- 15.09 On or before the first day of attendance, parents or guardians shall provide proof that their child is current on all required immunizations or is on an acceptable "catch up" schedule. A waiver from this requirement may be granted from the Arkansas Department of Health under ACA 6-18-702 (Repl. 1993).
- 15.10 Every classroom shall be equipped with a computer with high-speed internet access (where available in the state). Each home-based educator shall also have such access to a computer. This equipment is necessary for the timely completion of enrollment data in COPA and assessment data in the Work Sampling System.

SECTION 16 – PARENT AND COMMUNITY INVOLVEMENT

- 16.01 Each program shall have a plan for parent involvement which includes opportunities for parental input into program operation and design. Parent involvement plans shall include a mechanism for parental advice and review of programmatic plans, parent conferences and a method to involve the parent in the child's educational experience.
- 16.02 The program shall have an "open door" policy for parents which encourages visiting and participation in classroom activities. Opportunities for at least two parent-teacher conferences shall be given to parents.
- 16.03 The program shall publish and utilize a parent handbook specifically for ABC program.
- 16.04 Each program shall have a plan for community/school district/educational services cooperative/agency involvement, which includes a description of how cooperation with other service providers who are concerned with the education, welfare, health and safety needs of young children, will be established and maintained. Programs should consider providing opportunities for community representatives to participate in the educational activities of the classroom.

SECTION 17 – TRANSPORTATION

- 17.01 ABC Programs shall be required to comply with all applicable state and federal laws and guidelines (including the National Highway Traffic Safety Administration 's Guidelines for the Safe Transportation of Children in School Buses), as well as Child Care Licensing Standards, regulating the transportation of children.
- 17.02 Offering transportation to and from an ABC program is strictly optional. DCCECE and ADE accept no liability for the transportation of children participating in an ABC program. Program agencies shall be responsible for the actions of their drivers. Drivers are subject to all background checks and exclusionary violations applicable to school district employees having contact with children.
- 17.03 If an ABC program is approved to use the "buddy" system on a bus, the Agency shall NOT pair an ABC child with another child younger than sixth grade.

- 17.04 An ABC child shall NOT be released from the vehicle unless an authorized adult meets the vehicle at a stop or in front of the child's home. Programs shall never release an ABC child from the vehicle alone. After exiting the vehicle, an ABC child shall not cross a street unless accompanied by the authorized adult.

SECTION 18 – OTHER PROGRAM MODELS

- 18.01 Alternate programs may include, but are not limited to, Licensed Child Care Family Homes, PAT and HIPPY. These programs will comply, where applicable, with the regulations herein.
- 18.02 All ABC funded alternate program models will be developmentally appropriate, meet applicable health and safety standards, provide developmental and health screenings and ensure immunizations of the child served.

SECTION 19 – HIPPY REGULATIONS

- 19.01 HIPPY programs shall meet program criteria as outlined in the contractual agreement signed by each site with Arkansas Children's Hospital and HIPPY USA.
- 19.02 Each HIPPY program serving at least 160 families must have one (1) full-time coordinator, holding a minimum of a bachelor's degree in education, social work, sociology, psychology, or related field. Those coordinators without a related degree must obtain at least 12 college course hours in early childhood. Programs with more than 250 children must also have at least one part-time coordinator who holds a minimum of an Associates Degree in early childhood education, social work, psychology or related field. Coordinators shall also meet additional job requirements as described in the HIPPY USA Coordinator job description. HIPPY Coordinators must attend National HIPPY Pre-service Training and receive certification. Regardless of the number of children served, HIPPY Agencies must make provision to ensure all home-based visitors are supervised appropriately by trained staff.
- 19.03 Home Based Educators working 31-40 hours per week may not serve more than 27 families. Minimum requirements for home educators include a high school diploma/GED and a current CDA credential. All new HIPPY home-based educators are required to attend new Home-based Educators training provided by Arkansas State HIPPY.
- 19.04 Hiring of any HIPPY coordinator or home-based educator not meeting the requirements of 19.02-19.03 must be approved by DCCECE through a Staff Qualifications Plan. DCCECE shall monitor such plans to ensure adequate progress is being made. HIPPY Coordinators working under a staff qualifications plan must obtain at least 12 college hours per year.
- 19.05 HIPPY programs must follow the child eligibility requirements found in Section 4. However, the cut-off date for determining age eligibility for children served in HIPPY is December 31 of each year.

- 19.06 In order to dually enroll a child in an ABC center and HIPPY, a child must meet the ABC income requirements (< 200% FPL) plus possess at least one of the following factors:
- Parents without HS diploma or GED
 - Birth weight < 5 pounds, 9 ounces
 - Parent is < 18 years of age at child's birth
 - Family has a history of substance abuse/addiction
 - Eligible for services under IDEA
 - Parent has a history of abuse or neglect or is a victim of abuse or neglect
 - Child exhibits a demonstrable developmental delay-as identified through an appropriate screening
 - Child lives in a single parent household or has parents who are divorced
 - Child is a foster child
 - Child has incarcerated parent
 - Child has parents who cannot read
 - Child is homeless
 - Child or parent has limited English Proficiency
 - Child is in the custody of family member other than mother and father

Whichever program enrolls the child at the later date shall be responsible for verifying eligibility for dual enrollment. Dual enrollment shall not exceed 25% of the program's total ABC enrollment. If the same Agency operates both a center-based and home-visiting program, dual enrollment shall not exceed 25% of the average of both programs' enrollment.

- 19.07 Center-based and home-visiting programs shall collaborate in providing services to any child qualifying for dual enrollment under 19.06.
- 19.08 The Arkansas HIPPY Training and Technical Assistance (T and TA) Office will monitor and assist HIPPY programs throughout the state. Annual program site reviews and assessments will be forwarded to DCCECE for consideration of program compliance and funding renewal. The Arkansas HIPPY Office will assist DCCECE with determining program compliance at the local level.
- 19.09 HIPPY programs shall meet requirements as set forth in Sections 4-9 and 13-16.
- 19.10 Group meetings should reflect the educational programming standards as set forth in Section 13 and guidelines set forth in the HIPPY model.
- 19.11 Any enhancements designed to complement the HIPPY curriculum must be approved by the Arkansas HIPPY Office prior to implementation with families.

SECTION 20 – PARENTS AS TEACHERS REGULATIONS

- 20.01 PAT Programs shall meet program criteria as outlined in PAT Program Implementation and Planning Guide.
- 20.02 All PAT Coordinators must attend the PAT Institute Training and obtain either a Parent Educator Certificate or an Administrator's Certificate.
- 20.03 Each program must have a certified Parent Educator, who may also serve as Coordinator.

- 20.04 PAT Parent Educators working on a part-time basis (20 hours per week) should serve 30 and not more than 40 children and their families.
- 20.05 PAT Programs shall operate on a twelve month, year-round basis. Families must be offered twelve personal visits and six parent group meetings.
- 20.06 PAT Programs shall follow the child eligibility requirements found in Section 4.
- 20.07 PAT programs may dually enroll children also participating in a center-based program under the guidelines of 19.06-19.07.
- 20.08 PAT Programs must coordinate services with HIPPIY Programs where both exist in the same community to avoid duplication of services.
- 20.09 PAT Programs shall meet requirements as set forth in Sections 4-7 and 14-16.

SECTION 21 – CHILD CARE FAMILY HOMES

- 21.01 Licensed child care family homes participating in ABC must meet the same requirements as an ABC center, except where listed in this section.
- 21.02 Group size for an ABC classroom in a CCFH shall not exceed sixteen (16) children or maximum licensing capacity, whichever is less.
- 21.03 The ABC family home teacher must possess a minimum of a CDA credential and file a Staff Qualifications Plan which outlines a plan to complete a four-year degree in early childhood or child development. For any ABC room with more than 10 children, an additional staff person with a minimum of a CDA credential must also be present.
- 21.04 No SQP shall be approved for an ABC family home teacher to complete a CDA credential or Associate degree. The only SQP that shall be approved for an ABC family home teacher is for a four-year degree in early childhood or child development.
- 21.05 In evaluating the ABC program in a CCFH, the applicable ERS for family homes shall be utilized. Family homes shall be subject to the same guidelines as listed in Section 9.

SECTION 22 – COMPLIANCE

- 22.01 An ABC program found to be out of compliance with any ABC Rule or Regulation shall be placed on a 60-day Compliance Plan. During this probationary period, a program must make all necessary corrections or be subject to termination from the ABC program. Compliance deficiencies may also result in immediate termination from the ABC program, denial of future ABC funds, repayment of funds and exclusion from participation in any DHS programs.

22.02 Issues for a compliance plan may include, but are not limited to:

- Founded licensing or maltreatment complaints
- Violations of minimum licensing standards
- Revocation of Quality Approval status or failing to meet Quality Approval standards
- Financial mismanagement, including use of funds for programs other than ABC
- Failure to operate program in accordance with approved budget or any part of an approved grant application
- Enrolling ineligible children or refusing to enroll an eligible child due to toilet training issues or non-payment of other child care fees
- Habitually late reports or missing information
- Failure to report a change in program status within five working days
- Program deficiencies documented by DCCECE or any authorized representative
- Erroneous or fraudulent billing of DCCECE vouchers or Special Nutrition programs
- Falsification of any document or information
- Hiring of unqualified staff without consultation with DCCECE on a Staff Qualifications Plan.
- Staff members not meeting the requirements of a Staff Qualifications Plan.
- Dismissing or expelling a child from a program without approval from DCCECE

22.03 Any program who submits a falsified document will be subject to immediate termination from the ABC program, repayment of funds and possible referral of program officials and/or responsible employees for criminal prosecution.

22.04 An ABC program may appeal any adverse action taken by DCCECE. Such appeals must be in writing and be received within thirty (30) days of the notice of corrective action. A program wishing to appeal should send a written notice to Attention: DCCECE Division Director, P.O. Box 1437, Slot S-140, Little Rock, AR 72203. The Division Director will make a recommendation to the State Board of Education, which will issue a final ruling.

Section II

Child Eligibility and Recordkeeping

DETERMINING CHILD ELIGIBILITY

Three-year old children enrolled in Arkansas Better Chance during the 2006-2007 year will NOT need to be re-qualified for the program in 2007-2008.

1. Arkansas Better Chance for School Success

Parent/guardian shall present the following documentation showing:

- Child is three- or four-years old by September 15, 2007.
 - Family gross earned income does not exceed 200% of Federal Poverty guidelines.
 - Child is current or on acceptable catch-up schedule for required immunizations.
- ❖ Acceptable documentation of age is a copy of birth certificate or other official record of age.
 - ❖ Acceptable documentation of immunizations is a record from pediatrician or Division of Health.
 - ❖ Acceptable documentation of income shall include a copy of one of the following:
 - Paystubs dated within the past 30 days
 - 2006 W-2 forms
 - 2006 Federal Income Tax Forms
 - 2006 Schedule C or Schedule F (*for self-employed only*)
 - Free and Reduced Lunch Form showing income amount (*if verified by school district*)
 - Documentation from DHHS caseworker showing family gross income is \leq 200% of FPL.

Parents or guardians claiming zero earned income must produce a copy of current school schedule documenting enrollment in an educational program OR a notarized statement signed by the parent attesting to the fact that there is no earned income.

2. Arkansas Better Chance (only programs operating prior to 2004)

Programs operating prior to 2004-2005 may have slots which qualify under original Arkansas Better Chance guidelines. Documentation required from the parent/guardian for each category is as follows:

1) Parents without a high school diploma

- a) Letter from high school parent last attended stating parent did not graduate
- b) High school transcript sent by high school
- c) Letter from GED program that parent is in process of earning a GED

2) Low Birth Weight (< 5 lb, 9 oz)

- a) Birth certificates
- b) Letter from hospital or doctor verifying birth weight
- c) Hospital birth card or announcement sent home with baby from hospital

3) Teen parent at child's birth (Under 18 years of age)

- a) Birth certificate of child (if parent age is listed)
- b) Birth certificate of mother/father and birth certificate of the child
- c) Driver's license/picture ID card

4) A family with history of substance abuse/addiction

- a) A letter from doctor or treatment center treating family member
- b) A letter from social worker assisting family
- c) Law enforcement or Court Records

5) Be income eligible for Title I

- a) Child qualifies for free or reduced lunch in a public school ABC program
- b) Sibling in public school qualifies for free or reduced lunch

6) Be eligible for services under IDEA

- a) IEP
- b) Letter of conference decision
- c) Evaluation of Programming Conference Decision
- d) Letter from Educational Cooperative serving the child

7) A family with a history of abuse or neglect or be a victim of abuse or neglect

- a) Documentation from DHS
- b) Law enforcement or Court Records

8) Demonstrable developmental delay as identified through appropriate screening

- a) Screening Report from an Early Childhood Special Education Program
- b) Letter from DHS Developmental Disability Services
- c) IEP
- d) Letter of conference decision
- e) Evaluation of Programming Conference Decision
- f) Letter from Educational Cooperative serving the child
- g) Psychological Evaluation

9) Limited English Proficient

- a) Letter from social worker
- b) Letter from Bureau of Citizenship (INS)
- c) Parent's green card
- d) Letter from adult education program that parent is enrolled in adult education class
- e) Observation of child during screening

3. Dual Enrollment

Children enrolled in an ABC center may also enroll in an ABC HIPPIY or PAT program if the child meets the following requirements:

- Child qualifies for ABC for School Success (see #1 above) AND
- Child meets at least one of the following categories:
 - Parents without a high school diploma or GED
 - Birth weight < 5 pounds, 9 ounces
 - Parent is < 18 years of age at child's birth
 - Family has a history of substance abuse/addiction
 - Eligible for services under IDEA
 - Parent has a history of abuse or neglect or is a victim of abuse or neglect
 - Child exhibits a demonstrable developmental delay-as identified through an appropriate screening
 - Child lives in a single parent household or has parents who are divorced
 - Child is a foster child
 - Child has parents who cannot read
 - Child is homeless
 - Child or parent has limited English Proficiency
 - Child is in the custody of family member other than mother and father
 - Child has parent who is incarcerated

2007-2008 AGE GROUPING for ABC CHILDREN

Use the following ranges of birth dates to determine the age group for every child on the ABC Child Roster. Every child is to remain in the same age group for reporting purposes during the 2007-2008 program year. ABCSS programs can ONLY enroll three and four-year old children.

AGE GROUP	RANGE OF BIRTH DATE	
	FROM	TO
Birth to 1 year	9/16/2006	9/15/2007
1 year old	9/16/2005	9/15/2006
2 years old	9/16/2004	9/15/2005
3 years old	9/16/2003	9/15/2004
4 years old	9/16/2002	9/15/2003
5 years old	9/16/2001	9/15/2002

2007 INCOME ELIGIBILITY LEVELS

	Head Start Eligible	Free-Red. Lunch Eligible	ABCSS Eligible
	100% FEDERAL POVERTY LEVEL	185% OF FEDERAL POVERTY LEVEL	200 % OF FEDERAL POVERTY LEVEL
FAMILY SIZE			
1	\$10,210	\$18,889	\$20,420
2	\$13,690	\$25,327	\$27,380
3	\$17,170	\$31,765	\$34,340
4	\$20,650	\$38,203	\$41,300
5	\$24,130	\$44,641	\$48,260
6	\$27,610	\$51,079	\$55,220
7	\$31,090	\$57,517	\$62,180
8	\$34,570	\$63,955	\$69,140
9	\$38,050	\$70,393	\$76,100
10	\$41,530	\$76,831	\$83,060

Source:
U.S. Dept. of Health and Human Services

ABC SLIDING FEE SCALE FOR FAMILIES BETWEEN 200-250% OF FEDERAL POVERTY LEVEL

Family Size	Monthly Income 0% to 200%	Monthly Income 200% up to 212.5%	Monthly Income 212.5 % up to 225%	Monthly Income 225 % up to 237.5%	Monthly Income 237.5 % up to 250%	250% up Annually
1	0 to \$1,701.67	\$1,701.68 \$1,808.02	\$1,808.03 \$1,914.38	\$1,914.39 \$2,020.73	\$2,020.74 \$2,127.09	\$25,525.05
2	0 to \$2,281.67	\$2,281.68 \$2,424.27	\$2,424.28 \$2,566.88	\$2,566.89 \$2,709.48	\$2,709.49 \$2,852.09	\$34,225.05
3	0 to \$2,861.67	\$2,861.68 \$3,040.52	\$3,040.53 \$3,219.38	\$3,219.39 \$3,398.23	\$3,398.24 \$3,577.09	\$42,925.05
4	0 to \$3,441.67	\$3,441.68 \$3,656.77	\$3,656.78 \$3,871.88	\$3,871.89 \$4,086.98	\$4,086.99 \$4,302.09	\$51,625.05
5	0 to \$4,021.67	\$4,021.68 \$4,273.02	\$4,273.03 \$4,524.38	\$4,524.39 \$4,775.73	\$4,775.74 \$5,027.09	\$60,325.05
6	0 to \$4,601.67	\$4,601.68 \$4,889.27	\$4,889.28 \$5,176.88	\$5,176.89 \$5,464.48	\$5,464.49 \$5,752.09	\$69,025.05
7	0 to \$5,181.67	\$5,181.68 \$5,505.52	\$5,505.53 \$5,829.38	\$5,829.39 \$6,153.23	\$6,153.24 \$6,477.09	\$77,725.05
8	0 to \$5,761.67	\$5,761.68 \$6,121.77	\$6,121.78 \$6,481.88	\$6,481.89 \$6,841.98	\$6,841.99 \$7,202.09	\$86,425.05
9	0 to \$6,341.67	\$6,341.68 \$6,738.02	\$6,738.03 \$7,134.38	\$7,134.39 \$7,530.73	\$7,530.74 \$7,927.09	\$95,125.05
10	0 to \$6,921.67	\$6,921.68 \$7,354.27	\$7,354.28 \$7,786.88	\$7,786.89 \$8,219.48	\$8,219.49 \$8,652.09	\$103,825.05
FEE %:	NO FEE	20%	40%	60%	80%	FULL RATE
MONTHLY CENTER-BASED FEE (per child)		\$92.60	\$185.20	\$277.80	\$370.40	\$463.00
MONTHLY HOME-BASED FEE (per child)		\$33.34	\$66.68	\$100.02	\$133.36	\$166.70

Based on 2007 Federal Poverty Guidelines
Source: U.S. Dept. of Health and Human Services

CALCULATING ANNUAL INCOME FROM PAYSTUB

ABC COMPANY 123 MAIN STREET ANYTOWN, ARKANSAS 77777									
Employee ID		Employee Name					Date		
123456789		Public, John Q.					07/01/2006		
EARNINGS				TAXES			DEDUCTIONS		
Code	Rate	Hours	Amount	Code	Withheld	Y-T-D	Code	Amount	Y-T-D
01 - Reg	10.50	80.00	840.00	FICA	67.25	567.34	Med	81.23	564.44
04 - OT	15.75	3.00	47.25	Fed	101.32	1020.34			
				State	44.56	378.67			
TOTALS			887.25		213.13	1966.35		81.23	564.44
Total Deductions			294.36						
Net Pay			592.89						

Gross Pay	=	840.00 every 2 weeks
X 26 checks per year	x	26
= Annual Income	=	\$21,840.00

Note that only the gross amount is included in the calculation. Overtime should not be included unless it is regular and predictable.

Label

(See instructions on page 16.) Use the IRS label. Otherwise, please print or type.

Label Here

For the year Jan. 1–Dec. 31, 2006, or other tax year beginning , 2006, ending , 20 OMB No. 1545-0074 Your first name and initial Last name Your social security number If a joint return, spouse's first name and initial Last name Spouse's social security number Home address (number and street). If you have a P.O. box, see page 16. Apt. no. City, town or post office, state, and ZIP code. If you have a foreign address, see page 16. You must enter your SSN(s) above. Checking a box below will not change your tax or refund.

Presidential Election Campaign Check here if you, or your spouse if filing jointly, want \$3 to go to this fund (see page 16) You Spouse

Filing Status

Check only one box.

- 1 Single 2 Married filing jointly (even if only one had income) 3 Married filing separately. Enter spouse's SSN above and full name here. 4 Head of household (with qualifying person). (See page 17.) If the qualifying person is a child but not your dependent, enter this child's name here. 5 Qualifying widow(er) with dependent child (see page 17)

Exemptions

If more than four dependents, see page 19.

6a Yourself. If someone can claim you as a dependent, do not check box 6a 6b Spouse 6c Dependents: (1) First name Last name (2) Dependent's social security number (3) Dependent's relationship to you (4) if qualifying child for child tax credit (see page 19) 6d Total number of exemptions claimed

Income

Attach Form(s) W-2 here. Also attach Forms W-2G and 1099-R if tax was withheld.

If you did not get a W-2, see page 23.

Enclose, but do not attach, any payment. Also, please use Form 1040-V.

Table with 2 columns: Description and Amount. Rows include: 7 Wages, salaries, tips, etc. Attach Form(s) W-2; 8a Taxable interest; 8b Tax-exempt interest; 9a Ordinary dividends; 9b Qualified dividends; 10 Taxable refunds, credits, or offsets of state and local income taxes; 11 Alimony received; 12 Business income or (loss); 13 Capital gain or (loss); 14 Other gains or (losses); 15a IRA distributions; 15b Taxable amount; 16a Pensions and annuities; 16b Taxable amount; 17 Rental real estate, royalties, partnerships, S corporations, trusts, etc.; 18 Farm income or (loss); 19 Unemployment compensation; 20a Social security benefits; 20b Taxable amount; 21 Other income; 22 Add the amounts in the far right column for lines 7 through 21. This is your total income.

Adjusted Gross Income

Table with 2 columns: Description and Amount. Rows include: 23 Archer MSA deduction; 24 Certain business expenses of reservists, performing artists, and fee-basis government officials; 25 Health savings account deduction; 26 Moving expenses; 27 One-half of self-employment tax; 28 Self-employed SEP, SIMPLE, and qualified plans; 29 Self-employed health insurance deduction; 30 Penalty on early withdrawal of savings; 31a Alimony paid; 31b Recipient's SSN; 32 IRA deduction; 33 Student loan interest deduction; 34 Jury duty pay you gave to your employer; 35 Domestic production activities deduction; 36 Add lines 23 through 31a and 32 through 35; 37 Subtract line 36 from line 22. This is your adjusted gross income.

a Control number		22222		OMB No. 1545-0008			
b Employer identification number (EIN)			1 Wages, tips, other compensation		2 Federal income tax withheld		
c Employer's name, address, and ZIP code			3 Social security wages		4 Social security tax withheld		
			5 Medicare wages and tips		6 Medicare tax withheld		
			7 Social security tips		8 Allocated tips		
d Employee's social security number			9 Advance EIC payment		10 Dependent care benefits		
e Employee's first name and initial Last name Suff.			11 Nonqualified plans		12a		
			13 Statutory employee Retirement plan Third-party sick pay		12b		
			14 Other		12c		
					12d		
f Employee's address and ZIP code							
15 State Employer's state ID number		16 State wages, tips, etc.	17 State income tax	18 Local wages, tips, etc.	19 Local income tax	20 Locality name	
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Form **W-2** Wage and Tax Statement
 Copy 1—For State, City, or Local Tax Department

2006

Department of the Treasury—Internal Revenue Service

SCHEDULE C (Form 1040)

Profit or Loss From Business

(Sole Proprietorship)

OMB No. 1545-0074

2006

Attachment Sequence No. 09

Department of the Treasury Internal Revenue Service (99)

Partnerships, joint ventures, etc., must file Form 1065 or 1065-B.

Attach to Form 1040, 1040NR, or 1041. See Instructions for Schedule C (Form 1040).

Name of proprietor, Social security number (SSN), Principal business or profession, Business name, Business address, Accounting method, Did you materially participate, If you started or acquired this business during 2006.

Part I Income

Table with 7 rows for income items: Gross receipts or sales, Returns and allowances, Subtract line 2 from line 1, Cost of goods sold, Gross profit, Other income, Gross income.

Part II Expenses. Enter expenses for business use of your home only on line 30.

Table with 27 rows for expense items: Advertising, Car and truck expenses, Commissions and fees, Contract labor, Depletion, Depreciation and section 179 expense deduction, Employee benefit programs, Insurance, Interest, Office expense, Pension and profit-sharing plans, Rent or lease, Repairs and maintenance, Supplies, Taxes and licenses, Travel, meals, and entertainment, Utilities, Wages, Other expenses.

28 Total expenses before expenses for business use of home. Add lines 8 through 27 in columns. 29 Tentative profit (loss). Subtract line 28 from line 7. 30 Expenses for business use of your home. Attach Form 8829. 31 Net profit or (loss). Subtract line 30 from line 29. 32 If you have a loss, check the box that describes your investment in this activity.

**SCHEDULE F
(Form 1040)**

Department of the Treasury
Internal Revenue Service (99)

Profit or Loss From Farming

▶ Attach to Form 1040, Form 1040NR, Form 1041, Form 1065, or Form 1065-B.

▶ See Instructions for Schedule F (Form 1040).

OMB No. 1545-0074

2006
Attachment
Sequence No. **14**

Name of proprietor		Social security number (SSN)
A Principal product. Describe in one or two words your principal crop or activity for the current tax year.		B Enter code from Part IV
C Accounting method: (1) <input type="checkbox"/> Cash (2) <input type="checkbox"/> Accrual	D Employer ID number (EIN), if any	
E Did you "materially participate" in the operation of this business during 2006? If "No," see page F-2 for limit on passive losses. <input type="checkbox"/> Yes <input type="checkbox"/> No		

Part I Farm Income—Cash Method. Complete Parts I and II (Accrual method. Complete Parts II and III, and Part I, line 11.)
Do not include sales of livestock held for draft, breeding, sport, or dairy purposes. Report these sales on Form 4797.

1 Sales of livestock and other items you bought for resale	1			
2 Cost or other basis of livestock and other items reported on line 1	2			
3 Subtract line 2 from line 1		3		
4 Sales of livestock, produce, grains, and other products you raised		4		
5a Cooperative distributions (Form(s) 1099-PATR)	5a		5b Taxable amount	5b
6a Agricultural program payments (see page F-3)	6a		6b Taxable amount	6b
7 Commodity Credit Corporation (CCC) loans (see page F-3):				
a CCC loans reported under election		7a		
b CCC loans forfeited	7b		7c Taxable amount	7c
8 Crop insurance proceeds and federal crop disaster payments (see page F-3):				
a Amount received in 2006	8a		8b Taxable amount	8b
c If election to defer to 2007 is attached, check here ▶ <input type="checkbox"/>		8d	Amount deferred from 2005	8d
9 Custom hire (machine work) income		9		
10 Other income, including federal and state gasoline or fuel tax credit or refund (see page F-3)		10		
11 Gross income. Add amounts in the right column for lines 3 through 10. If you use the accrual method, enter the amount from Part III, line 51		11		

Part II Farm Expenses—Cash and Accrual Method.
Do not include personal or living expenses such as taxes, insurance, or repairs on your home.

12 Car and truck expenses (see page F-4). Also attach Form 4562	12		25 Pension and profit-sharing plans	25	
13 Chemicals	13		26 Rent or lease (see page F-5):		
14 Conservation expenses (see page F-4)	14		a Vehicles, machinery, and equipment	26a	
15 Custom hire (machine work)	15		b Other (land, animals, etc.)	26b	
16 Depreciation and section 179 expense deduction not claimed elsewhere (see page F-4)	16		27 Repairs and maintenance	27	
17 Employee benefit programs other than on line 25	17		28 Seeds and plants	28	
18 Feed	18		29 Storage and warehousing	29	
19 Fertilizers and lime	19		30 Supplies	30	
20 Freight and trucking	20		31 Taxes	31	
21 Gasoline, fuel, and oil	21		32 Utilities	32	
22 Insurance (other than health)	22		33 Veterinary, breeding, and medicine	33	
23 Interest:			34 Other expenses (specify):		
a Mortgage (paid to banks, etc.)	23a		a	34a	
b Other	23b		b	34b	
24 Labor hired (less employment credits)	24		c	34c	
			d	34d	
			e	34e	
			f	34f	

35 Total expenses. Add lines 12 through 34f. If line 34f is negative, see instructions	35	
36 Net farm profit or (loss). Subtract line 35 from line 11. • If a profit, enter the profit on Form 1040, line 18 , and also on Schedule SE, line 1 . If you file Form 1040NR, enter the profit on Form 1040NR, line 19 . • If a loss, you must go to line 37. Estates, trusts, and partnerships, see page F-6.	36	
37 If you have a loss, you must check the box that describes your investment in this activity (see page F-6). • If you checked 37a, enter the loss on Form 1040, line 18 , and also on Schedule SE, line 1 . If you file Form 1040NR, enter the loss on Form 1040NR, line 19 . • If you checked 37b, you must attach Form 6198 . Your loss may be limited.		37a <input type="checkbox"/> All investment is at risk. 37b <input type="checkbox"/> Some investment is not at risk.

CHILD RECORDS

A child record must be created and maintained for every child enrolled in the ABC program. A copy of the record must be kept on-site for inspection by Division staff during visits. Child records must be kept in a locked file cabinet.

At a minimum, each child record shall contain the following items:

- Copy of Birth certificate, hospital birth record or other official proof of birth date
- Copy of documentation of child eligibility (pay stubs, etc.)
- Child Application
- Emergency information with contact and medical information
- Parental authorization for medical care, daily pick-up and field trips
- Signed parent form for program handbook
- Field trip authorization
- Completed Health Form and Immunization record
- Record of completed developmental assessment
- Samples of child work
- Teacher observations
- Summaries of parent-teacher conferences
- Work Sampling Developmental Checklists
- Copy of IEP, if program is supplied that information



ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS 2007-2008 CHILD APPLICATION

PRIMARY CAREGIVER (PARENT-GUARDIAN) INFORMATION

Name:		
Date of Birth:	Home Phone:	Work Phone:
Current address:		
City:	State:	ZIP Code:
Employment Status (FT, PT):	Employer Name:	
# of work hrs per week:	Education Level (high school, college, etc.):	
City:	State:	ZIP Code:
If attending school, where:		# of semester hours:
Number in Family:	Number in Household:	Primary Language:
Annual Income From Work Sources or Unemployment:		

SECONDARY CAREGIVER (PARENT-GUARDIAN) INFORMATION

Name:		
Date of Birth:	Home Phone:	Work Phone:
Current address: <input type="checkbox"/> same as Primary Caregiver		
City:	State:	ZIP Code:
Employment Status (FT, PT):	Employer Name:	
# of work hrs per week:	Education Level (high school, college, etc.):	
City:	State:	ZIP Code:
If attending school, where:		# of semester hours:
Annual Income From Work Sources or Unemployment:		

CHILD INFORMATION

Name:		
Date of Birth:	Social Security Number:	
Gender:	Ethnicity:	Primary Language:
Has this child attended a state-funded pre-K (ABC) program before? <input type="checkbox"/> Yes <input type="checkbox"/> No	If so, where?	
Will this child be concurrently enrolled in an ABC center and HIPPIY or PAT program? <input type="checkbox"/> Yes <input type="checkbox"/> No	If so, which HIPPIY or PAT?	
List any allergies:		
Does the child have any special dietary needs?		
Receiving any special education services?		

EMERGENCY CONTACT (OTHER THAN CAREGIVER)

Name:		
Address:		Phone:
City:	State:	ZIP Code:
Relationship:		
I declare under the penalty of perjury and the rules and regulations of the Arkansas Better Chance program that the information supplied is true and correct. I understand I may be held criminally liable for any misrepresentations or false statements.		
Signature of Primary Caregiver:		Date:

STATE OF ARKANSAS

ARKANSAS DEPARTMENT OF HEALTH
DIVISION OF VITAL RECORDS
CERTIFICATION OF BIRTH

DATE FILED: 06/27/2000 DATE ISSUED: 08/06/2003

CERTIFICATE NUMBER: [REDACTED]

NAME: [REDACTED]

BIRTHDATE: [REDACTED] SEX: [REDACTED]

TOWN: [REDACTED] COUNTY: [REDACTED]

MOTHER'S MAIDEN NAME: [REDACTED] AGE: [REDACTED]

MOTHER'S BIRTH PLACE: ARKANSAS

FATHER'S NAME: [REDACTED] AGE: [REDACTED]

FATHER'S BIRTH PLACE: ARKANSAS



THIS IS A TRUE CERTIFICATION OF NAME AND BIRTH FACTS
RECORDED IN THE OFFICE OF VITAL RECORDS.

Sharon M. Leinbach
State Registrar

298593



ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS PROGRAM
2007-2008 HEALTH SCREENING

To Parent or Guardian:

In order to provide the best learning experience for your child, teachers must understand your child's health needs. Therefore, state regulations require that any child enrolled in the Arkansas Better Chance Pre-K program receive a medical check-up. Parents/guardians must also show that the child is current on all immunizations. You need to complete all of the information requested on this side of the form (Part I). Once complete, take this form to your health care provider on the day of your child's check-up. The exam must be completed by licensed physician (M.D. or D.O.). Once form is completed on both sides and signed, return the form to your pre-K program.

Your (Parent/Guardian) Name (Last, First, Middle)		Your Child's Name (Last, First, Middle)		Child's Date of Birth	Sex
Address		City		Zip	
Name of Pre-K Program Where Enrolled			Program's Phone Number		
Type of Health Insurance					
<input type="checkbox"/> AR Kids A or B		<input type="checkbox"/> None			
<input type="checkbox"/> Private insurance		<input type="checkbox"/> Other: _____			

Part I – To be completed by parent or guardian BEFORE the medical check-up.

Check answers to the following questions. Explain any "yes" answers in the space provided.

- | | | | |
|-----|--------------------------|--------------------------|---|
| | Yes | No | |
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | Do you have any concerns about your child's general health? |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | Has your child been diagnosed with any chronic disease (such as asthma or diabetes)? |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | Does your child have any allergies (like to food, medicine or dust)? |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | Does your child take any medications (daily or occasionally)? |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | Does your child have any problems with vision, hearing or speech? |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | Has your child had any hospitalization, operation, major illness or injury? |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | In the past 12 months, has your child experienced any difficulty with wheezing or night coughing? |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | In the past 12 months, has your child experienced any excessive weight loss or weight gain? |
| 9. | <input type="checkbox"/> | <input type="checkbox"/> | Has your child had a dental examination in the last 12 months? |
| 10. | <input type="checkbox"/> | <input type="checkbox"/> | Would you like to discuss anything about your child's health with the health care professional? |

If you answered "yes" to any question, please explain below. For illnesses or injuries, include your child's age at the time.

Question #	Explanation

Parent Permission and Release.

I give my permission for the information on this form to be used in meeting my child's health and educational needs while enrolled in the Arkansas Better Chance for School Success program.

 Signature of Parent/Guardian

 Date

Part II – To be completed by health care provider. Please complete all sections and sign.

Dear Health Care Professional:

This child is enrolled in the Arkansas Better Chance for School Success (ABCSS) Pre-K program. State regulations require a comprehensive health screening for all ABCSS children. The Division of Child Care and Early Childhood Education recommends an Early Periodic Screening and Diagnostic Treatment (EPSDT) which is age-appropriate. For families enrolled in AR Kids, the cost of the EPSDT for a 1-4 year old may be billed to AR Kids A or B using procedure codes as follows:

Type	< 1 year	1-4 years	5-11
New Patient	99381	99382	99383
Established Patient	99391	99392	99393

If you have any questions, call the Arkansas Better Chance program at 501-682-9699. Thank you for your assistance.

Weight		Height		BMI	Temp	Blood Pressure
Lb	%ile	In	%ile	%		/

History Update

- Yes No Any changes in patient health since last visit? Explain _____
- Yes No Any family history of heart disease under 55 years of age?
- Yes No Any family history of abnormal cholesterol?

Health

- Good appetite Picky or variable eater
- Drinks lowfat milk Brushes teeth, sees dentist
- Encourage diet of fruit & vegetables Encourage active play
- Limits fast food

Social & Behavioral

- Parents discipline, use time out Praised for good behavior
- Dresses self, helps at home Has friends and playmates
- TV and video games are limited

Screenings and Laboratory Results

Test	Result	Date	Comments if abnormal
Vision Test type:	L _____ R _____		
Hearing Test type:			
TB Risk: Yes / No			
Hemoglobin Risk: Yes / No			
Cholesterol Risk: Yes / No		mg/dL	

PHYSICAL EXAM		
	Norm	Abnormal
General	<input type="checkbox"/>	<input type="checkbox"/>
Head	<input type="checkbox"/>	<input type="checkbox"/>
Neck	<input type="checkbox"/>	<input type="checkbox"/>
Eyes	<input type="checkbox"/>	<input type="checkbox"/>
Ears	<input type="checkbox"/>	<input type="checkbox"/>
Nose	<input type="checkbox"/>	<input type="checkbox"/>
Throat	<input type="checkbox"/>	<input type="checkbox"/>
Mouth	<input type="checkbox"/>	<input type="checkbox"/>
Teeth	<input type="checkbox"/>	<input type="checkbox"/>
Lungs	<input type="checkbox"/>	<input type="checkbox"/>
Heart	<input type="checkbox"/>	<input type="checkbox"/>
Femoral		
Pulses	<input type="checkbox"/>	<input type="checkbox"/>
Genitalia		
Male	<input type="checkbox"/>	<input type="checkbox"/>
Female	<input type="checkbox"/>	<input type="checkbox"/>
Extremities		
	<input type="checkbox"/>	<input type="checkbox"/>
Gait	<input type="checkbox"/>	<input type="checkbox"/>
Spine	<input type="checkbox"/>	<input type="checkbox"/>
Skin	<input type="checkbox"/>	<input type="checkbox"/>
Neuro	<input type="checkbox"/>	<input type="checkbox"/>

Immunizations

- Yes No All immunizations are current.
- Yes No Child has had all immunizations possible at this time.
- Child needs: DTaP IPV HepB HiB MMR Varivax PCV-7 at _____ yrs/_____ mos.

Referrals

- Follow-up visit needed in _____ weeks/months
- Return check at _____ yrs / mos
- Needs to see a dentist—referral will be made by PCP.
- _____

Impressions

- Well child, normal growth and development
- _____

_____, M.D./D.O.

Date _____

CLINIC INFORMATION (or stamp)	
Name	_____
Address	_____
City	_____
Zip Code	_____ Phone _____

Recommended Immunization Schedule for Ages 0–6 Years UNITED STATES • 2007

Vaccine ▼	Age ►	Birth	1 month	2 months	4 months	6 months	12 months	15 months	18 months	19–23 months	2–3 years	4–6 years	
Hepatitis B ¹	HepB	HepB	HepB	see footnote 1	HepB	HepB Series							Range of recommended ages
Rotavirus ²			Rota	Rota	Rota								Catch-up immunization
Diphtheria, Tetanus, Pertussis ³			DTaP	DTaP	DTaP		DTaP					DTaP	Certain high-risk groups
Haemophilus influenzae type b ⁴			Hib	Hib	Hib ⁴	Hib	Hib						
Pneumococcal ⁵			PCV	PCV	PCV	PCV					PCV PPV		
Inactivated Poliovirus			IPV	IPV		IPV						IPV	
Influenza ⁶						Influenza (Yearly)							
Measles, Mumps, Rubella ⁷						MMR						MMR	
Varicella ⁸						Varicella						Varicella	
Hepatitis A ⁹						HepA (2 doses)					HepA Series		
Meningococcal ¹⁰											MPSV4		

This schedule indicates the recommended ages for routine administration of currently licensed childhood vaccines, as of December 1, 2006, for children through age 6 years. For additional information see www.cdc.gov/nip/recs/child-schedule.htm. Any dose not administered at the recommended age should be administered at any subsequent visit when indicated and feasible. Additional vaccines may be licensed and recommended during the year. Licensed combination vaccines may be used whenever any components

of the combination are indicated and other components of the vaccine are not contraindicated and if approved by the Food and Drug Administration for that dose of the series. Providers should consult the respective ACIP statement for detailed recommendations. Clinically significant adverse events that follow immunization should be reported to the Vaccine Adverse Event Reporting System (VAERS). Guidance about how to obtain and complete a VAERS form is available at www.vaers.hhs.gov or by telephone, 800-822-7967.

1. Hepatitis B vaccine (HepB). (Minimum age: birth)

At birth:

- Administer monovalent HepB to all newborns prior to hospital discharge.
- If mother is HBsAg-positive, administer HepB and 0.5 mL of hepatitis B immune globulin (HBIG) within 12 hours of birth.
- If mother's HBsAg status is unknown, administer HepB within 12 hours of birth. Determine the HBsAg status as soon as possible and if HBsAg-positive, administer HBIG (no later than age 1 week).
- If mother is HBsAg-negative, the birth dose can only be delayed with physician's order and mothers' negative HBsAg laboratory report documented in the infant's medical record.

Following the birth dose:

- The HepB series should be completed with either monovalent HepB or a combination vaccine containing HepB. The second dose should be administered at age 1–2 months. The final dose should be administered at age ≥24 weeks. Infants born to HBsAg-positive mothers should be tested for HBsAg and antibody to HBsAg after completion of 3 or more doses in a licensed HepB series, at age 9–18 months (generally at the next well-child visit).

4-month dose of HepB:

- It is permissible to administer 4 doses of HepB when combination vaccines are given after the birth dose. If monovalent HepB is used for doses after the birth dose, a dose at age 4 months is not needed.

2. Rotavirus vaccine (Rota). (Minimum age: 6 weeks)

- Administer the first dose between 6 and 12 weeks of age. Do not start the series later than age 12 weeks.
- Administer the final dose in the series by 32 weeks of age. Do not administer a dose later than age 32 weeks.
- There are insufficient data on safety and efficacy outside of these age ranges.

3. Diphtheria and tetanus toxoids and acellular pertussis vaccine (DTaP). (Minimum age: 6 weeks)

- The fourth dose of DTaP may be administered as early as age 12 months, provided 6 months have elapsed since the third dose.
- Administer the final dose in the series at age 4–6 years.

4. Haemophilus influenzae type b conjugate vaccine (Hib). (Minimum age: 6 weeks)

- If PRP-OMP (PedvaxHIB® or ComVax® [Merck]) is administered at ages 2 and 4 months, a dose at age 6 months is not required.
- TriHiBit® (DTaP/Hib) combination products should not be used for primary immunization but can be used as boosters following any Hib vaccine in ≥12 months olds.

5. Pneumococcal vaccine. (Minimum age: 6 weeks for Pneumococcal Conjugate Vaccine (PCV); 2 years for Pneumococcal Polysaccharide Vaccine (PPV))

- Administer PCV at ages 24–59 months in certain high-risk groups. Administer PPV to certain high-risk groups aged ≥2 years. See *MMWR* 2000; 49(RR-9):1-35.

6. Influenza vaccine. (Minimum age: 6 months for trivalent inactivated influenza vaccine (TIV); 5 years for live, attenuated influenza vaccine (LAIV))

- All children aged 6–59 months and close contacts of all children aged 0–59 months are recommended to receive influenza vaccine.
- Influenza vaccine is recommended annually for children aged ≥59 months with certain risk factors, healthcare workers, and other persons (including household members) in close contact with persons in groups at high risk. See *MMWR* 2006; 55(RR-10):1-41.
- For healthy persons aged 5–49 years, LAIV may be used as an alternative to TIV.
- Children receiving TIV should receive 0.25 mL if aged 6–35 months or 0.5 mL if aged ≥3 years.
- Children aged <9 years who are receiving influenza vaccine for the first time should receive 2 doses (separated by ≥4 weeks for TIV and ≥6 weeks for LAIV).

7. Measles, mumps, and rubella vaccine (MMR). (Minimum age: 12 months)

- Administer the second dose of MMR at age 4–6 years. MMR may be administered prior to age 4–6 years, provided ≥4 weeks have elapsed since the first dose and both doses are administered at age ≥12 months.

8. Varicella vaccine. (Minimum age: 12 months)

- Administer the second dose of varicella vaccine at age 4–6 years. Varicella vaccine may be administered prior to age 4–6 years, provided that ≥3 months have elapsed since the first dose and both doses are administered at age ≥12 months. If second dose was administered ≥28 days following the first dose, the second dose does not need to be repeated.

9. Hepatitis A vaccine (HepA). (Minimum age: 12 months)

- HepA is recommended for all children at 1 year of age (i.e., 12–23 months). The 2 doses in the series should be administered at least 6 months apart.
- Children not fully vaccinated by age 2 years can be vaccinated at subsequent visits.
- HepA is recommended for certain other groups of children including in areas where vaccination programs target older children. See *MMWR* 2006; 55(RR-7):1-23.

10. Meningococcal polysaccharide vaccine (MPSV4). (Minimum age: 2 years)

- Administer MPSV4 to children aged 2–10 years with terminal complement deficiencies or anatomic or functional asplenia and certain other high risk groups. See *MMWR* 2005;54 (RR-7):1-21.

The Childhood and Adolescent Immunization Schedule is approved by:

Advisory Committee on Immunization Practices www.cdc.gov/nip/acip • American Academy of Pediatrics www.aap.org • American Academy of Family Physicians www.aafp.org

SAFER • HEALTHIER • PEOPLE™

I Personal and Social Development

A Self concept

	1	2	3
1 Demonstrates self-confidence.	Not Yet <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not Applicable <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Did Not Observe <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Shows some self-direction.	Not Yet <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not Applicable <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Did Not Observe <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Self control

	1	2	3
1 Follows simple classroom rules and routines.	Not Yet <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not Applicable <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Did Not Observe <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Uses classroom materials carefully.	Not Yet <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not Applicable <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Did Not Observe <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Manages transitions.	Not Yet <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not Applicable <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Did Not Observe <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C Approaches to learning

	1	2	3
1 Shows eagerness and curiosity as a learner.	Not Yet <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not Applicable <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Did Not Observe <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Attends to tasks and seeks help when encountering a problem.	Not Yet <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not Applicable <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Did Not Observe <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Approaches tasks with flexibility and inventiveness.	Not Yet <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not Applicable <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Did Not Observe <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D Interaction with others

	1	2	3
1 Interacts easily with one or more children.	Not Yet <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not Applicable <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Did Not Observe <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Interacts easily with familiar adults.	Not Yet <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not Applicable <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Did Not Observe <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Participates in the group life of the class.

Not Yet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did Not Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 Shows empathy and caring for others.

Not Yet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did Not Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E Social problem-solving

1 Seeks adult help when needed to resolve conflicts.

	1	2	3
Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did Not Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II Language and Literacy

A Listening

1 Gains meaning by listening.

	1	2	3
Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did Not Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Follows two- or three-step directions.

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did Not Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Demonstrates phonological awareness.

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did Not Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Speaking

1 Speaks clearly enough to be understood without contextual clues.

	1	2	3
Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did Not Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Uses expanded vocabulary and language for a variety of purposes.

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did Not Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C Reading

1 Shows appreciation for books and reading.

	1	2	3
Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did Not Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Shows beginning understanding of concepts about print.

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did Not Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Begins to develop knowledge about letters. Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

4 Comprehends and responds to stories read aloud. Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

D Writing

1 2 3

1 Represents ideas and stories through pictures, dictation, and play. Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

2 Uses letter-like shapes, symbols, and letters to convey meaning. Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

3 Understands purposes for writing. Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

III Mathematical Thinking

A Mathematical processes

1 2 3

1 Begins to use simple strategies to solve mathematical problems. Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

B Number and operations

1 2 3

1 Shows beginning understanding of number and quantity. Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

C Patterns, relationships, and functions

1 2 3

1 Sorts objects into subgroups that vary by one or two attributes. Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

2 Recognizes simple patterns and duplicates them. Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

D Geometry and spatial relations

1 2 3

1 Begins to recognize and describe the attributes of shapes. Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

2 Shows understanding of and uses several positional words. Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

E Measurement

1 2 3

1 Orders, compares, and describes objects according to a single attribute. Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

2 Participates in measuring activities. Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

IV Scientific Thinking

A Inquiry

1 2 3

1 Asks questions and uses senses to observe and explore materials and natural phenomena. Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

2 Uses simple tools and equipment for investigation. Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

3 Makes comparisons among objects. Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

V Social Studies

A People, past and present

1 2 3

1 Identifies similarities and differences in personal and family characteristics. Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

B Human interdependence

1 2 3

1 Begins to understand family needs, roles, and relationships. Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

2 Describes some people's jobs and what is required to perform them. Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

3 Begins to be aware of technology and how it affects life. Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

C Citizenship and government

1 2 3

1 Demonstrates awareness of rules. Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

2 Shows awareness of what it means to be a leader. Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

D People and where they live		1	2	3
1 Describes the location of things in the environment.	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Did Not Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Shows awareness of the environment.	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Did Not Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C Personal health and safety		1	2	3
1 Performs some self-care tasks independently.	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Did Not Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Follows basic health and safety rules.	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Did Not Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VI The Arts

A Expression and representation		1	2	3
1 Participates in group music experiences.	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Did Not Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Participates in creative movement, dance, and drama.	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not Applicable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Did Not Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Uses a variety of art materials for tactile experience and exploration.	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Did Not Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Understanding and appreciation		1	2	3
1 Responds to artistic creations or events.	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not Applicable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Did Not Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VII Physical Development and Health

A Gross motor development		1	2	3
1 Moves with some balance and control.	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Did Not Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Coordinates movements to perform simple tasks.	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Did Not Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Fine motor development		1	2	3
1 Uses strength and control to perform simple tasks.	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Did Not Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Uses eye-hand coordination to perform tasks.	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Did Not Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Shows beginning control of writing, drawing, and art tools.	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Did Not Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Child	John Public	Age/Grade	4 Years 6 Months
Teacher	Paul Lazenby	School/Program	ABC Administration
Primary Language	English	Date	03/27/2006
Days Tardy		Days Absent	

**The Work Sampling System®
Standard Summary Report**
Period 1 2005/2006

AE	As Expected
ND	Needs Development
OE	Other than Expected

Domains & Components	Checklist		Portfolio		Progress		Teacher Comments
	AE	ND	AE	ND	AE	OE	
I. Personal and Social Development Self concept, Self control, Approaches to learning, Interaction with others, Social problem-solving	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	
II. Language and Literacy Listening, Speaking, Reading, Writing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
III. Mathematical Thinking Mathematical processes, Number and operations, Patterns, relationships, and functions, Geometry and spatial relations, Measurement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
IV. Scientific Thinking Inquiry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
V. Social Studies People, past and present, Human interdependence, Citizenship and government, People and where they live	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VI. The Arts Expression and representation, Understanding and appreciation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VII. Physical Development and Health Gross motor development, Fine motor development, Personal health and safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	

Teacher Signature: _____ Date: _____
 Parent/Guardian Signature: _____ Date: _____

Section III

Fiscal Guidelines and Reporting Procedures

FINANCIAL GUIDELINES

This section will serve as the financial guidelines for the ABC program. Programs shall develop a budget and operate their ABC program using these guidelines as stated in Section 7 of the Rules and Regulations. ABC funds provided to agencies must be used exclusively for the ABC program outlined in this proposal. A complete budget will contain all of the core quality elements referenced in this section. **All programs are required to attend ABC Budget Training.**

- \$ Budgets must include matching funds, which shall be at least 40% of the total program cost. The source of matching funds must be designated (e.g. School District/Program Name, Title I, NSLA, etc.). Do not list "CASH" as a match source.
- \$ Budgets shall demonstrate the cost effectiveness of the program and the use of federal, local and/or private funds in conjunction with the ABC monies.
- \$ The amount of each budget amounts should correlate to the amounts listed in the Core Quality Models provided for you in this section.
- \$ A justification must be provided for each line item for which ABC funds are requested.
- \$ Programs must budget the minimum amount set by the core model—either in ABC funds, match or a combination—for the following categories: professional development, curriculum, parent involvement, and screenings.
- \$ The following costs are disallowed:
 - o construction and renovation costs (with the exception of minor painting)
 - o kitchen equipment
 - o TVs, VCRs and DVD players.
 (DCCECE may add to this list as necessary.)

Salaries and Fringe Benefits

- Salaries paid from ABC funds for each classroom may include:
 - o Teacher
 - o Paraprofessional
 - o 0.2 FTE Program Coordinator
 - o 0.2 FTE Administrative Assistant
 - o Substitute teachers.
- For each home-visitor assignment, home-visiting programs may pay a 0.167 FTE coordinator, full-time home educator and 0.2 FTE administrative assistant.
- No other salaries shall be paid from ABC funds. Other relevant salaries may be counted as match.
- Salaries and benefits shall be paid commensurately with ABC staff education and experience. DCC-ECE has established an annual salary matrix for lead teacher, classroom teacher and paraprofessional which shall serve as salary recommendations for ABC. (See attached matrix.) Salary amounts in the budget and justification **MUST** be reflected in expenditure reports as actual payments. We may request a copy of a signed employment agreement/contract as proof of salary amount.

- Substitute salaries shall not be paid by deducting the salary from a regular employee using authorized leave time.
- The salary range indicated for each position is based on 190 days (178 program days + 12 professional development days). If your ABC staff are expected to work in another part of your agency during the summer months, this must be indicated in the required employment agreement. That salary cannot be paid from ABC funds.
- School district programs may establish a staff salary using a base rate of pay from a school district matrix, then supplement with a stipend for additional duties/work hours. Such duties and hours shall be specifically listed in any contract. The school district's personnel policy committee must review and approve any contract containing a stipend for additional ABC duties or hours.
- No program may pay a certified teacher below the state required minimum salary for that year. Programs may inquire as to this particular amount from either DCCECE or the Dept. of Education.
- Programs paying below the recommended amount from the matrix for any ABC position may not use any match for those salaries.
- Teachers and staff having additional duties outside of ABC must have a pro-rated salary based on the amount of time spent in the ABC program. This includes classroom responsibility for children paid with private funds or any funds other than ABC.
- Fringe benefits shall be paid in an amount not less than 25% of the annual salary amount and shall include comprehensive health insurance for the employee. Employees may be required to contribute a portion of the premium not to exceed 25% of the cost or the amount set by the local school board. Insurance must be provided continually through the summer months. Employees covered under another health insurance plan may decline the offer of insurance in writing. Programs shall not be required to provide compensation in lieu of insurance if declined.
- Except for summer, ABC employees should be paid for breaks during the program year.

Administrative Expenses

- Administrative expenses may include rent, utilities, copying, postage, office supplies, grounds maintenance and salaries for principal/owner, school counselors, custodians and nurses.
- The cost of the annual required audit is not included in the cap on administrative costs.
- Total administrative expenses (including administrative salaries) shall not exceed 15% of your total ABC budget (state plus match). Example—With 20 children, you have an ABC state amount of \$92,600 and required match of \$61,733.33 for a total budget of \$154,333.33. Total administrative expenses may not exceed \$23,150.

Screenings

- Programs may count up to \$50 per child for developmental screens in either ABC or match.
- Programs may count up to \$50 per child in match for health screenings paid by AR Kids or insurance. Programs shall pay any required health screening costs for any child not covered by AR Kids or insurance. If a child is covered by AR Kids and the family is having difficulty getting the health screening covered, they should contact their Medicaid worker or DCC-ECE.

Nutrition

- Programs may use—as match—up to 100% of the reimbursement amount received for ABC kids through either Dept. of Education or Child and Adult Care Food Program (\$4.36 per day per child). If this amount changes after July 1, 2007, all participating agencies shall be notified of the change.
- For children whose family income falls between 185-200% of Federal Poverty Level, ABC programs must cover the cost of those meals. No parent whose income is at or below 200% of FPL may be charged for meals or snacks.

Curriculum

- Curriculum items may include learning centers, comprehensive/supplementary learning materials, curriculum training, outdoor play, supply kits for children and other classroom consumables. FAMILIES shall not be required to purchase supplies for children in the ABC program.
- Items that have been locally made for the ABC program may be counted towards match in an amount not to exceed the cost of materials plus modest labor fees.
- For any child requiring therapy (occupational, speech, physical) or specialized instruction, programs may count a maximum of \$500 per child as match.

Parent Involvement

- Parent involvement includes any materials and activities by which the parent becomes engaged in the ABC child's learning process. This may include on-site functions or at-home activities. Other examples include materials such as parent education kits, activity sheets, newsletters or other functions such as parent dinners, open houses, speakers for parent meetings and field trips.
- Parent time spent with children at home may not be used as match.
- Programs may utilize parent involvement funds to pay for translators at parent functions if there are parents present whose primary language is not English.

Technology

- Every classroom shall be equipped with a computer with high-speed internet access (where available in the state). Each home-based educator shall also have such access to a computer. This equipment is necessary for the timely completion of enrollment data in COPA and assessment data in Work Sampling.
- In addition to a computer, each classroom may purchase a printer, digital camera, video camera or scanner to record classroom activity and artwork, not to exceed \$400 per classroom.

Professional Development

- For any staff working via a Staff Qualification Plan (DRP), programs shall use professional development funds to help defray the cost of tuition, books and testing fees for that staff.
- We encourage programs to use these funds to allow any staff wishing to obtain a higher education degree in early childhood to do so. This may include graduate work.
- Programs may count the actual cost of attending any trainings or teaching conferences related to early childhood under this category.

- Professional development funds may be used to pay substitute teachers while permanent staff are attending required trainings.

Transportation

- The cost of transportation for ABC children may be budgeted to the program. This includes van or bus lease plus insurance. Programs may not purchase a vehicle outright using ABC funds.
- In addition to the above cost, the approximate amount of parent transportation may be claimed as match. Programs may count 44.5¢ per mile for each parent who transports children to and from the facility, up to a maximum of \$4.45 per day per child.
- ABC staff required to travel for their job shall be reimbursed at least **39¢** per mile for mileage. This does not include travel from home to and from the employee's regular work site.

Core Quality Budget Models & Recommended Salary Matrix

ANNUAL COST FOR ABC CORE QUALITY CENTER-BASED MODEL Based on classroom of 20 children				
		State 60% Local 40%	Amount for 2007-2008	
Well-Qualified and Compensated Staff	Classroom Teacher (salary commensurate with experience and degree)	Salary	\$ 29,000.00	Low
		Range	\$ 42,000.00	High
		25% Fringe	\$ 7,250.00	Low
		Range	\$ 10,500.00	High
		Paraprofessional	Salary	\$ 16,800.00
			25% Fringe	\$ 4,200.00
Professional Development		\$ 1,650.00 per staff =	\$ 3,300.00	
Child Assessment/Technology		\$ 55.00 per child =	\$ 1,100.00	
Developmental and Health Screenings		\$ 50.00 per child =	\$ 1,000.00	
Meaningful Parent Engagement		\$ 100.00 per child =	\$ 2,000.00	
Curriculum and Classroom Supplies		\$ 275.00 per child =	\$ 5,500.00	
Administrative Costs		\$ 200.00 per child =	\$ 4,000.00	
Transportation		\$ 110.00 per child =	\$ 2,200.00	
Total ABC Funding for Class of 20 (60% State Portion)			\$ 92,600.00	
Required 40% Match			\$ 61,733.33	
Total Program Cost (Based on 20 children)			\$ 154,333.33	
State Cost per child			\$ 4,630.00	
Required 40% Match Per Child			\$ 3,086.67	
Total Cost per child			\$ 7,716.67	

ANNUAL COST FOR ABC CORE QUALITY HOME-VISITING MODEL Based on caseload of 27 children					
		State 60% Local 40%	Amount for 2007-2008		
Well-Qualified and Compensated Staff	Coordinator (0.167 FTE)	Salary	\$ 6,040.00		
		25% Fringe	\$ 1,510.00		
		Home-Based Visitor		Salary	\$ 16,800.00
				25% Fringe	\$ 4,200.00
Professional Development		\$ 1,650.00 per staff =	\$ 1,650.00		
Child Assessment/Technology		\$ 55.00 per child =	\$ 1,485.00		
Developmental and Health Screenings		\$ 50.00 per child =	\$ 1,350.00		
Meaningful Parent Engagement		\$ 50.00 per child =	\$ 1,350.00		
Curriculum and Supplies		\$ 187.00 per child =	\$ 5,049.00		
Administrative Costs		\$ 81.50 per child =	\$ 2,200.50		
Staff Travel		\$ 125.00 per child =	\$ 3,375.00		
ABC Funding (60% State Portion) for 27 Children			\$ 45,009.50		
Required 40% Match			\$ 30,006.33		
Total Program Cost (Based on 27 children)			\$ 75,015.83		
State Cost per child			\$ 1,667.00		
Required 40% Match Per Child			\$ 1,111.33		
Total Cost per child			\$ 2,778.33		

ANNUAL COST FOR ABC CORE QUALITY FAMILY HOME MODEL Based on classroom of 10 children			
		State 60% Local 40%	Amount for 2007-2008
Well-Qualified and Compensated Staff	Family Home Teacher	Salary	\$ 28,611.00
		25% Fringe	\$ 7,152.75
Professional Development	\$1,650	per staff =	\$ 2,636.25
Child Assessment/Technology	\$55.00	per child =	\$ 550.00
Developmental and Health Screenings	\$50	per child =	\$ 500.00
Meaningful Parent Engagement	\$100	per child =	\$ 1,000.00
Curriculum and Classroom Supplies	\$275	per child =	\$ 2,750.00
Administrative Costs	\$200	per child =	\$ 2,000.00
Transportation	\$110	per child =	\$ 1,100.00
Total ABC Funding for Class of 20 (60% State Portion)			\$ 46,300.00
Required 40% Match			\$ 30,866.67
Total Program Cost (Based on 20 children)			\$ 77,166.67
State Cost per child			\$ 4,630.00
Required 40% Match Per Child			\$ 3,086.67
Total Cost per child			\$ 7,716.67

CERTIFIED TEACHERS (P-4 or K-6)							
BA/BS in ECE				MA/MS in ECE			
0 years	5 years	10 years	15 years	0 years	5 years	10 years	15 years
\$ 29,000	\$ 31,000	\$ 34,000	\$ 37,000	\$ 32,500	\$ 35,600	\$ 38,700	\$ 42,000
NON-CERTIFIED CLASSROOM TEACHERS							
AA/AS in ECE		BA/BS in ECE			MA/MS in ECE		
0 years	5 years	0 years	5 years	10 years	15 years	0 years	5 years
\$ 25,200	\$ 27,300	\$ 27,300	\$ 29,400	\$ 31,500	\$ 33,600	\$ 31,500	\$ 34,125
PARAPROFESSIONALS/HOME VISITOR							
CDA		AA/AS in ECE			BA/BS in ECE		
0 years	5 years	10 years	0 years	5 years	10 years	0 years	5 years
\$ 13,650	\$ 15,750	\$ 18,900	\$ 15,225	\$ 17,325	\$ 19,950	\$ 19,950	\$ 24,150
PROGRAM COORDINATOR (0.2 FTE)*							
Non-Degree			Two-Year Degree			Four-Year Degree	
0 years	5 years	10 years	0 years	5 years	10 years	0 years	5 years
\$ 3,433	\$ 4,085	\$ 4,861	\$ 4,227	\$ 5,030	\$ 5,986	\$5,409	\$ 6,437



ARKANSAS BETTER CHANCE PROGRAM
Division of Child Care and Early Childhood Education
P.O. Box 1437, Slot S-160 • Little Rock, Arkansas 72203
501.682.9699 – Fax 501.683.0971

2007-2008
FINANCIAL EXPENDITURE REPORT
Check one: MID-YEAR REPORT FINAL REPORT

_____ (Name of Authorized Official)
on behalf of

_____ (Name of Program Agency)

certifies that the attached expenditure summary and justification provides complete disclosure of all expenditures incurred to date from funds granted for use in the Arkansas Better Chance Program. In addition, the report provides an accurate reporting of the match funding required by Act 212 of 1991 and Act 49 or 2003 in the proportion of 60:40, ABC to local match. All documentation supporting program expenditures has been attached to this report.

I understand that any disallowed expenditures will be deducted from future funding or recovered through a repayment agreement with the DCCECE Compliance Unit.

Signature _____ Date _____

Title

Report Prepared By

Title

Address

City Telephone

**Arkansas Better Chance for School Success
2007-2008 Mid-Year Expenditure Report**

Category	ABC (State) Portion		Local Match	
	Budgeted	Actual Expenditure	Budgeted	Actual Expenditure
WELL-QUALIFIED AND COMPENSATED STAFF				
Lead Teacher (BA, P4)				
Other Classroom Teachers (AA)				
Home-Visiting Coordinators				
Paraprofessionals				
Home Visitors/Home-based Educators				
Administrative Asst (0.2 per class/HV)				
Fringe Benefits				
Salary & Fringe Totals	0.00	0.00	0.00	0.00
ADMINISTRATIVE COSTS Percent of Budget: #DIV/0! Percent of Expense: #DIV/0!				
Rent/Mortgage				
Utilities				
Office Supplies				
Maintenance				
Administrative Salaries				
Administrative Costs Totals	0.00	0.00	0.00	0.00
NUTRITION/MEALS				
Reimbursement from Food Program				
Snacks				
Nutrition and Meal Totals	0.00	0.00	0.00	0.00
CURRICULUM and EQUIPMENT				
Comprehensive Curriculum				
Supplementary Curriculum				
Training/Curriculum Coaches				
Other Classroom Materials				
Outdoor Equipment				
Curriculum and Equipment Totals	0.00	0.00	0.00	0.00
PARENT INVOLVEMENT				
Meetings/Speakers				
Parent Involvement Totals	0.00	0.00	0.00	0.00
TRANSPORTATION				
Van/Bus				
Insurance				
Parent Transportation				
Transportation Totals	0.00	0.00	0.00	0.00
ACCOUNTABILITY				
Financial Audit				
Accountability Totals	0.00	0.00	0.00	0.00
PROFESSIONAL DEVELOPMENT				
Staff Trainings				
College/Other Tuition Expenses				
Staff Travel				
Professional Development Totals	0.00	0.00	0.00	0.00
SCREENINGS				
Developmental Screening				
Health Screening				
Screening Totals	0.00	0.00	0.00	0.00
TECHNOLOGY/WORK SAMPLING				
Computers				
Accessories and Supplies (ink, etc.)				
Internet Service				
Technology Totals	0.00	0.00	0.00	0.00
TOTALS	\$ -	\$ -	\$ -	\$ -

REPORTING

- ABC uses a web-based system called COPA to track all enrolled children.
- Program enters child information in COPA upon enrollment.

REPORTING

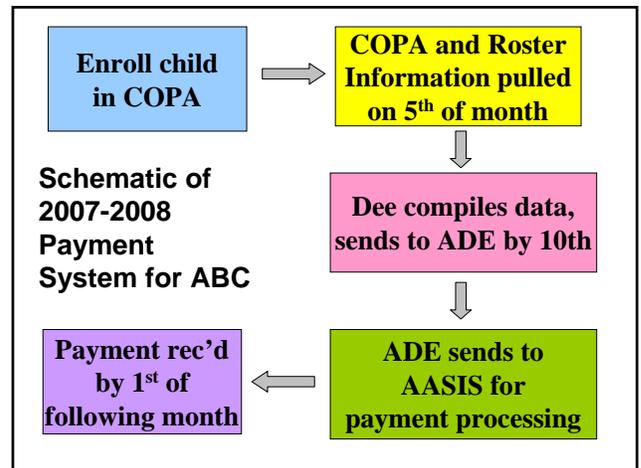
All enrollment information for auditing payments will be taken from COPA except...

Children enrolled in centers and home-visiting programs reported using hard copy roster.

 **IMPORTANT!**

A child will not be counted in your enrollment if he/she is not enrolled in COPA.

No count = No money



2007-2008 PROGRAM PAYMENTS and REPORTING DATES FOR ENROLLMENT

In 2007-2008, programs will be paid monthly. After grants are approved and grant agreements signed, programs will receive a payment equal to 10% of the maximum funding for August 2007 and September 2007.

Beginning with the October 2007 payment, data from the COPA system and dual rosters will be utilized to determine monthly payment amount. Data will be pulled on the following dates:

September 5, 2007
October 5, 2007
November 5, 2007
December 5, 2007
January 5, 2008
February 5, 2008
March 5, 2008
April 5, 2008

Data must be finalized in COPA on these dates in order for your program to receive correct payment the following month.

HIPPY/PAT programs that enroll center-based children as dual service must mail or fax dual service rosters TO BE RECEIVED in the Division office by end of business on those dates. Programs will not be given credit for dual service children if the rosters is not received by the date(s) listed above.

Programs may only receive one payment each month.

Section IV

COPA



Child Outcome, Planning and Assessment

Training Manual for Staff



**Arkansas Better Chance Program
DHHS Division of Child Care and Early Childhood Education
P.O. Box 1437, Slot S-160
Little Rock, Arkansas 72203
501-682-9699**

Effective February 17, 2006

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Accessing COPA.	3
Helpful Hints	4
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Search for Child	13
Transfer Child	14
Terminate Child	15
Meals and Attendance.	16
Staff	18
Frequently Asked Questions.	20

About COPA

The Child Outcome Planning & Administration (COPA) is a Web-based software system that has been chosen as the database for the Arkansas Better Chance program. Components of this software will allow ABC programs to manage eligibility, family and child information, waiting lists, rosters, transfers, terminations, child attendance, meal count and certain reports.

How to Access COPA

- **Each staff member will need to complete a signed security agreement. (A valid e-mail address is required.) Your security rights will be in effect within five (5) working days.**
- **We will not call or e-mail you when you have been added to the system. You will just need to check it.**
- **User Name will be the initial of your first name plus your full last name (example – John Public will be jpublic.).**
- **Default password will be the first 3 letters of last name plus last 4 digits of social security # (i.e. pub1234).**
- **Once you log in for the first time, you must change your password to something only you will know. (Click on My Password to change it.)**
- **Connect to the Internet.**
- **Go to <http://arkansas.mycopa.com> (no www).**

Child Outcome Planning & Assessment - Windows Internet Explorer

http://arkansas.mycopa.com/

File Edit View Favorites Tools Help

Child Outcome Planning ...

COPA

Arkansas Better Chance

SIGN IN

User Name:

Password:

Continue

COPA Announcement

COPAorg!

Site Visits,
Ongoing Monitoring,
Document Management.

Ask us about it!

10101304-0110

Contact

The ABC Reporting Specialist and Data Supervisor is:

Jennifer Spruzen (501-682-0972 or Jennifer.Spruzen@arkansas.com)

Your ABC Data Specialists are:

Pamela Pennington (501-682-8687 or Pamela.Pennington@arkansas.com)

Barbara Barrows (501-682-2314 or Barbara.Barrows@arkansas.com)

Kathy Miller (501-682-4741 or Kathy.Miller@arkansas.com)

Documents

- Arkansas Better Chance Program
- Division of Child Care and Early Childhood Education
- Work Sampling System Online
- Arkansas Early Childhood Professional Development Security
- Arkansas Department of Education

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Done

Internet 100%

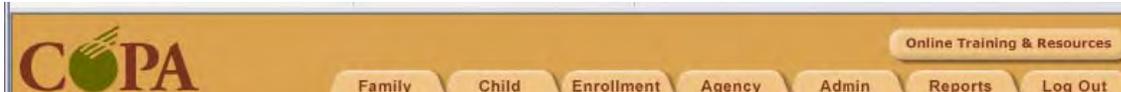
8:0

- **Enter your user name and password in the space provided.**
- **Click on <CONTINUE>.**

For Class Practice, your User Name is *copaclass* plus an assigned number, such as *copaclass3*. The practice password is *abc123*.

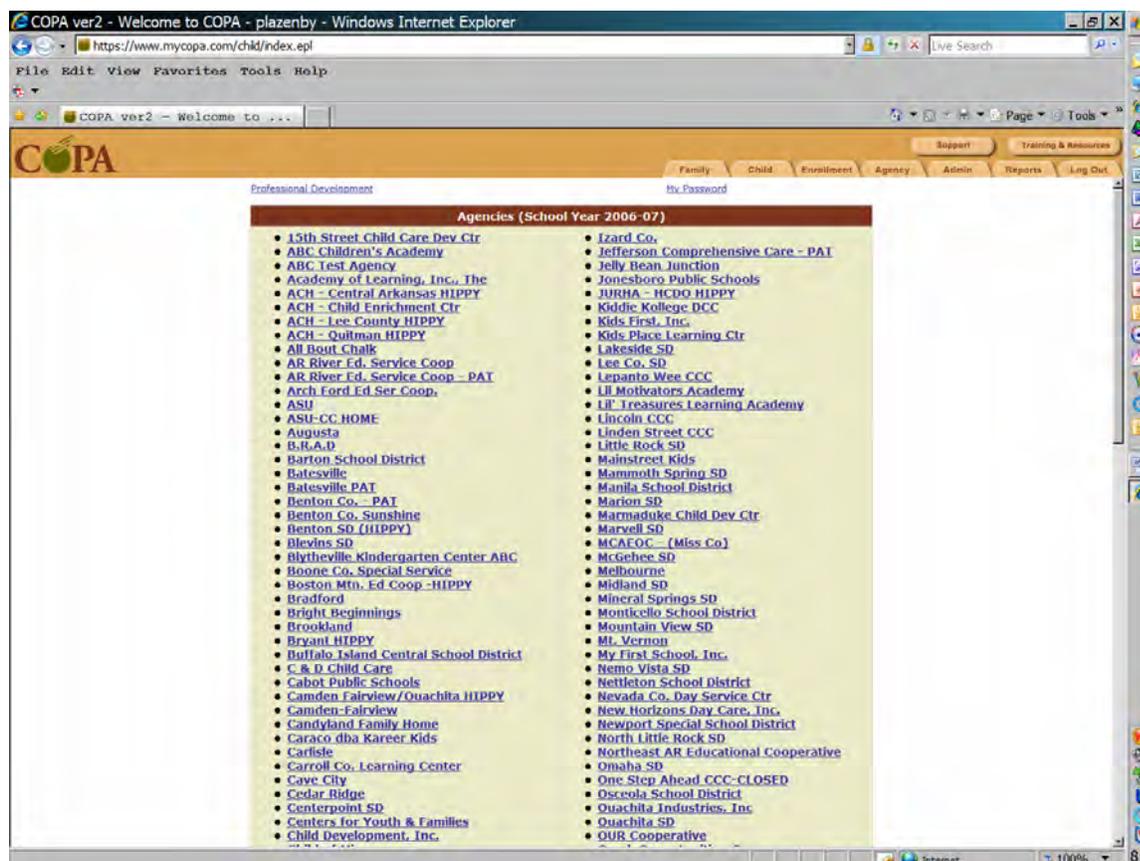
Some Helpful Hints to Remember in COPA

- A pencil icon like this  on any screen indicates the ability to edit information. Clicking on the pencil will always take you to an “update” screen for that area of the form.
- Clicking the <UPDATE> or <SUBMIT> button will permanently change information or create a record.
- You may only edit information if given access. Those staff persons with View Only access will not be allowed to edit.
- When entering dates, you must use the following format: mmddyyyy. Dashes or slashes are not required but may be entered. Any other format will cause an error message to pop up.
- When entering a Social Security number, you must enter all nine digits. Dashes are not required but may be entered.
- **When making selections, your screen will flash to “refresh” the information. Always wait until after your screen has flashed before making another selection. Otherwise, your screen will go blank and you will have to go out and log back in.**



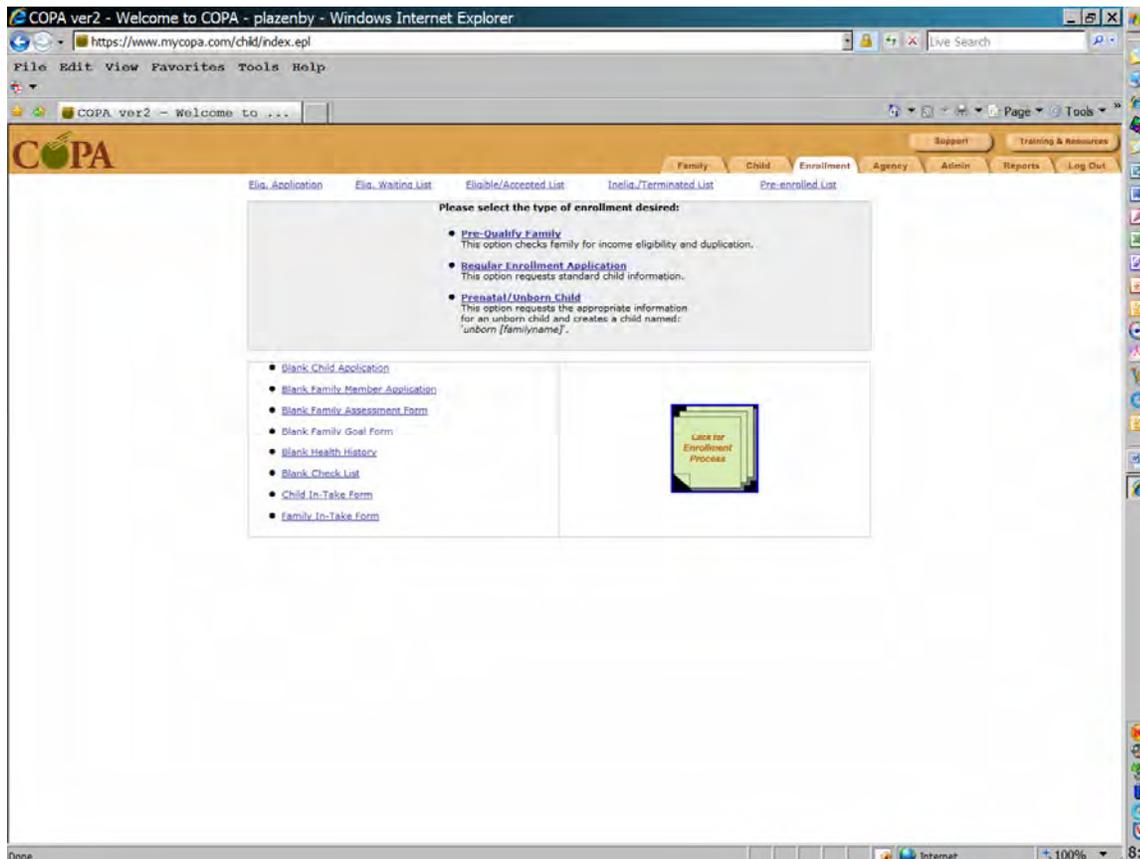
- The top navigational bar shows a tab that represents a major functional area of COPA.
- The tabs that appear depend on the level of access given.
- Each tab provides sub-links to all relevant information within that category.
- **Hyperlinks** are underlining which will take you to the data on a particular family, child, etc.
- An item that is underlined in a title indicates a sorting capacity.
- Drop-down selection provides a list of acceptable responses. Click the drop down arrow then move your cursor over the choices until your selection is highlighted. Click the mouse to select it.

Once you have successfully logged in, you will see a screen with the navigational bar at the top and a list of agencies you have access to.



Enrollment/Application

To begin enrolling a child, click on the **ENROLLMENT** tab at the top of your main page. This will take you to the following page:



- **Next, select Regular Enrollment Application. This will bring up the Eligibility Application Screen for you to complete.**
- **Enter the information for primary and secondary caregivers.**
- **Application Date will default to the current date. Change this date if necessary.**
- **If there is only one adult in the household and there is no other caregiver, check the box “No Secondary Caregiver”.**
- **If the Secondary Caregiver’s address is the same as the primary caregiver, check the box on the right side of Home Address. This will automatically populate the Secondary Caregiver’s address.**
- **Click on Submit to save the information.**

(SEE SCREENS ON NEXT PAGE)

COPA ver2 - Welcome to COPA - plazenby - Windows Internet Explorer
https://www.mycopa.com/child/index.epl

File Edit View Favorites Tools Help

COPA ver2 - Welcome to ...

COPA

Family Child Enrollment Agency Admin Reports Log Out

Elig. Application Elig. Waiting List Eligible/Accepted List Inelig./Terminated List Pre-enrolled List

Enrolling Agency: ABC Test Agency Enrolling Site: ABC Test Site #1

Eligibility Application

Primary Caregiver General Information

First Name: John M. Initial: J Last Name: Public
Gender: Male *Application Date: 01-14-2007 *Birth Date: 09-14-2002
SSN: 123-45-6789 TANF #: Receiving WIC: DCFCS
*Language: English *Other Language:
*Ethnicity: Mexican American, Other Hispanic/Latino, Puerto Rican
*Race: African American/Black, American Indian/Alaskan, Asian American/Pacific Island, Bi-racial/Multi-racial, Caucasian, Other
Education Level: Bachelor or Advanced Degree Employment Status: Employed full-time
Employer/ School name: Axiom
Phone(home): (501)-555-0101 Phone(mobile): (501)-555-0102
Phone(work): (501)-555-1234 Ext.:
Home Address: 123 Main Street
City: Little Rock County: Pulaski
State: Arkansas Zip Code: 72201 Work Zip: 72202
Other Address: Address Type: Previous, Mailing, Other
in Family: 4 * # in Household: 4
Primary Caregiver Comment:
No Secondary Caregiver (skip application for secondary caregiver)

Secondary Caregiver General Information

First Name: M. Initial: Last Name:
Gender: Birth Date: mm-dd-yyyy
SSN:
Language: Other Language:
*Ethnicity:
*Race:

COPA ver2 - Welcome to COPA - plazenby - Windows Internet Explorer
https://www.mycopa.com/child/index.epl

File Edit View Favorites Tools Help

COPA ver2 - Welcome to ...

COPA

Family Child Enrollment Agency Admin Reports Log Out

Home Address: 123 Main Street City: Little Rock County: Pulaski
State: Arkansas Zip Code: 72201 Work Zip: 72202
Other Address: Address Type: Previous, Mailing, Other
in Family: 4 * # in Household: 4
Primary Caregiver Comment:
No Secondary Caregiver (skip application for secondary caregiver)

Secondary Caregiver General Information

First Name: Sue M. Initial: M Last Name: Public
Gender: Female Birth Date: 09-10-1967 mm-dd-yyyy
SSN: 999-88-7777
Language: English Other Language:
*Ethnicity: Mexican American, Other Hispanic/Latino, Puerto Rican
*Race: African American/Black, American Indian/Alaskan, Asian American/Pacific Island, Bi-racial/Multi-racial, Caucasian, Other
Education Level: Bachelor or Advanced Degree Employment Status: Full-time & training
Employer/ School name: State of Arkansas
Phone(home): (501)-555-0101 Phone(mobile): (501)-555-2222
Phone(work): (501)-555-3333 Ext.:
Home Address: 123 Main Street Same as Primary Caregiver
City: Little Rock County: Pulaski
State: Arkansas Zip Code: 72201 Work Zip:
Secondary Caregiver Comment:
Submit

Fields marked with (*) are required for PIR report

- **Clicking on Submit will activate the Caregiver Income screen. This screen can also be activated from the Family Data Sheet, by clicking on the [Family Income](#) hyperlink. If activated from the hyperlink, click on the pencil icon.**
- **Enter the income for both primary and secondary caregivers.**
- **Use the drop down arrow to select the timeframe (weekly, monthly, yearly) for the income.**
- **ONLY for special categories such as Foster Child, Child in Custody of Other Family Member or Overseas Military should you check the NO INCOME box. Income for all other families must be entered.**

VERIFICATION: The following items are acceptable as proof of income eligibility for ABC in 2007-2008. (For children qualified under income, a copy of at least one of the following must be present in the child's portfolio.)

- Paycheck stubs (no older than 30 days)
- W-2 statement for 2006
- Federal Income Tax Return for 2006
- Form 1040 Schedules C or F (if self-employed) for 2006
- Letter from employer stating income amount and how often paid dated within 30 days
- Letter from DHHS caseworker/other social worker stating gross household income
- AR Kids I.D. card for child who is to be enrolled, along with the verbal statement from the caregiver of his income. AR Kids card must be dated within past 12 months.
- Free-Reduced Lunch Form specifying family income, if verified by school district

If parent or guardian claims no income, you must obtain one of the following for the records:

- Copy of current school schedule or registration
- Notarized letter signed by parent attesting to no earned income in household

Income	Primary Caregiver		Secondary Caregiver	
Employment	\$ 1600	Monthly	\$ 950	Monthly
Child Support	\$	Monthly	\$	Monthly
SSI	\$	Monthly	\$	Monthly
TANF	\$	Monthly	\$	Monthly
Social Security	\$	Monthly	\$	Monthly
TEA Assistance	\$	Monthly	\$	Monthly
Unemployment	\$	Monthly	\$	Monthly
Other		Monthly	\$	Monthly
No Income <input type="checkbox"/>		Receive SSI <input type="checkbox"/>		Receive TANF <input type="checkbox"/>
Submit				

- Click on <SUBMIT> to save the information.
- This action will bring up the Child Application page. (You may also access this page by clicking on the New Child Application button on the Family Data Sheet.)
- Enter all information for the child. Required information includes:
 - Agency and Center
 - Child's Name
 - Date of Birth
 - Social Security Number
 - Ethnicity
 - Parental Status
 - Program Model & Option
- Application Date will default to the current date. Change this date if necessary.
- Gender will default to Male. Change this if necessary.
- Application for Current year is the default.
- Hours per Day may default to 1. Classroom-based programs should change this to 7. Home-visiting may leave it at the default value.
- Once completed, click on <CREATE CHILD RECORD>.

See next two screens.

The screenshot shows a web browser window titled "COPA ver2 - Welcome to COPA - plazenby - Windows Internet Explorer". The address bar shows "https://www.mycopa.com/child/index.epl". The page content is a "Child Application" form with the following sections:

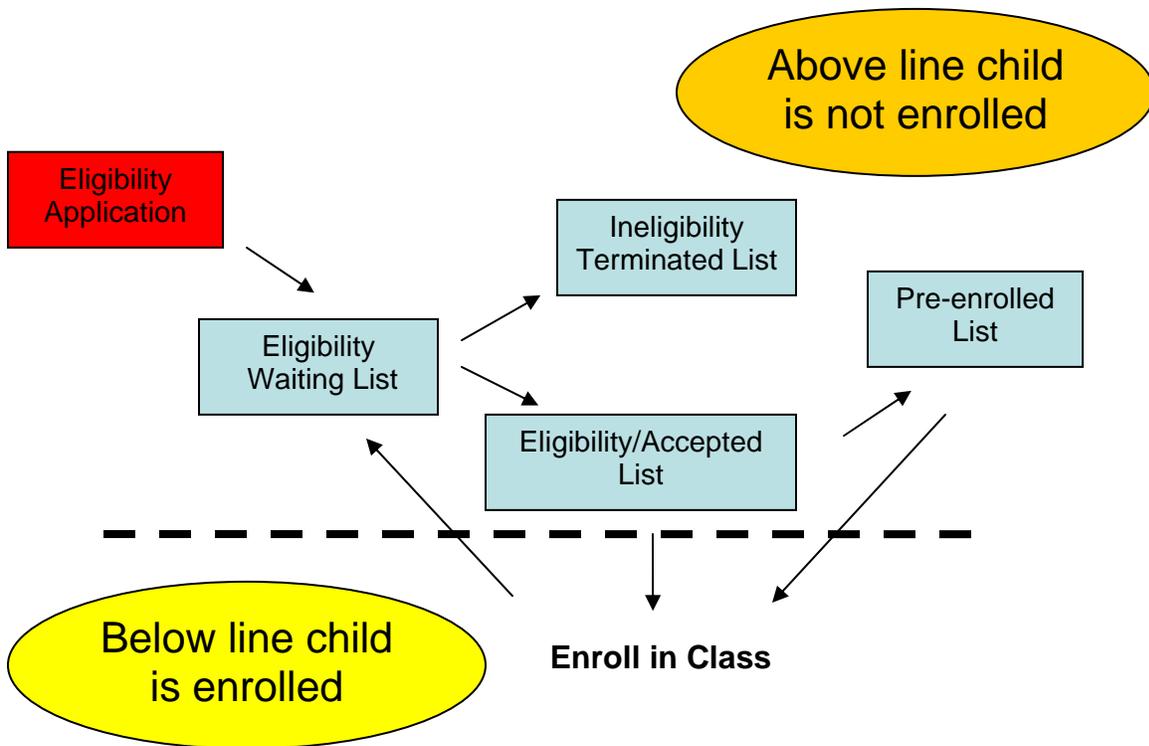
- Agency and Center:** Agency: ABC Test Agency, Applicant For: Current Year, Desired Center: Center 1, ABC Test Site #1.
- Child Information:** First Name: Johnny, M. Initial: Q, Last Name: Public, Application Date: 01-14-2007, Gender: Male, Birth Date: 09-16-2002.
- Demographic Information:** Primary Language: English, Speak English at home? Yes, Ethnicity: African American/Black, Race: African American/Black, SSN: 111-22-3333, US Citizen: Yes.
- Eligibility Information:** Parental Status: Two Parent, Special Need: No, Disability Status: No, Non-English Speaking/LEP: No.
- Program Information:** Program Model: ABC for School Success, Program Options: 0% Parent Fee - No Fee Charged, Hours Per Day: 7.5.
- Other Information:** Full-Year Needed: No, Child is receiving a childcare subsidy: No, Father/father figure participates: No, Child has a medical card: No, Secondary Source of Child Care: Child Care Center or Classroom.
- USDA Information:** USDA Enrollment Date, USDA Expiration Date, USDA/CACFP Income.

The screenshot shows a web browser window with the URL <https://www.mycopa.com/child/index.epl>. The page title is "COPA ver2 - Welcome to COPA - plazenby - Windows Internet Explorer". The form is titled "COPA" and has tabs for "Family", "Child", "Enrollment", "Agency", "Admin", "Reports", and "Log Out". The form fields are as follows:

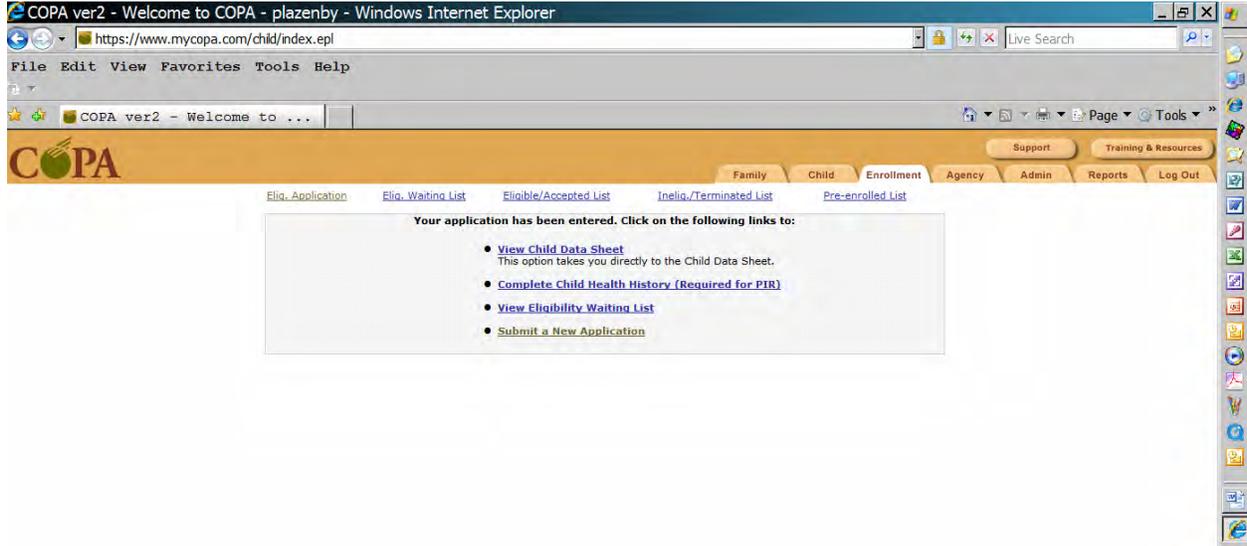
- Primary Language:** English (dropdown), Other Language (dropdown)
- Speak English at home?:** Yes (checkbox), English Skills: Well (dropdown)
- Ethnicity:** Mexican American (checkbox), African American/Black (checkbox), American Indian/Alaskan (checkbox), Asian American/Pacific Island (checkbox), Other Hispanic/Latino (checkbox), Bi-racial/Multi-racial (checkbox), Caucasian (checkbox), Other (checkbox), Puerto Rican (checkbox)
- SSN:** 111-22-3333, Other ID (text), US Citizen: Yes (checkbox)
- Parental Status:** Two Parent (radio), Single Parent (radio), Teen Parent (checkbox), Homeless (checkbox), Student Parent (checkbox), Disabled Parent (checkbox), Guardian (checkbox), Migrant Parent (checkbox), Foster Parent (checkbox), Group Home (checkbox), Active Male (checkbox), Dual Custody (checkbox), Relation to Primary Caregiver: Son (dropdown)
- Additional Eligibility Information:** Special Need (checkbox), Child Protective Services (checkbox), Additional Points (text), Disability Status: No (dropdown), Non-English Speaking/LEP (checkbox)
- Program Information:** Program Model: ABC for School Success (dropdown), Program Options: 0% Parent Fee - No Fee Charged (dropdown), Hours Per Day: 7.5 (dropdown)
- Other Information:** Full-Year Needed (checkbox), Child is receiving a childcare subsidy (checkbox), Father/father figure participates in regularly scheduled activities (checkbox), Child has a medical card (checkbox), Secondary Source of Child Care: Child Care Center or Classroom (dropdown), Did child receive services before classes begin in the 2006-07 School Year? No (checkbox)
- USDA Information:** USDA Enrollment Date (text), USDA Expiration Date (text), USDA/CACFP Income (text)

At the bottom of the form is a "Create Child Record" button and a note: "Fields marked with (*) are required for PIR report".

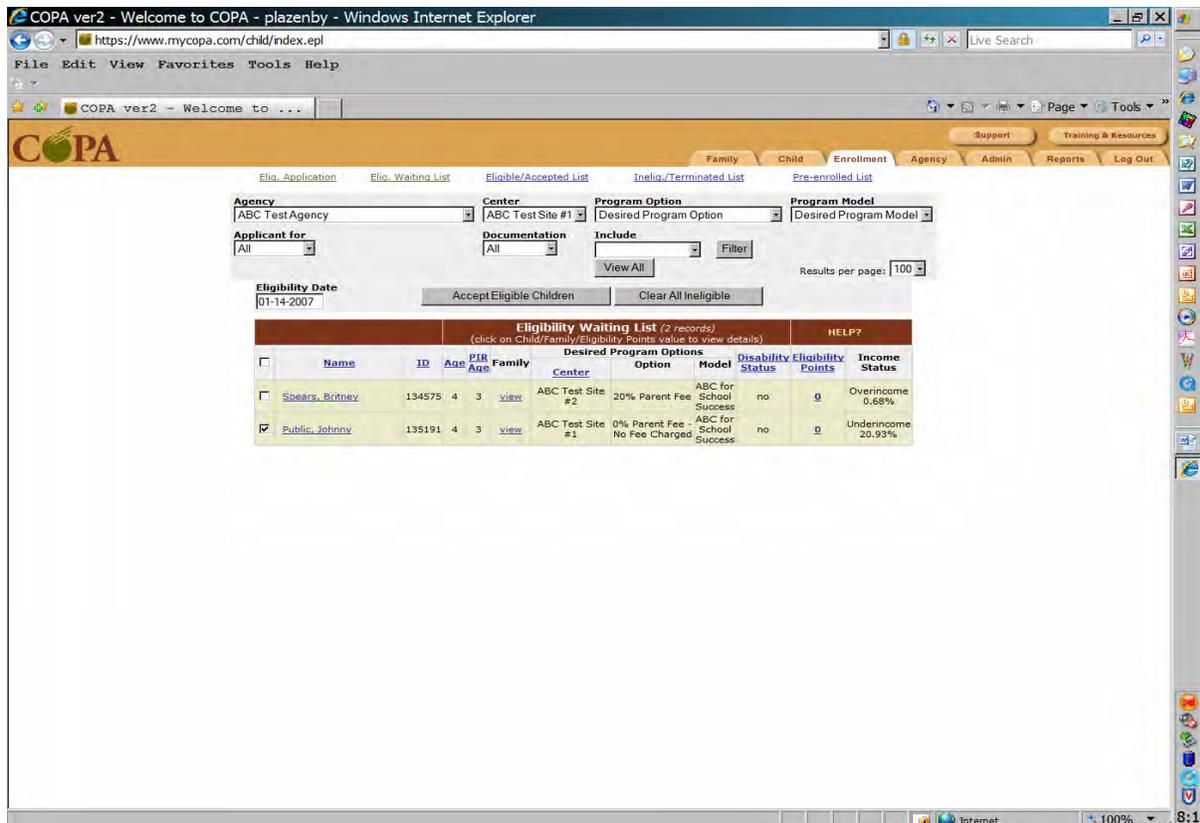
This completes the eligibility application portion. You have completed the first of three steps in the enrollment process.



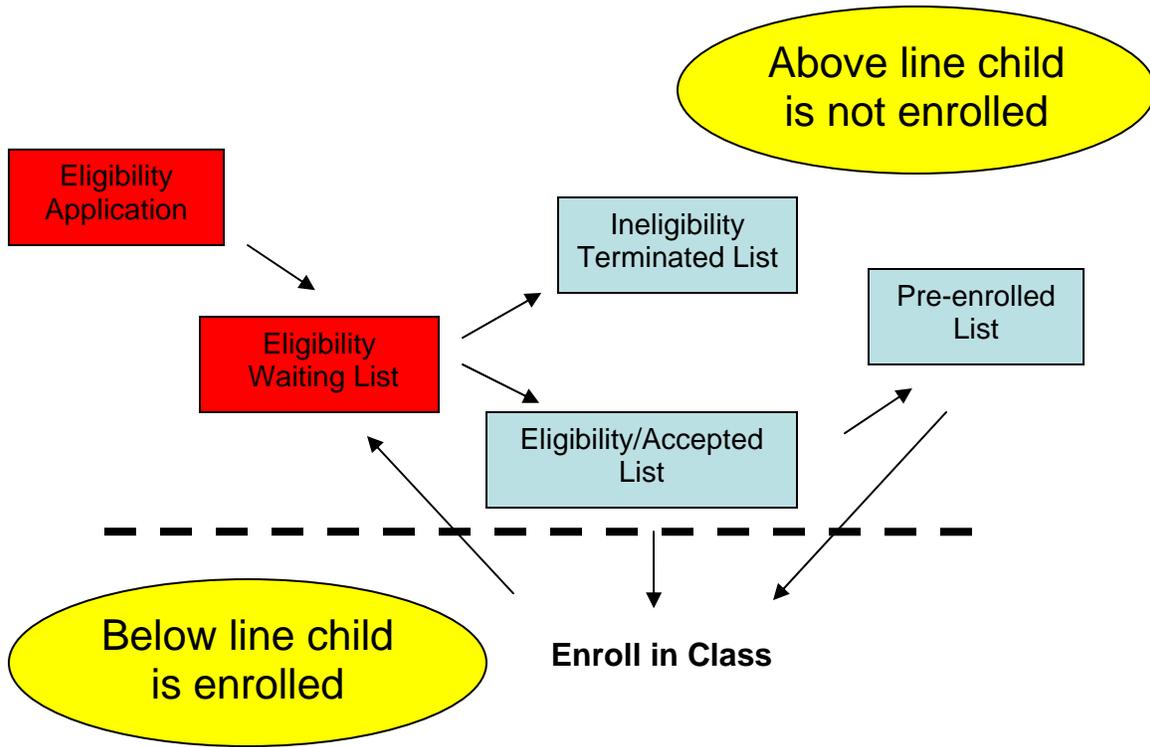
The next step is to view the Eligibility Waiting list. Click on that option.



- **You will see all children that you have access to on the waiting list. (You can limit the list of children by using the drop down menus then clicking on the Filter button.)**
- **Check the box next to all children you need to enroll and then click on <ACCEPT ELIGIBLE CHILDREN>.**



You have now completed the second of the three-step enrollment process:



The next step will be to go to the Eligible/Accepted List to assign the child(ren) to a particular class. To do this you will need to click on ENROLLMENT TAB then click on Eligible/Accepted List at the top of the screen.

COPA ver2 - Welcome to COPA - plazenby - Windows Internet Explorer
 https://www.mycopa.com/chkd/index.epl
 File Edit View Favorites Tools Help
 COPA ver2 - Welcome to ...

Support Training & Resources
 Family Child Enrollment Agency Admin Reports Log Out

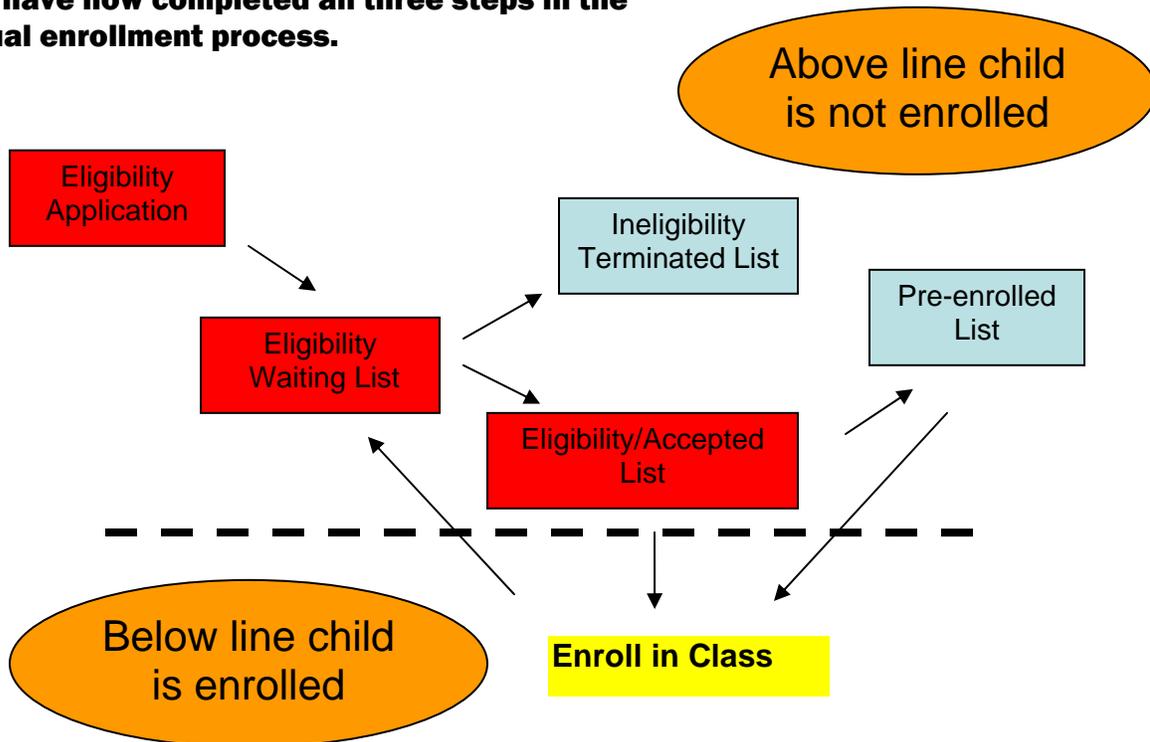
Elig. Application Elig. Waiting List **Eligible/Accepted List** Inelig./Terminated List Pre-enrolled List

Program Model: ABC for School Success
 ABC Test Agency: ABC Test Site #1
 Enrollment Date: 01-14-2007
 Enroll Pre-enroll Ineligible

Class Assignment (80 records)							HELP?
Enroll	Name	ID	Year In Program	Desired Center	Program Option	Program Model	Eligibility Points
<input type="checkbox"/>	Alexander, LaDavien	123326	0	Forrest City ABC School	0% Parent Fee - No Fee Charged	ABC for School Success	0
<input type="checkbox"/>	Allen, UNBORN	134816	0	ASU Campus-Grace Baptist	0% Parent Fee - No Fee Charged	ABC for School Success	0
<input type="checkbox"/>	Anderson, ETurnnity	123379	0	Forrest City ABC School	0% Parent Fee - No Fee Charged	ABC for School Success	0
<input type="checkbox"/>	Antunez, Arcelia	126429	0	Wickes Preschool	0% Parent Fee - No Fee Charged	ABC for School Success	0
<input type="checkbox"/>	Baker, Jack	134854	0	ASU Campus-Grace Baptist	0% Parent Fee - No Fee Charged	ABC for School Success	0
<input type="checkbox"/>	Barr, Kalob	111838	1	Vilonia	0% Parent Fee - No Fee Charged	ABC for School Success	0

- Use the drop down menu to select program model, agency, site and class.
- Select ALL for program model to make sure you view all of your children.
- Enter Enrollment Date.
- Select children to assign to class by clicking on box next to child's name.
- Click on the <ENROLL> button.

You have now completed all three steps in the actual enrollment process.



Searching For Specific Child's Data Sheet

- Click on the Child tab.
- Enter the child's name.
- Last and/or first name will narrow list.
- Entire list of children if nothing is entered.
- Click on one of the Search buttons.
- Click on the child.

The screenshot shows the COPA Child Search Engine interface. The navigation bar includes tabs for Family, Child, Enrollment, Agency, Admin, Reports, and Log Out. The Child Search Engine section has input fields for Last Name, First Name, and ID. Below the search fields are four buttons: Search Enrolled Child, Search Waiting List, Search Ineligible/Terminated, and Search All.

Alternative method - Click on Agency/Site tab.

Click on the agency (if you have access to more than one).

- Click on the site.
- Click on the class.
- Click on [children](#).
- Click on the child.

Children					
Name	ID	1st Assessment	2nd Assessment	3rd Assessment	Reactivate
Boley, Mary	100011	Due 07/04/2005			
Helms, Dillon	100006	Due 07/04/2005			

Transferring Children

Note: Both child and family must be transferred. *You can only do this function within the area that you have COPA rights, such as from one classroom to another.*

- Go to the **Child Data Sheet**.
- At the bottom of the **Child's Data Sheet** under the **Enrollment Information Section**, select **Transfer** from the drop down menu under the **Activity** heading.
- This will take you to a new screen.
- Select where the child is transferring to from the drop down menus.
 - This includes **Agency, Site and Class**.
- Transfer date will default to the current date. Change this date if necessary.
- Click the **<TRANSFER>** button.
- A **Transfer Child to Class** screen will appear with the **Program Model** and **Hours per Day**. Change this if necessary.
- Click the **<SUBMIT>** button.
- The class screen will appear with the child's name added. Click the child's name to go to the **Child Data Sheet**.
- Select the [Family Information](#) link.
- Select **Transfer** from the drop down menu under the **Activity** heading located near the bottom of the data sheet.
- This will take you to a new screen.
- Select where the child is transferring to from the drop down menus.
 - This includes **Agency and Site**.
- Transfer date will default to the current date. Change this date if necessary.
- Click the **<TRANSFER>** button.

Terminate/Drop

- Go to the **Child Data Sheet**.
- At the bottom of the data sheet under the **Enrollment Information Section**, select **Terminate** from the drop down menu under the **Activity** heading located near the bottom of the data sheet.
- Termination date will default to the current date. Change date if necessary.
- Select **Termination Reason** from the drop down menu.
- Click on **<YES>** to drop the child or **<NO>** to undo the process.
- The child will be moved to the **Ineligible List**.
- If no other children in family are in class, select the [Family Information](#) link.
- Select **Discontinue Services** from the drop down menu under the **Activity** heading located near the bottom of the data sheet.
- This will take you to a new screen.
- Termination date will default to the current date. Change date if necessary.
- Click **<YES>** or **<NO>**.

COPA ver2 - Welcome to COPA - plazenby - Windows Internet Explorer
 https://www.mycopa.com/child/index.epl

File Edit View Favorites Tools Help

COPA ver2 - Welcome to ...

COPA

Family Child Enrollment Agency Admin Reports Log Out

Growth Assessment Emergency Immunization Transportation Disability Checklist Health History Notif.Letter Case Notes Child Reports

< Agencies < Sites < Classes

Agency: Site: Class: Size: 0

Child Data Sheet HELP

Delete Record General Information Family Information

Name: Public, Johnny Q ID: 135191
 Application Date: 01-14-2007 *Birth Date: 09-16-2002
 Gender: Male
 *Primary Language: English Other Language:
 Speak English at home? Yes English Skills: Well
 *Ethnicity/Race: African American/Black Social Security #: 429-96-2534
 US Citizen: Yes Other ID:
 Comment:

Eligibility Information

*Parental Status: Two Parent Relation to Primary Caregiver: Son
 Special Need: No Disability Status: No
 Child Protective Services: No Non-English Speaking/LEP: No
 Additional Points:
 Evacuee Child Information: Not an Evacuee *Year in Program: 0
 Year in program outside of parentheses is calculated by COPA. Calculated based on 0 previous years in program.

Child's Eligible Income Information Hide Snapshot

Date Made Eligible/Accepted	Family #	P. Caregiver	S. Caregiver	Child	Total	Points
01-14-2007 Edit	4	19200.00	11400.00	0.00	30600.00	0
	Poverty	Child TANF	Child SSI	Family TANF & SSI	Foster Child	Income Status
	28700.00	0.00	0.00	0.00	No	Underincome 20.93%

Program Information

*Program Model: ABC for School Success *Program Option: 0% Parent Fee - No Fee Charged
 Hours Per Day: 7.5 Desired Agency/Center: ABC Test Agency / ABC Test Site #1
 Applicant For: Current Year Child's Advocate:
 *Full-Year Needed: No *Full-Day Needed: No
 *Child is receiving a childcare subsidy (Voucher or Contracted slot)
 *Father/father figure participates in regularly scheduled activities designed to involve fathers/father figures in Head Start or Early Head Start.
 *Did child receive services before classes begin in the 2006-07 School Year?
 Child has a medical card *Sec. Source of Child Care: Child Care Center or Classroom
 USDA Enrollment Date: USDA Expiration Date:
 USDA/CACFP Income:

Enrollment Information

Year	Enrolled/Moved	Agency : Site : Class	Program Model Activity	Date
	Eligible			

Fields marked with (*) are required for PIR report

Done Internet 100% 8:2

Taking Attendance-Meal Count Forms

Beginning in 2007-2008, daily attendance records shall be required for each class. ABC staff will utilize this function in COPA to accomplish this.

To access meals and attendance records:

- **Click on the <AGENCY> tab.**
- **Click on the agency.**
- **Click on the site.**
- **Click on the class.**

Those actions will bring you to this screen:

The screenshot shows a web browser window titled "COPA ver2 - Welcome to COPA - plazenby - Windows Internet Explorer". The address bar shows "https://www.mycopa.com/chkd/index.epl". The page content includes a navigation menu with tabs for Family, Child, Enrollment, Agency, Admin, Reports, and Log Out. Below the menu, there are links for Professional Development and My Password. The main content area features a breadcrumb trail: < Agencies < Sites < Classes Attendance & Meal Count. Below this, a summary table shows Agency: ABC Test Agency, Site: ABC Test Site #1, Class: A, and Size: 1. A table titled "Children" lists one child: Johnny Public, ID 135191, with a 1st Assessment due on 01-09-2008. Below the table, there are sections for "Enrollments occurring in the last 30 days" (listing Johnny Public's enrollment on 01/14/2007) and "Transitions occurring in the last 30 days". The browser's status bar at the bottom shows "Internet" and "100%" zoom.

**Click on the [Attendance and Meal Count](#) link.
This will activate the Child Meal Attendance screen.**

See screen on next page.

The screenshot shows the COPA web application interface. At the top, there is a navigation menu with options like Family, Child, Enrollment, Agency, Admin, Reports, and Log Out. Below the menu, there are date selection dropdowns for January, 14, and 2007, followed by a 'View Meal Attendance' button. The main content area displays a table titled 'Child Attendance & Meal Count' for the week of 01-15-2007 to 01-19-2007. The table has columns for each day (Monday-Friday) and rows for 'Child's Name', 'Public Holiday', 'Total', 'Adult Meals', and 'Status'. A key defines the meal codes (B, L, S, D, A) and the status code (Hrs). The table shows all cells are currently empty, indicating no attendance or meal data has been entered for this week.

To view a week's attendance/meals:

- **Select the month, day, and year from the drop down menus at the top of the screen.**
- **Click on the View Meal Attendance button.**

To enter or edit the attendance and meals:

- **Click on the pencil icon.**
- **To mark attendance, click on box that corresponds to meal and child's name.**
- **Click on box next to date to automatically populate all boxes for that day.**
- **Attendance is automatically checked for the day if any meal is checked.**
- **Attendance can be marked without any meals.**
- **For non-class days select reason from the drop down menu next to Status.**
- **Click on <UPDATE ATTENDANCE AND MEAL COUNT> to save the information.**
- **If a child's attendance was not checked, the Absentee List screen is activated.**
- **Select the absentee reason from the drop down menu. A follow up can also be selected from the drop down menu.**
- **Click on the <UPDATE ABSENTEE REASON> to update the record.**

Adding Staff

NOTE: Access to this portion of COPA has been assigned in order for you to place your teaching staff, i.e., teachers, paraprofessional in the system. Notify your Data Specialist when you make a staffing change.

Please DO NOT use the Training Setup section of the system.

In order to add staff information, the user must have access as an HR Manager. If you do not see an HR tab on the navigational tabs at the top of the screen, you do not have HR rights and will need to contact your Data Specialist.

- To begin the process of adding staff to the system, select the HR tab.
- Select [Add New Staff](#) link.

This activates Personal Information screen. Minimum requirements are:

- Status (default is 'Active')
- Title, First Name, Last Name
- Employee ID (AEC DPS Registry No)
- Work Phone
- Email
- Social Security Number

Click on <ADD STAFF> button to save the information.

Go *directly* to the [Employment Info](#) link. (This link will “attach” the staff member to an agency. If you do not do this immediately, you will not be able to find the staff member when you go back in.)

- Click on the pencil icon.
- Select the Position from the drop down menu.
- Select Staff Classification from the Drop down menu.
- Select **Agency** from the Agency drop down menu.
- Select **Site** from the Site drop down menu. The default is All.

Note: Position, Agency, and Site information are needed in order to assign classroom and training.

- Enter Salary and Salary Type.
- Select Other from the PIR (Program Information Report) Program drop down menu.
- Enter other information at your own discretion.
- Click on <SAVE AS NEW RECORD> button to save the information.
- Save As New Record keeps history of the previous entry

- **<UPDATE EXISTING RECORD> will overwrite and save the record.**

Select [Credentials](#) link.

- **Click on the pencil icon.**
- **Select the Education Level/Degree from the drop down menu.**
- **Select Major/Enrolled In from the drop down menu.**
- **Select Yes or No for Currently in College.**
- **Under Certification select current license or certificate with the Certificate/license number and Renewal Date. If you are currently under a Staff Qualification Plan (SQP), select that from the drop down menu. Enter the expiration date of the SQP under the Renewal Date. Up to 3 can be entered. If you need to enter more, place the information under the comment section.**
- **Click on <SUBMIT> to save the information or click on <RESET> to remove any updates.**

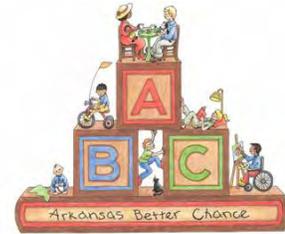
Frequently Asked Questions

I cannot log into COPA.

Can you see this icon on the screen?

If not, you are not on the correct site.

- Enter <http://arkansas.mycopa.com>.
- Do not enter "www."
- Enter address in Internet Explorer address field



OR you may not be connected to the Internet.

Did you send in a security agreement?

Download a security agreement from the ABC web site.

- www.arkansas.gov/childcare/abcpro.html

Complete the form with both your signature and your program coordinator signature.

Mail it c/o your ABC Data Specialist at :

**Arkansas Division of Child Care and Early Childhood
Education
P.O. Box 1437, Slot S-160
Little Rock Arkansas 72203**

Are you entering the correct User Name and Password?

Your User Name is your first initial and your last name.

- No spaces
- No periods
- Small letters

The first time you log into COPA, your Password is the first 3 letters of your last name plus the last 4 digits of your social security # or your driver's license number (whichever you placed on your security agreement).

- No spaces
- No periods
- Small letters

If you are still unable to log into COPA please contact your Data Specialist or the ABC Data Supervisor.

I cannot move a child off of the Terminated list.

- This can only be done at the division level. Contact your Reporting Specialist or Data Specialist.**
- COPA will not allow me to enter the Primary Caregiver information.**
- If you receive the following message:**
- The Primary caregiver you are trying to enroll is already in the database. Please make sure that First name, Last name and Date of birth is correct or click [here](#) to locate the primary caregiver.
- The Caregiver has already been entered in the system. The Caregiver *should never be entered more than one time*. Click on the word [here](#). If the caregiver is in your area you will be taken to their data sheet.**
- **Go to the bottom to see if the child's information has been entered.**
 - **If the child has not been entered, click on the button to create a new child application. Enter the child's information. Note: Multiple children can be attached to a single Caregiver.**
- If the caregiver is not in your area, contact your Data Specialist or ABC Data Supervisor.**

I am having difficulties editing the Family Income.

- On the Family Income Information screen, click on the pencil icon.**
- Unclick the box that says no income.**

This will enable you to enter income. Save your changes by clicking on the Update Existing Income button at the bottom.

- Problem moving child from waiting list to eligible list.**
- If the box next to the child's name is grayed out.**
- On the Disability Status column, click on the underlined word (i.e. [Susp.](#)).**
- This will take you to the Disability Status Screen.**
- **From the drop down menu, select an Approval Status.**
 - **Click on the Submit.**

Division of Child Care and Early Childhood Education
ARKANSAS BETTER CHANCE/ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS
Security Agreement for Access to COPA® and Work Sampling Online®

In order to participate in the Arkansas Better Chance program, all grantees must have access to the student database system (COPA) and the program assessment tool (Work Sampling Online). This Security and Confidentiality Agreement must be completed for EACH staff member who will need access to those programs.

You must complete ALL relevant sections or the agreement will be returned.

Today's Date: _____

ACTION REQUESTED (Put an 'X' in the box) **NEW USER** **DELETE** **CHANGE** **TRANSFER**

PROGRAM and SITE INFORMATION

Name of Agency/Grantee	Name of Physical Site	<input type="checkbox"/> Center-based Program
		<input type="checkbox"/> Home-Based Program
		<input type="checkbox"/> Child Care Family Home
Agency/Grantee Taxpayer ID Number	Site ID/Facility Number	Contact Telephone No.

USER INFORMATION

Name of User		Social Security or DL #	Level of Access Requested	
First:		(Social Sec Numbers are used for ID purposes only and will be kept confidential.)	<input type="checkbox"/> Grantee/Agency Administrator	<input type="checkbox"/> Site Director
MI:			<input type="checkbox"/> Classroom Teacher	<input type="checkbox"/> Para-professional
Last:			Classroom/HBE ID: _____	

DELETE

Why are you requesting a deletion? _____

CHANGE

What type of change are you requesting? **Name Change** **Level of Access**

TRANSFER

If transferring to other classrooms/HBE at same site, complete the following →	From Classroom/HBE (List appropriate letter): _____	To Classroom /HBE (letter): _____
If transferring to other site within the same agency, complete the following →	From Site (list Site ID/Lic #): _____	To Site (list Site ID/License #): _____
If other type of transfer, list all relevant details here →		

SECURITY AND CONFIDENTIALITY STATEMENT

Access to ABC data systems (COPA & Work Sampling Online) is restricted to authorized Division staff and employees of ABC program agencies. Prior to being granted access to the ABC data systems, users must provide user identification information, then read, sign and return the Security Agreement and Confidentiality Statement to the Division. By signing below, Agency user and Agency Administrator understand that usage of the two data systems listed above may be monitored by Division staff and the user may hold no expectation of privacy in the use of Arkansas COPA or Work Sampling Online. The Division may terminate any level of user access without notice. The user accepts responsibility for appropriate use of the ABC data systems. User and Agency Administrator agree to take all necessary measures to safeguard the security of user's password and agrees not to share passwords nor use them in a manner that will compromise their security.

User and the program agency will be held accountable for any unauthorized use of user's password that results from user's negligence or purposeful action. User agrees to immediately report to the Division any situation where security of a password may have been compromised. **By entering any information in the ABC data system, user certifies such information is true and correct to the best of his/her knowledge. User understands that the Division will utilize ABC data system reports to review program agency's progress, as well as determine future payment. Submission of any falsified or misleading data in order to obtain payment or higher program review score may result in Agency's termination from the ABC program. Agency's exclusion from participation in other DHS programs, repayment of funds to the State of Arkansas and criminal prosecution of any individual involved.** User understands it is a violation of state and federal law to use, or permit the use or to fail to safeguard the security of program information in any way that jeopardizes confidentiality. Penalties may include civil and/or criminal prosecution.

Signature of User	Date	Signature of Supervisor or Agency Administrator	Date
X		X	

DHS DIVISION OF CHILD CARE USE ONLY	Date User Was Entered:	Entered by:
	Assigned User Name:	Date:

Section V

Work Sampling and OUNCE

2007-2008 WORK SAMPLING INFORMATION

The Work Sampling System (WSS) by Pearson Early Learning was adopted as the Arkansas Better Chance statewide assessment for children. The purpose of Work Sampling is to document and assess children's skills, knowledge, behavior, and accomplishments across a wide variety of curriculum areas on multiple occasions in order to enhance teaching and learning; it is an effective assessment for early childhood programs. Well-researched, WSS provides evidence for the validity and reliability of the assessment and evidence for its ability to support teachers in improving student learning. Work Sampling Online (WSO) is the web-based assessment and reporting system for the Work Sampling System. WSO is designed to provide online management, reporting, and storage of assessment data for teachers and administrators utilizing the Work Sampling System.

The Work Sampling System indicators positively correlate to the Arkansas Early Childhood Education Frameworks and state Kindergarten Readiness Indicators.

All components of WSO, with the exception of portfolios, shall be implemented in 2007-2008:

- Seven domains
 - ✚ Personal and Social Development
 - ✚ Language and Literacy
 - ✚ Mathematical Thinking
 - ✚ Scientific Thinking
 - ✚ Social Studies
 - ✚ The Arts
 - ✚ Physical Development and Health
- Checklists and Guidelines data submitted online



For center-based and family-home based programs, there shall be three (3) dates by which that period's Work Sampling data must be entered and finalized:

Period 1 – November 15, 2007
Period 2 – February 15, 2008
Period 3 – May 15, 2008

HIPPY and PAT programs shall be required to finalize data for Periods 2 and 3 only.

Implementation

Implementation of the Work Sampling System is a developmental process as teachers internalize the Guidelines, hone their observations and documentation skills, and enhance their ability to use assessment information to inform instruction. You will have ample technical assistance available for this system. This support will help assure the highest quality of data possible is collected as teachers and grantees learn the assessment. Support for this implementation will include:

- Targeted training to ABC teachers and paraprofessionals, as well as HIPPY and PAT educators.
- Three on-site mentor visits for new teachers.
- Upon request, ongoing mentoring shall be provided to experienced classroom teachers and to home visitors (HIPPY Program Coordinators).
- Specific training available to Agency Administrators

IMPORTANT!!

It is the responsibility of ABC agency administrator to inform the Work Sampling Coordinator when new lead teachers are hired and therefore in need of Work Sampling mentoring. This includes teachers who are new at the beginning of the year, as well as those hired during the year.

It is the responsibility of each ABC program to assure that Work Sampling data is collected, entered online and finalized with appropriate reliability and validity. Should a classroom's lead teacher go on extended medical, maternity, or family leave, the program should have a plan for Work Sampling implementation. The program is encouraged to contact the Work Sampling Program Coordinator if the individual responsible for implementing WSS in that classroom needs technical assistance.



REQUEST FOR WORK SAMPLING SYSTEM TECHNICAL ASSISTANCE
ASU Childhood Services
Arkansas Better Chance Work Sampling System Implementation Program



CONTACT INFORMATION (please print or type all information)

Contact Name: _____

Program/Site Name: _____

Daytime Telephone: _____ Email: _____
(please include area code)

Preferred method for contact (please check one): Telephone _____ Email _____

Physical Address of site:

(street address)

(city)

(zip code)

ABC program hours of operation: _____ am

_____ pm

Has lead teacher(s) completed initial WSS training? Yes ___ No ___

Has assistant teacher(s) completed initial WSS training? Yes ___ No ___

How many teachers need WSS technical assistance? _____

Type of WSS technical assistance needed/areas of concern:

(add additional pages if needed)

WSS online account username for teacher(s) needing TA _____

(add additional pages if needed)

Signature of individual making request _____

Position: _____ Date of request: _____

Please fax/mail/email to: ASU Childhood Services ATTN: WSS

Mail: PO Box 808, State University, AR 72467

FAX # 870-972-3556 OR Email: afranks@astate.edu

PY 0708 OFFICE USE ONLY: rcvd _____ site contacted _____ O or T

Consultant assigned _____ visit scheduled _____ visit completed _____ follow up needed Y N



Work Sampling Online

Teacher's Guide

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OVERVIEW

Work Sampling Online is an Internet application that offers easy, instant access to key elements of the Work Sampling System® for Preschool to Grade 5, as well as Work Sampling for Head Start®.

HOW TO BEGIN

Your administrator will assign you a username and password. (Make sure you keep them confidential since they help to protect child privacy and your own.) Verify the system requirements, log in with your username and password at www.worksamplingonline.com, and you'll be ready to begin!

Take time to explore the website and familiarize yourself with its content. The step-by-step instructions in this guide will help you locate resources and manage class information.

TECHNICAL SUPPORT

If you have any questions, concerns, or suggestions for Work Sampling Online, please contact Technical Support at 1.800.874.0914, via email, or by using the Feedback Form posted on the website. You can also access the [Contact Us](#) link available at the foot of each page of the website.

Email: customersupport@worksamplingonline.com

When contacting Technical Support, please be as specific as possible when asking a question or providing feedback. Always provide a return email address or another convenient way to reach you.

Work Sampling Online keeps program and center administrators informed regarding enhancements and new features, so you can always ask for guidance or help from your administrator as well.

To contact Pearson Early Learning Group about other products or services we provide, log on to www.pearsonearlylearning.com or call 800-552-2259.

SYSTEM REQUIREMENTS

Work Sampling Online is delivered via the Internet and can be accessed from any Internet connection, as long as the minimum system requirements are met. It is critical that the computer/browser combinations accessing Work Sampling Online is found on the list of supported configurations below. If it is not listed here you, or your computer technician, will need to download the correct configuration. All browser downloads are free.

Optimal Configuration

Personal Computer (PC) Windows 98 or higher Internet Explorer 6.0 *Adobe Acrobat Reader 5.0	Macintosh Mac OS 8.1 or higher Netscape 7.1 *Adobe Acrobat Reader 5.0
---	---

Other Supported Configurations

Personal Computer (PC) Windows 95 or higher • Internet Explorer 5.5 or higher • Netscape 6.2 • Mozilla Firefox *Adobe Acrobat Reader 5.0	Macintosh Mac OS 8.1 or higher • Safari • Netscape 6.2 or higher *Adobe Acrobat Reader 5.0
---	--

**Adobe Acrobat Reader is required to download reproducible masters and to view PDF Summary reports.*

 *Note: Internet Explorer on a Macintosh computer is not a valid configuration for users accessing the administrative tools on Work Sampling Online.*

Browsers

Confirm Your Browser Version

For Internet Explorer:

1. Launch Internet Explorer.
2. Click the **Help** menu on the gray bar at the top of the browser window.
3. Select *About Internet Explorer*.
4. The version number should be listed. Please verify your browser meets the system requirements detailed above. If not, please see "Update Your Internet Browser" below.

For Netscape Navigator:

1. Launch Netscape Navigator.
2. Click the **Help** menu on the gray bar at the top of the browser window.
3. Select *About Netscape*.
4. The version number should be listed. Please verify your browser meets the system requirements detailed above. If not, please see "Update Your Internet Browser" below.

Update Your Internet Browser

To download a new Internet Browser:

For Internet Explorer (PC)

1. Launch Internet Explorer.
2. In the address bar, type the following:
<http://www.microsoft.com/windows/ie/default.asp> and click Go.
3. Click the Download Now link.
4. Follow onscreen instructions to update your Internet browser.

For Netscape (PC and Mac OS X)

1. Launch Netscape Navigator.
2. In the address bar, type the following: <http://wp.netscape.com/computing/download/>
3. Hit the Enter key on your keyboard.
4. Click the Download button.
5. Follow onscreen instructions to update your Internet browser.

For Netscape (Mac OS 9.x)

1. Launch Netscape Navigator.
2. In the address bar, type the following:
http://wp.netscape.com/download/archive/client_archive70x.html
3. Hit the Enter key on your keyboard.
4. Click the Download button for Netscape 7.0.2.
5. Follow onscreen instructions to update your Internet browser.

Screen Resolution

If you find yourself using the scroll bars to scroll the website side to side and up and down so that you can see all of the Work Sampling Online website, change the screen resolution to fit more on the screen. If you have to scroll horizontally, the resolution is probably set at 640x480 pixels. Work Sampling Online is designed for 800x600 pixels. Most (99%) of computers produced after 1995 support this resolution.

To change the screen resolution on a PC:

1. Place the mouse cursor in a blank area in the middle of your desktop.
Note: Make sure your mouse cursor is not pointing to any applications/icons.
2. Right-click the mouse button.
3. Select Properties from the drop-down menu.
4. Click the Settings tab.
5. Locate the Screen Area section.
6. Move the sliding triangle to set the screen area at "800 by 600 pixels."
7. Click OK.
8. Click Yes to accept the change(s).
9. Restart your computer (if necessary).

To change the screen resolution on a Mac:

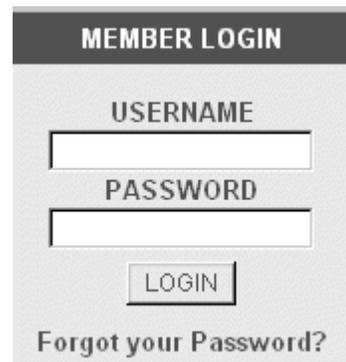
1. Click the Apple Menu.
2. Highlight the Control Panels menu, and select Monitors.
3. Locate the Resolution Area section and highlight 800X600.
4. Close the window.

GETTING STARTED

Logging In

To access Work Sampling Online:

1. Launch your Internet browser (for example, Microsoft Internet Explorer or Netscape Navigator).
2. Enter **www.WorkSamplingOnline.com** into the browser's address field. Then press the Enter/Return key on your keyboard.
3. When the Work Sampling Online page appears, look for "Member Login" in the left margin.
4. Type your username and password in the text fields and click Login.



The screenshot shows a login interface with a dark header bar containing the text "MEMBER LOGIN". Below the header, there are two input fields: the first is labeled "USERNAME" and the second is labeled "PASSWORD". Below these fields is a button labeled "LOGIN". At the bottom of the form, there is a link that says "Forgot your Password?".

 **NOTE:** After you have entered your assigned username and password for the first time, you may wish to use the Change Password function to choose a personalized password. It allows you to use a password that is easy for you to remember, but it can also help protect your online security. However, you may not change your username. See the **Your Account** section in this guide for step-by-step instructions.

Lost Password

If you lose or forget your password:

- If you have registered a valid email address on Work Sampling Online, click on the Forgot Your Password? link below the username and password fields. Enter your username and click Get Password on the screen that appears. A new password will be emailed to you.
- If you do not have access to email or have not registered an email address on Work Sampling Online, you can still retrieve a new password. Either (a) ask an administrator to reset or change your password directly, or (b) use the Forgot your Password? link and an email with your new password will be sent to your administrator for you.

Account Setup

The first time you log in to Work Sampling Online, you will be asked to set up your account by creating a class and entering child information. You will be guided through this process:

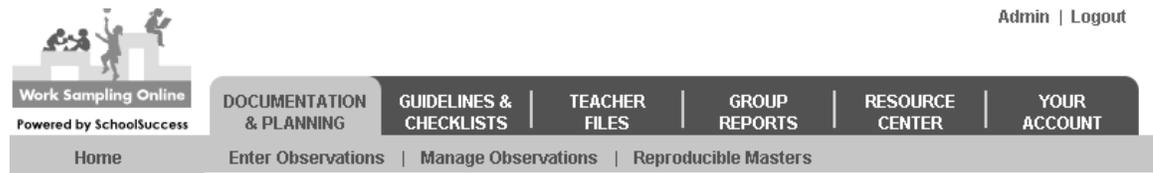
1. Log in for the first time to Work Sampling Online with your username and password.
2. Read the on-screen instructions and click **Next**.
3. Edit the name of "Your Class", assign a Grade Level (use the level of the majority of children in the class) and click **Update**.
4. Add children to the class by entering information in all required fields for up to five children at a time. **IMPORTANT:** Be sure to assign the child's correct Grade Level. The grade level will determine the correct assessment—the Checklist—to be used to assess this child.
5. Click **Create**.

Home Page

Every time you log in to Work Sampling Online, you arrive at your Home Page where you can navigate to any of the six sections of the site by clicking on the tabs. You can also navigate directly to the features within those sections by clicking on the descriptive links in the body of the page. To reach your Home Page from anywhere on the site, click the Home link or the Work Sampling Online logo.

Main Navigation Tabs

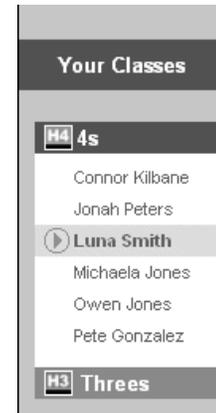
Work Sampling Online's features are organized into six sections: **Documentation & Planning (NEW!), Guidelines & Checklists, Teacher Files, Group Reports, Resource Center** and **Your Account**. You can navigate to any section by clicking on the corresponding blue tab. Clicking on the light blue tabs below the main tabs takes you to a feature within the section.



NAVIGATION

Class/Child List in Left Margin

On most pages within the website, a class list or child list appears in the left-hand margin. Click the class or child name to select it. A selected class or child is highlighted in the list.



Log Out

Note the Logout link in the upper right-hand corner of the site. For security reasons, it is recommended that you always log out of Work Sampling Online whenever you aren't actively using the site.

DOCUMENTATION & PLANNING

In this section:	<p>This section provides tools that support the ongoing collection of observations of children.</p> <ul style="list-style-type: none">• Enter observation notes and classify them by WSS domains• Review, edit, and print documentation for a time period• Customize reproducible masters to automatically insert the names of children in your class, the collection period, your name, and other fields.
------------------	--

ENTER OBSERVATIONS

Store your observation notes/documentation to assist you in later completing developmental checklists.

To enter an observation for an individual child:

1. Click the Documentation and Planning Tab.
2. Click **Enter Observation**.
3. Fill in the requested fields and click the box next to the child's name.
4. Click **Submit**.

The screenshot shows a web form titled "Enter Observation". It contains the following fields and controls:

- Time Period:** A dropdown menu currently showing "Period 1".
- Date Observed:** A text box containing "08/10/2005" with a calendar icon to its right.
- Select Children:** A list of checkboxes next to names: Cara Lewis, Charles Smith, Henry Suarez, Johnathan Thomas (checked), June Wintson, Leslie Montgomery, and Sara Moore.
- Title:** A text box containing "Johnathan reads".
- Observation:** A large text area containing the text: "Johnathan held the book "Make Way for the Ducklings" upright. He turned the page and said, "ducks go quack! -- that's what this page says."".
- Buttons:** A "SPELL CHECK" button is located below the observation text area, and a "SUBMIT" button is at the bottom center of the form.

5. Your observation note will appear on the next screen. If you would like to immediately classify the note as part of a particular WSS domain, functional component, or indicator, you can do so at the bottom of that page.

Domain	Functional Component	Performance Indicator	Action
This note has not yet been classified to a WSS element.			
Add WSS Classification(s) to this Note			
To classify this note, select a domain, component, and/or indicator and click Submit. Notes can have multiple classifications.			
Step 1: Choose a Domain			
II. Language and Literacy			
Step 2: Choose an Functional Component (optional)			
C. Reading			
Step 3: Choose an Performance Indicator (optional)			
Select performance indicator			
<input type="button" value="SUBMIT"/>			

6. Select a domain. If that is as far as you'd like to classify that note, click **Submit**. If not, go to step 7.
7. Select a functional component. If that is as far as you'd like to classify that note, click **Submit**. If not, go to step 8.
8. Select a performance indicator. Click **Submit**.
9. Repeat steps 6-8 if the note belongs under more than one domain.

These notes will be available for your review during the entry of Checklist ratings.

To enter an observation for a group of children:

1. Click the Documentation and Planning Tab.
2. Click **Enter Observation**.
3. Fill in the requested fields and click the box next to all of the children to whom the note applies.
4. Click **Submit**.

Select Children
<input checked="" type="checkbox"/> Cara Lewis
<input checked="" type="checkbox"/> Charles Smith
<input type="checkbox"/> Henry Suarez
<input type="checkbox"/> Johnathan Thomas
<input type="checkbox"/> June Wintson
<input type="checkbox"/> Leslie Montgomery
<input type="checkbox"/> Sara Moore

Note: In order to assign group notes to a WSS element, you must go to each child's individual Manage Observations page.

MANAGE OBSERVATIONS

The Manage Observations section provides a list of all of the documentation entered for a particular child, as well as the tools needed to edit, delete, or classify that note.

To view Observations:

1. Click the **Documentation & Planning** section.
2. Click **Manage Observations**.

Note List						
Date	Note	Domain	Component	Indicator	Action	
08/01/2005	During Choice Time During choice time, Cara & Charles went to the book area. Cara held a book and Charles pointed to the pictures.	II. Language and Literacy	C. Reading		Edit Delete Classify	
08/01/2005	Water table Cara is pouring water from a cup into a small-mouthed bottle. The water spills out and lands on the table. Cara then picks up the funnel and says, "I'll use this and the water will go into the bottle."	IV. Scientific Thinking	A. Inquiry	2. Uses simple tools and equipment for investigation.	Edit Delete Classify	
08/03/2005	Letter Recongition Cara read the letters B, R, and X from the board today.	II. Language and Literacy	C. Reading	3. Begins to develop knowledge about letters.	Edit Delete Classify	

To Edit an Observation:

1. Click the **Documentation & Planning** section.
2. Click **Manage Observations**
3. Click **Edit** in the Action column.
4. Make the necessary changes.
5. Click **Save**.

To Delete an Observation:

1. Click the **Documentation & Planning** section.
2. Click **Manage Observations**
3. Click **Delete** in the Action column.

To Classify an Observation (to WSS elements):

1. Click the **Documentation & Planning** section.
2. Click **Manage Observations**
3. Click **Classify** in the Action column.
4. Locate the section of the chart titled "Add WSS Classifications to this Note."

5. Select a domain. If that is as far as you'd like to classify that note, click **Submit**. If not, go to step 6.
6. Select a functional component. If that is as far as you'd like to classify that note, click **Submit**. If not, go to step 7.
7. Select a performance indicator. Click **Submit**.
8. Repeat steps 5-7 if the note belongs in more than one domain.

REPRODUCIBLE MASTERS

The Work Sampling System Reproducible Masters are available in PDF format. You will need Adobe Acrobat Reader® installed on your computer to view and print these forms.

To customize a reproducible master:

1. Click the Documentation & Planning tab.
2. Click the desired form under “**Customizable Masters (PDF).**”
3. Complete the options fields (observation dates, child names, domains, etc.).
4. Click **Submit**.
5. Click [View the PDF version...](#) link.

Domain: Creative Arts Observation Dates: 9/14/03 - 9/25/03				
		Music	Art	Movement
Work Sampling System Rebus Inc	Connor Kilbane			
	Jonah Peters			
	Michaela Jones			
	Owen Jones			

Portion of Roster Process Notes, customized

To print a blank master:

1. Click the **Documentation & Planning** tab.
2. Click the desired form under “**Blank Masters (PDF).**”
3. Once Adobe Acrobat Reader launches and displays the form, click the browser’s Print button.

GUIDELINES & CHECKLISTS

In this section:	<p>Fill out ratings on the Developmental Checklist for each child in the class.</p> <ul style="list-style-type: none"> • Enter ratings for every child by domain in Checklists • Add text notes for use in Summary Reports • Check the completion status of each child's Checklist
------------------	---

CHECKLIST

To enter a rating:

1. Click the Guidelines & Checklists tab.
2. Click **Checklist**.
3. Click the child's name from the left margin.
4. Click the **START** link to enter ratings into the corresponding domain. If you are going to complete the entire checklist, select **START** next to the heading **ALL DOMAINS**.

Collection Period	Domain	Status	Action
Period 1	Personal and Social Development	FINAL	EDIT DELETE
	Language and Literacy	FINAL	EDIT DELETE
	Mathematical Thinking	PRELIMINARY	EDIT DELETE
	Scientific Thinking		START
	Social Studies		START
	The Arts		START
	Physical Development and Health		START
	All Domains		EDIT DELETE

5. You will jump to the selected Checklist (see next page).
6. Click the ? icons to read the rationale and examples and any classified observation notes for each performance indicator.

C. Reading

1 Shows appreciation for books and reading.	○ ◀ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○
2 Shows beginning understanding of concepts about print.	○ ◀ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○
3 Begins to develop knowledge about letters.	○ ◀ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○

WSS Guidelines

Rationale and Examples

Begins to develop knowledge about letters.

As four year olds are exposed to books and other forms of writing, their interest in letters increases. Although they initially feel that they "own" letters ("that's my 'S'") or confuse letters with numerals and other symbols, they soon realize that letters are the building blocks of words. With continued adult guidance, they can learn the names of letters, identify some letters in

Observation Notes

Letter Reognition (08/03/05)

Cara read the letters B, R, and X from the board today.

Classification: **Language and Literacy**
Reading
Begins to develop knowledge about letters.

During Choice Time (08/01/05)

During choice time, Cara & Charles went to the book area. Cara held a book and Charles pointed to the pictures.

Classification: **Language and Literacy**

7. Enter a rating of Not Yet (NY), In Process (IP), or Proficient (PRO), Not Applicable (NA) or Did Not Observe (DNO).
8. Type comments or notes into the text box *(for individual domains only)*.
9. If the ratings are preliminary, click **Submit**. If the ratings are final, click the **Finalize** checkbox and then click **Submit**.
10. To clear all ratings and begin again, click Clear Ratings.

 **NOTE:** For more information, click the link titled [How to Use N/A and DNO Ratings](#), available from the Checklist page.

Developmental Checklist for Luna Smith

Domain: The Arts
Collection Period: 1
Academic Year: 2003/2004
Grade Level: Grade 1

- Click  to see rationale and examples.
- Double-click a rating button to deselect it.
- Type comments for Summary Reports in the text box.

Key: NY: Not Yet, IP: In Process, PRO: Proficient
N/A: Not Applicable, DNO: Did Not Observe
[How to Use N/A and DNO Ratings](#)

1

4th Edition

Functional Components and Performance Indicators	NY	IP	PRO	N/A	DNO
A. Expression and representation					
1. Explores materials and techniques in the arts.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Uses the arts to express and represent ideas, experiences, and emotions.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Understanding and appreciation					
1. Responds to artistic creations or events.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Begins to recognize cultural and historical connections with the arts.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A  indicates the rating given on the previous Developmental Checklist.

Comments and Notes: CLEAR RATINGS

10/3- heard African beat music and said it sounded like "elephants marching"

10/10- created a sculpture of WTC using recycled materials (shoe boxes, paper towel rolls, aluminum foil)

 Comments entered here will appear in newly created Summary Reports.

Finalize

This Developmental Checklist will be marked as preliminary until the Finalize box is checked.

SPELL CHECK
SUBMIT

 **NOTE:** You **MUST** finalize the ratings on the Developmental Checklists in order to have them included in the Summary and Outcomes Reports.

STATUS REPORT

To easily see your progress on completing all of the domains of the Checklist for each child in a class, create a Status Report. It shows the status of each domain with a pencil (preliminary) or a checkmark (final).

1. Click the Guidelines & Checklists tab.

2. Click **Status Report**.
3. Click a class name from the left margin.
4. Select the Collection Period and click Submit.

 **NOTE:** For multi-age classrooms, Status Reports include children who are assigned a different grade level than that of the entire class. These children are listed separately by individual grade level, after the children at the same grade level as the class.

TEACHER FILES

In this section:	<p>Each child has his/her own Teacher File where individual reports are generated and stored.</p> <ul style="list-style-type: none"> • Review the Completed Checklist for an entire year and print it out for a professional hard copy. • Store items of sample work in the Portfolio. • Create a Summary Report to share with families.
------------------	---

COMPLETED CHECKLIST

The Completed Checklist shows each child's ratings (final or preliminary) for each performance indicator in each of the three collection periods.

1. Click the Teacher Files tab.
2. Click **Completed Checklist**.
3. Select a class and a child name from the list in the left margin.
4. Scroll down to see the Completed Checklist. To customize the checklist to include a subset of domains, check the domains in the box at the top of the page:

Report Options

Check Domains to Include:

- Personal and Social Development
- Language and Literacy
- Mathematical Thinking
- Scientific Thinking
- Social Studies
- The Arts
- Physical Development and Health

5. To view preliminary ratings, click "Show Preliminary Ratings."
6. Click **Create**.
7. For a PDF version of the Checklist, click "Printable PDF version."

 **NOTE:** It is important to review the Completed Checklist to see if there are any N/A or DNO ratings for any performance indicator. See the FAQ in this guide for more information.

PORTFOLIO

Save anecdotes, digital photos, and sound files, to create a multimedia portrait of a child's growth over time.

NEW ITEM

Items	Entered By	Date Entered
 Creative A1, Uses variety of art materials	James Troy	05/27/03 2:30 PM
 Soc/Emotional, D1 - Interacts easily	James Troy	05/27/03 2:28 PM
Literacy, B1 - Concepts about print	James Troy	05/27/03 2:24 PM

To add an item:

1. Click the Teacher Files tab.
2. Click **Portfolio**.
3. Select a child name from the list in the left margin.
4. Click **New Item**.
5. Type a title to identify the item. Type a comment in the text area and click Submit.

To edit/delete an item:

1. Click the **Edit this Item** link.
2. Edit the title and click **Submit**.

OR

3. Open the desired Portfolio item by clicking on the title.
4. Click the Delete this Item link.

Three types of files can be attached to any item: text documents, scanned or digital images, or sound files. Attachments can be no larger than 1 megabyte (MB). It is recommended that all picture files be in JPG or GIF format. A paperclip icon indicates when an item has an attachment.

To add an attachment:

1. Create a new or edit an existing Portfolio item.
2. If you know the location of the file you are attaching, type that location into the Attachment box.
3. If do not know the location of the file, click **Browse**.
 - A map of your computer's files opens in a window.
 - Locate the file and double-click it.
4. The file's location now appears in the Attachment box.
5. Click **Submit** at the bottom of the page to post your item and the attachment.

Creative A1, Uses variety of art materials

 [Printable Version](#)

Entered By: James Troy
Date: 05/27/03
[Edit this Item](#)


Ashley6.jpg (322 Kb)

Michaela created this collage of shapes (she named them correctly, including "octagon") for her cousin (Ashley). She asked for help on how to spell the name, but she repeated the pattern of shapes successfully.

SUMMARY REPORTS

Summary Reports are designed to assist teachers in reporting progress and sharing ongoing observations with families (similar to a report card). There are different types of Summary Reports available:

4th Edition (P3 – Grade 5)

Standard Summary Report: This report displays Performance and Progress ratings in the domains as well as corresponding narratives for each. Performance Ratings are automatically suggested based on the finalized ratings entered into each child's Developmental Checklist. Progress Ratings and narratives are entered by the teacher and are based on the ongoing collection of information on a child's development.

Narrative Report: This report is entirely narrative (i.e., it does not include any ratings). Text from online checklists can be inserted and then augmented or edited.

Head Start (H3 and H4)

Family Report: This report displays Performance and Progress ratings in each of the functional components. Checklist Performance Ratings are automatically suggested based on the finalized ratings entered into each child's Developmental Checklist. Progress Ratings and narratives are entered by the teacher and are based on the ongoing collection of information on a child's development.

Narrative Family Report: This report includes all eight head start domains and is entirely narrative (i.e., it does not include any ratings). Text from online checklists can be inserted and then augmented or edited.

Because the information included in the Summary Reports is collected over several months, it is recommended that **you wait until the conclusion of a collection period** to create Summary Reports. See the FAQ of this guide for more information.

Suggested Steps for Using Work Sampling Online to Create Summary Reports:

1. Before creating individual Summary Reports for your students, you can create a classroom template to preset the report options for **all children** in the class at once.
2. Enter Classroom Text/Notes into the Class Template and Individual Notes into the appropriate domain in the child's checklist.
3. When ready to merge the individual and class notes, create the child's individual report.

To create a Classroom Template:

1. Click the Teacher Files tab.
2. Click **Summary Reports**.
3. Select a child's name from the list in the left margin.
4. Click **New Template** next to the type of report you'd like to create. *NOTE: It is recommended that you create only one type of report for each class.*

Summary Reports For 2003/2004			
Collection Period	James's Reports	Action	Classroom Templates 
Period 1	No reports for Period 1		New Narrative Family Template
	Create Narrative Family Report	Create Family Report	New Family Template
Period 2	No reports for Period 2		New Narrative Family Template
	Create Narrative Family Report	Create Family Report	New Family Template
Period 3	No reports for Period 3		New Narrative Family Template
	Create Narrative Family Report	Create Family Report	New Family Template

Select the report options that you would like to apply to all children in your class: The options are:

- Domains: Check the box next to the name of the domains to include in each report. *NOTE: It may be a requirement of your program to report on ALL domains or just selected domains.*
- Languages: Click the radio button next to the language(s) the report will be available in.
- Classroom Text: Enter classroom text that will appear in each child's report. This text can be modified in each individual report.
- Portfolio ratings: Check the box to include Portfolio ratings (Standard Summary Report only).

Standard Summary Report	
Report Options	
Include Portfolio Ratings:	<input checked="" type="checkbox"/>
Report Language(s):	<input checked="" type="radio"/> English Only <input type="radio"/> Spanish Only <input type="radio"/> English & Spanish
<input checked="" type="checkbox"/> Personal and Social Development	
Classroom Text (English)	
Report Narrative: This text appears in the English report.	
<input type="button" value="SPELL CHECK"/>	

After you've selected the reporting options and entered the text that you'd like to apply to the classroom template, click Submit.

-  Changes made to the classroom template AFTER an individual Summary Report has been created will NOT be pulled into the individual Summary Report, so it's important that you've completed the classroom template first.

To create a Summary Report:

1. Click the Teacher Files tab.
2. Click **Summary Reports**.
3. Select a child's name from the list in the left margin.
4. Click Create next to the type of report you'd like to create. *NOTE: It is recommended that you create only one type of report for each child.*
5. On the following page, input the Attendance for the child.
6. Click the boxes to make ratings. Edit the narrative and add comments or explanations in the text boxes.
7. To insert the comments from the student's individual checklist to the Summary Report, click the Insert to English or Insert to Spanish button under the appropriate domain.

Narrative Family Report

Report Options

Attendance: Days Present Days Absent

Report Language(s):

English Only
 Spanish Only
 English & Spanish

Social and Emotional Development SAVE

English

Report Narrative: This text appears in the English report.

We are focusing on learning the alphabet. Singing the alphabet song and practicing writing our letters are ways we do this.

James recognizes all of the letters in his name. We are working on identifying other words with "J" in them.

SPELL CHECK

Checklist Notes: Click buttons below to these notes into the Report Narrative.

James recognizes all of the letters in his name. We are working on identifying other words with "J" in them.

INSERT TO ENGLISH

8. Click **Submit** to create the report.
9. Click **Print** from the main Summary Report page to print out the report (either in HTML format or PDF).
10. **To enter Family Comments in the Report:** Click on Family Comments to enter comments and fill in individual goals for the child. Family comments and individual goals are discussed with families during conferences. Save these comments in the final report by entering them and clicking Save.

NOTE Work Sampling Online provides Summary Reports in Portable Document Format (PDF). PDF files keep documents looking exactly as they were intended — with layout, graphics, page breaks, and fonts intact. You will need Adobe Acrobat Reader® to view the report. Follow on-screen directions to download this software at no charge. Once Acrobat is installed, when printing a report, your computer will automatically launch Acrobat Reader and pull up the Summary Report.

You can also save a PDF file to a disk or your hard drive by clicking Acrobat's Save icon and naming the file.

GROUP REPORTS

In this section:	<p>This area shows your classes' overall progress to help you plan classroom observations and lessons.</p> <ul style="list-style-type: none"> • View composites of your classes by performance indicator. • Generate Outcomes Reports using any number of sorting options or create a report just on the outcomes mandated by Head Start.
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CLASS PROFILE

The Class Profile shows a composite of class development by listing children's names under the assigned rating for each performance indicator. Use the profile to identify specific indicators to observe and plan curriculum for your class.

1. Click the Group Reports tab.
2. Click **Class Profile**.
3. Select a class name from the list in the left margin.
4. Choose a domain and a collection period.
5. The children in the class are listed under the ratings they received on the Checklist.

CLASS RATINGS REPORT

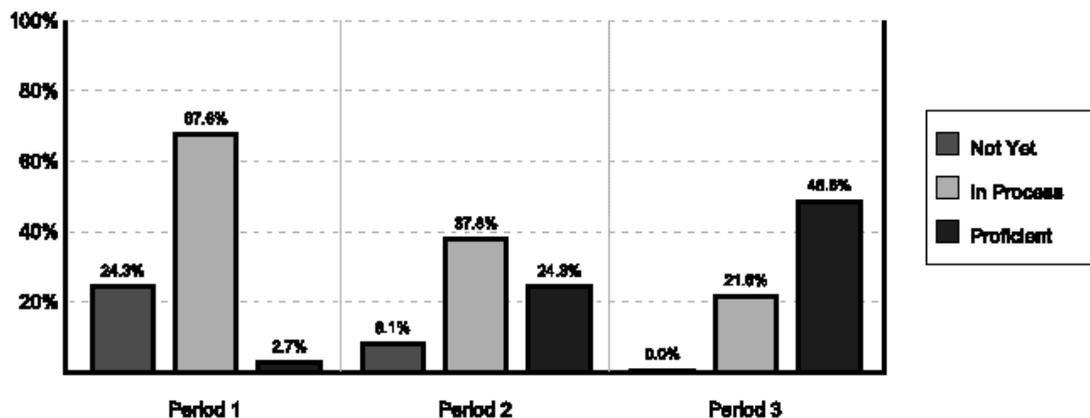
The Class Ratings Report summarizes class ratings for each indicator for each of the collection periods. This report can be used to review individual progress (by looking across the chart) or group progress (by reviewing the ratings totals at the bottom of each column).

1. Click the Group Reports tab.
2. Click **Class Ratings**.
3. Select a class name from the list in the left margin.
4. Choose the academic year and grade level (if applicable) and click **Next**.
5. Check the domain(s) to include in the report and click **Submit**.
6. The report will generate. Click the link to view the report (Adobe Acrobat required).

OUTCOMES REPORTS

An Outcomes Report is an aggregate report of class performance or progress that is based on data recorded in the Checklists.

I: Personal and Social Development



To generate an Outcomes Report:

1. Click the **Group Reports** tab.
2. Click **Outcomes Reports**.
3. Select the type of report to create: Outcomes by Domain, Functional Component, Indicator, or Head Start (H4 only).
4. Select the grade level of the children to include in the report and click **Next**.
5. The next page displays Reporting Options. Rename the report, if desired, by typing into the text box. Choose the collection periods.
6. To limit the number of domains in the report, or to report on a specific demographic group, click **Advanced Options**.
7. If you have more than one class, click **Class Filters** to specify the classes to include in the report.
8. Click **Submit**.
9. The Outcomes Report will appear. Scroll down to read the entire report.

 **NOTE** Outcomes Reports can be grouped by certain demographic information. Each domain, functional component, performance indicator, or mandated outcome can be displayed with a demographic breakdown (by gender, language, age, ethnicity, or the child's IEP/IFSP status), which makes the report extremely useful in spotting trends across the year.

To print an Outcomes Report:

1. Generate an Outcomes Report.
2. Click the **Print icon** on the browser's menu.
3. To print just a portion of the report, or just one graph, highlight the desired section with the mouse. From the browser's File menu, select Print.

4. On the dialog box that appears, click the radio button next to **Selection** under “**Print Range.**”
5. Click **Print.**

RESOURCE CENTER

In this section:	<p>The Resource Center holds a collection of practical, informative resources for teachers and administrators.</p> <ul style="list-style-type: none"> • Communicate with other early educators to share challenges, successes, and queries. • Read materials written by Work Sampling authors. • Surf to other early education websites.
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FORUMS

The Work Sampling Online Forums are discussion boards where teachers, parents, and other early childhood specialists can communicate with each other and share ideas. You can review ongoing discussions and post messages that contribute to discussions. Discussions are sorted by topic to keep the conversations focused.

To use the Forums:

1. Click the **Resource Center** tab.
2. Click **Forums.**
3. The Forums page will appear. Click on a topic title that interests you, and view the discussion.
4. Click **New Topic** to start your own discussion.
5. Click **Subscribe** to receive email alerts each time a discussion is started or added to in the Forums.

TEACHER ARTICLES AND LINKS

Read articles about early childhood education and Work Sampling System (including Work Sampling for Head Start). Download the most recent version of this guide as well as other helpful materials. Surf the Web with the links provided to access quality early education resources.

YOUR ACCOUNT

In this section:	Organize and manage all your Work Sampling Online information. <ul style="list-style-type: none">• Update your personal information.• Manage your class lists.• Enter child information.
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EDIT YOUR INFO

To update your contact information:

1. Click the **Your Account** tab.
2. Click **Edit Your Info**.
3. Click **Edit**.
4. Make the appropriate changes.
5. Click **Update**.

MANAGE CLASSES

Create, Edit, or Delete Classes

To create a class:

1. Click the **Your Account** tab.
2. Click **Manage Classes**.
3. Enter a class name into the text field.
4. Select the appropriate grade level and click **Create**.

Create New Class	
Class Name:	<input type="text" value="Sunshine"/>
Grade Level:	<input type="text" value="Preschool 4"/>
<input type="button" value="CREATE"/>	

To edit or delete classes, view child list:

1. Click the **Your Account** tab and then **Manage Classes**.
 2. Your classes are listed under **“Manage Existing Classes.”** To access the child list, click on the class name.
 3. Make edits to the class name or the grade level and click **Update**.
- OR
4. Click **Remove** next to the class name to delete it.

Class Name	Edit Class Name	Edit Grade Level	Remove Class	
Fours	<input type="text" value="Fours"/>	<input type="text" value="Head Start 4"/>	<input type="button" value="UPDATE"/>	<input type="button" value="REMOVE"/>
Threes	<input type="text" value="Threes"/>	<input type="text" value="Preschool 3"/>	<input type="button" value="UPDATE"/>	<input type="button" value="REMOVE"/>

MANAGE CHILDREN

Add, Edit, or Delete Children

To add children:

1. Click the **Your Account** tab.
2. Click **Manage Children**.
3. Click the name of the class from the list in the left margin.
4. Input the number of children to be created and click **Create**.
5. Enter the child information.
6. Click **Create**.

Create Teacher Files

1:

Child's Name*	M.I.	Last Name	Birthday* (MM/DD/YYYY)	Nickname	Gender*
Susan		Blundo	8/15/99		M <input type="radio"/> F <input type="radio"/> G <input type="radio"/>
Child ID	Primary Language	Ethnicity	IEP/IFSP	Grade Level*	
	English	Black, African American	<input type="checkbox"/>	Preschool 3	

To edit or delete children:

1. Click the **Your Account** tab and then **Manage Children**.
 2. Click the name of the class from the list in the left margin.
 3. Click the child name from the list under "**Manage Children**" (scroll down).
 4. Edit the information as necessary and click **Update**.
- OR
5. Click the link [Delete from Work Sampling Online](#) and choose **Yes**.

Transfer Children

Transfer children to a different class:

1. Click the **Your Account** tab and then **Manage Children**.
2. Click on the existing class name from the list in the left margin.
3. Under "**Manage Children**," click the checkboxes next to the children you want to transfer and click **Transfer**.
4. Confirm the selected children and select the class you wish to transfer them to.
5. Click **Transfer**.

FREQUENTLY ASKED QUESTIONS ABOUT WORK SAMPLING ONLINE

Can two teachers access the same child information?

No. Each child is assigned to one class and each class is assigned to one teacher. If you have a team teaching setup, or have teaching assistants that will be accessing Work Sampling Online, it is recommended that co-teachers share the username and password of the head teacher. If each teacher is specifically responsible for a subset of children in the class, consider splitting the children between the teacher accounts.

Note: This feature will be available in October 2005.

Why are grade levels important?

A child's grade level indicates which version of the checklist should be used for each child. Obviously, you wouldn't want to use a Grade 3 checklist to assess a 1st grader. For teachers with multi-age classrooms, or those with mixed funding sources in the same class, be sure that each child in your class has been assigned the correct grade level. Be sure to manually change the grade level for each child that is not the same grade level as the majority of the children in the class. See *Manage Classes* in this guide.

Why are the Group Reports divided by grade level?

Children in the same grade level are grouped together in these reports because the Work Sampling checklists are different for each grade level. If you have a multi-age class and are assessing the children using the appropriate graded checklists (for example, P3 and P4), you must run two separate Outcomes Reports, one for each grade level. Multi-age children are not lumped together because they are not assessed using the same standard and thus the reports could not provide a meaningful or accurate summary of skills.

Why is finalizing Checklists important?

Clicking the Finalize box at the bottom of each domain checklist indicates that text comments and the ratings data should be fed into aggregate Outcomes Reports and other reports. This does not mean that you cannot edit finalized checklists. However, existing reports based on the old data (especially those generated by administrators at the district or agency level) then become invalid and will need to be rerun to aggregate the new information. That is why most programs set dates for when checklists need to be completed so teachers know when final reports are being generated and can manage their checklist responsibilities. Check with your administrator as to when collection periods begin and end and when checklist data must be finalized to better plan your tasks.

Do I have to complete all the domains of the checklist?

It is recommended that Work Sampling users complete all domains of the checklist for each child. However, many programs or agencies have targeted three or four domains and just complete those. Please check with your administrator as to your requirements.

When should I begin working on Summary Reports?

Because the information included in the Summary Reports is collected over several months, it is recommended that **you wait until the conclusion of a collection period** to create Summary Reports. Please enter and finalize all ratings and text comments on the Checklists BEFORE creating a Summary Report. If you are using Classroom Templates, please ensure it is completely filled out before pulling individual Summary Reports.

Because the Summary Reports draw directly from checklist data, changes made to the Checklist after a Summary Report is created WILL NOT appear on the report. To pull any and all new data

from the checklists, you must click Edit from the Summary Reports page. HOWEVER, if you have made text changes to the Summary Report, that text may be overwritten by new text you entered into the Checklist.

Why does the PDF version of Summary Reports take up only a portion of the printed page?

Most likely, your version of Adobe Acrobat Reader is not set correctly to print the page as optimally as possible. On the print window, click the checkbox next to **Expand small pages to paper size**. This should make the report larger and more readable.

I accidentally deleted a child and all her data from my class. Can I get the information back?

Yes. Contact your administrator immediately and tell them which child you deleted. With their privileges, they can then log in to the Admin System of the website, locate the child in the Deletes bin, and reactivate the child into your class. However, be sure to do this immediately, as deleted children are subject to automatic removal from the system after 2 weeks.

What are the DNO and N/A ratings in the Checklist?

When completing Checklists, if you feel you don't have enough information to make a rating for a child on a performance indicator, use the ratings Not Applicable (N/A) or Did Not Observe (DNO) instead of making an invalid rating.

1. In the middle of a collection period, record ratings based on just the indicators that you have observed.
2. Consider what indicators you haven't rated and then determine why. Did you simply not make enough observations of this child (DNO), or did you not offer enough opportunities for the child to demonstrate knowledge in the particular performance indicator (N/A)?
3. Select either DNO or N/A, as appropriate.
4. Review the Class Profile (in the Group Reports section). Children who need to be observed for a certain indicator are displayed in the DNO column. Schedule opportunities to observe those children.
5. The children listed in the N/A column for an indicator need to learn about that indicator and then demonstrate what they know. Plan activities, curriculum, or other opportunities for those children.

By designating N/A or DNO, you are essentially giving the reason why a rating couldn't be given, thus enhancing your ability to manage your observations, as well as to plan curriculum and instructional strategies around those performance indicators.

Why shouldn't DNO and N/A ratings appear in a child's Completed Checklist?

Ratings of Not Yet, In Process, or Proficient reflect how a *child* is performing. Ratings of Did Not Observe or Not Applicable reflect how the *teacher* is doing with observation and instruction. DNO and N/A should not appear on a summary of a child's final ratings since they tell nothing about the child's performance. In addition, ratings of DNO and N/A appear as "no data" in aggregate reports and can thus skew results.

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Assessment of Infants and Toddlers An Overview of The Ounce Scale

The Ounce Scale, developed by the same author group as the Work Sampling System, is an observational functional assessment designed specifically for children younger than forty-two months. It has three basic components: (1) the Observation Record, which helps guide the teacher's observation and documentation of the child's learning and development; (2) the Family Album, which provides a tool to both communicate with families about the young child's development and provides families the opportunity to assist teachers in documenting the child's development; and (3) the Developmental Profile and Standards, which is the evaluation tool for the Ounce Scale, allowing teachers to determine the developmental progress of the child. The Ounce Scale is not a screening instrument and does not replace the need for doing at least an annual developmental screening on each infant and toddler.

Following the development of infants and toddlers, the Ounce Scale is broken into nine age levels: Babies I (0 – 4 months), Babies II (4 – 8 months), Babies III (8 – 12 months), Babies IV (12 – 18 months), Toddlers I (18 - 24 months), Toddlers II (24 - 30 months), Toddlers III (30 – 36 months), and Preschoolers (36 – 42 months). The Observation Records and Family Albums are used during the level, while the Developmental Profile is completed at the end of each level.

ONLINE ASSESSMENT APPLICATION

Programs will ensure that ABC Infant-Toddler caregivers are trained on OUNCE and complete the Ounce Scale Online for each child.

Teachers will have the option to input all developmental observations online or to use hard copy documentation. Programs may also choose to use the online features for the Family Album. Teachers will be required to complete and finalize the online Developmental Profile for each child at the end of each age level, as appropriate.



SUPPORT

DCCECE will provide a basic set of materials for programs and for the 2007-2008 year will also provide hard copies of the Ounce Family Albums for direct use with parents. Online access will provide programs with all other necessary materials beyond the Family Album.

Training and professional development opportunities for the Ounce will be offered through ASU Childhood Services. On-site mentoring for teachers will be provided for those programs implementing the Ounce for the first time. Ounce Mentors will visit each teacher at least three times during the year to provide support and technical assistance for implementation.

Section VI

Environmental Rating Scales and Related Topics

Introduction to the Harms, Clifford and Cryer Early Childhood Environment Rating Scales

There are four environment rating scales, each designed for a different segment of the early childhood field.

- Each one of the scales has items to evaluate: *Physical Environment; Basic Care; Curriculum; Interaction; Schedule and Program Structure; and Parent and Staff Education.*
- The scales are suitable for use in evaluating inclusive and culturally diverse programs.
- The scales have proven reliability and validity.

Our scales are designed to assess process quality in an early childhood or school age care group. Process quality consists of the various interactions that go on in a classroom between staff and children, staff, parents, and other adults, among the children themselves, and the interactions children have with the many materials and activities in the environment, as well as those features, such as space, schedule and materials that support these interactions. Process quality is assessed primarily through observation and has been found to be more predictive of child outcomes than structural indicators such as staff to child ratio, group size, cost of care, and even type of care, for example child care center or family child care home (Whitebook, Howes & Phillips, 1995).

In order to provide care and education that will permit children to experience a high quality of life while helping them develop their abilities, a quality program must provide for the three basic needs all children have:

- Protection of their health and safety
- Building positive relationships
- Opportunities for stimulation and learning from experience

No one component is more or less important than the others, nor can one substitute for another. It takes all three to create quality care. Each of the three basic components of quality care manifests itself in tangible forms in the program's environment, curriculum, schedule, supervision and interaction, and can be observed. These are the key aspects of process quality that are included in our environmental rating scales.

Our scales define environment in a broad sense and guide the observer to assess the arrangement of space both indoors and outdoors, the materials and activities offered to the children, the supervision and interactions (including language) that occur in the classroom, and the schedule of the day, including routines and activities. The support offered to parents and staff is also included.

All of our scales have been developed in close collaboration with realistic field-based sites. They have good interrater reliability and validity, thus making them suitable for research and program evaluation, as well as program improvement efforts. Each scale has a complete training program. The ECERS-R, ITERS and FDCRS training programs include an interactive videotape.

Research Use

The ECERS-R (1998) is the revised edition of the original ECERS (1980). It is currently being used in several major studies, including the Early Head Start Study (Mathematica Corporation), and Welfare, Children and Families: A Three City Study (Columbia University, University of Chicago, and Harvard University). The original ECERS was used in the Head Start FACES study, in which over 400 classrooms are included nationwide. The preliminary results in all these studies show that the ECERS and the ECERS-R are performing very well.

In addition, it should be noted that the ECERS and ITERS were used as the comprehensive quality measures in the National Child Care Staffing Study (Whitebook, Howes, & Phillips, 1989) and the Cost, Quality, and Child Outcomes Study (1995), the major studies of their time. The FDCRS was used in The Study of Children in Family Child Care and Relative Care (Galinsky, Howes, Kontos, & Shinn, 1994). In all of these studies, a relationship was found between higher scores on the ECERS and more positive child development outcomes in areas that are considered important for later school success. The effects of higher quality early childhood experiences have now been shown to last at least through the second grade of elementary school (Peisner-Feinberg, Burchinal, Clifford, Culkin, Howes, Kagan, Yazejian, Byler, Rustici, & Zelazo, 1999). Research is continuing to evaluate longer-lasting effects.

It is also interesting to note that our scales have been used in research studies and program improvement efforts in many other countries including Canada, Germany, Italy, Sweden, Russia, Iceland, Portugal, England, Spain, Austria, Singapore, Hong Kong, Korea, Hungary and Greece. They have been proven reliable and valid in each country with relatively minor adaptations. No doubt there are cultural differences among these various countries, yet each of these countries adheres to a core set of child development goals and early childhood practices common to most modern industrialized countries (Tietze, et al, 1996). It has been shown that in England, Greece, Germany, Portugal, Spain, and Austria, higher scores on the scales are related to more positive child development outcomes (Petrogannis & Melhuish, 1996, European Child Care and Education Study Group, 1997). This provides evidence that children from many backgrounds require similar inputs for success in developmental areas valued in western industrialized countries.

The Environmental Rating Scales in Program Improvement

Since the use of the environmental rating scales in research has been well documented in the literature, it is important to describe here some of the current uses of our scales in program improvement efforts in the US and in other countries. The scales are used in a variety of ways including for self-assessment by center staff, preparation for

accreditation, and voluntary improvement efforts by licensing or other agencies. For example, in the United States:

- The state of Arkansas has trained personnel, who do assessments and provide training and technical assistance so that child care centers and homes can increase their quality of care. The Federal money allotments for improving child care are linked to measurable program improvement on the scales. Another innovative feature of the Arkansas program is that parents who select child care facilities with an average of 4.5 or higher on our scales are eligible for two times the state child care tax exemption. Thus both parents and providers are being rewarded for quality improvements that benefit the children.
- The state of Connecticut uses our scales in selecting child care facilities for the inclusion of children with handicapping conditions. The scales are subsequently used for program improvement after these children have been placed. This has enabled the early intervention program to close most of their self-contained classrooms and move the children into inclusive programs. North Carolina has a similar program called "Partnerships for Inclusion", which has been effective in on-site consultation with child care staff to include children with disabilities in programs for typically developing children. The scales are used as a basis for their consultants.
- The state of Colorado uses the scales in a variety of program improvement and evaluation projects. For example, Denver has a quality improvement program that uses on site consultation and training based on scale scores. Many of the centers participating in this program serve poor and minority children and their families. The state of Colorado is currently considering a tiered reimbursement system using the scales.
- Many counties involved in the state of North Carolina's quality improvement program, Smart Start, require training on and the use of the scales in self assessment before a center or family child care home may apply for an individual grant. This ensures that the staff will order equipment, materials and/or request training based on needs that have been objectively substantiated.
- North Carolina also currently uses scale scores as part of their 5 star rated license system. Centers and family child care homes are awarded either one or two stars based on compliance with licensing standards. Programs may voluntarily apply for an additional three stars based on a set of quality measures including the licensing compliance record, teacher and director education, and the levels of process quality as measured by the appropriate environmental scale. Only the lowest level of licensing is mandatory. However, an additional fee is paid to the provider of subsidized care for each additional star earned voluntarily.

- The Oklahoma 3 star tiered license incorporates an evaluation with the scales in the second tier as a basis for quality improvement, and provides technical assistance based on scores for meeting accreditation standards. Tiered reimbursement is a part of this system.
- Tennessee is now initiating a rated license system, based on North Carolina's experience. In their system, however, program evaluation is not voluntary, but is required yearly to create a "Report Card" that must be posted with the license so child care consumers have access to reliable information on the quality of child care they are using for their children. Tiered reimbursement will also be tied to scores on the scale.
- Other states, including California, Massachusetts, Montana, Mississippi, Kansas, Oregon, Kentucky, New Mexico, Georgia, Florida, Wisconsin, and Nebraska have also initiated quality evaluation and improvement programs using our scales. Each state is tailoring its use of the scales to its individual needs and resources.
- All the US military services have been using the scales routinely in their center and family child care homes for program improvement and monitoring. The military child development system was recognized by Executive Order in 1998 for its high quality.
- The District of Columbia uses the scales as a basis for technical assistance in child care centers and family child care homes in their Quality Care for Children Initiative, which provides on-site multi-visit consultation services.
- Our environmental rating scales are widely used by programs as they prepare for accreditation. This is due to the fact that our scales use a format with detailed levels of quality that provides a blueprint for gradual change. The content of our scales is completely supportive of the various credentialing and accreditation programs.

Use of our scales in foreign countries, either in translation or in the original version, has been increasing rapidly. Examples of use are:

- In Canada, the scales are available in both English and French. In many of the provinces, they are used as a voluntary part of the licensing visit. The license is given for compliance with a licensing checklist, mainly composed of health and safety items. During the visit, the licensing consultant also completes one of our rating scales and, with the voluntary cooperation of the caregiver, sets improvement goals for the program. The scales are used over a longer period in intensive consultation with programs that show problems during the licensing visit.

- In Sweden, several projects are using preschool teachers as leaders in program improvement efforts with the Swedish ECERS. In Stockholm, the staff working together in a classroom independently completes one subscale of the scale each month, then discusses their scores under the leadership of their head teacher, who is a fully trained preschool teacher. The staff makes and carries out its own improvement plans. A study of this low cost program showed substantial gains in quality (20 - 46%) (Andersson, 1998). Another program in the Gothenburg area uses preschool teachers as mentors for other programs.
- In Germany, the scales are presently being used by individual cities to evaluate the quality of child care and kindergarten programs. Reports are provided to administrative agencies and to center staff, as a basis for program improvement planning. In addition, the scales are being considered as part of a program accreditation system.

Related Work

The development of instruments to measure the quality of early childhood programs has been a major part of the work of the authors of these scales. In addition to our own scales, we have developed, in close collaboration with the sponsoring agencies, the following instruments for the field: the NAEYC Center accreditation classroom observation and the accreditation questionnaires; the CDA Classroom Observation; the Wellsley College ASQ school age care scale and director's questionnaire, which is now being used in the National School Age Care Alliance accreditation program; the Quality Criteria for Family Child Care; and the Military Family Child Care accreditation procedures and instruments.



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FREQUENTLY ASKED QUESTIONS ABOUT THE ENVIRONMENTAL RATING SCALES

Can I score higher-level indicators if lower-level ones have not been met? For example, can a room get credit under 5 if it does not meet the requirements of 3?

In order to assign the *number* score (from 1 to 7) for an item, the answer to this question is "No." In order to move from one level of quality to the next, when scoring, all criteria for the lower level must be met before moving on to the next. Ratings are assigned in the following way:

- Yes is checked on the score sheet if the indicator is true for the situation being observed. No is marked if the indicator is not true.
- When scoring an item, always start reading from 1 (inadequate) and progress upward until the correct quality score is reached.
- A rating of 1 must be given if any indicator under 1 is scored Yes because these indicators describe inadequate care.
- A rating of 2 is given when all indicators under 1 are scored No and at least half of the indicators under 3 are scored Yes.
- A rating of 3 is given when all indicators under 1 are scored No and all indicators under 3 are scored Yes.
- A rating of 4 is given when all of the requirements for 3 are met and at least half of the indicators under 5 are scored Yes.
- A rating of 5 is given when all the requirements of 3 are met and all indicators under 5 are scored Yes.
- A rating of 6 is given when all requirements of 5 are met and at least half of the indicators under 7 are scored Yes.
- A rating of 7 is given when all requirements of 5 are met and all indicators under 7 are scored Yes.

Under some circumstances, however, an observer may want to give a score (Yes or No) to all indicators at all levels. This is especially useful when completing an observation for the purpose of providing technical assistance. In this case, even though the number score remains the same, technical assistance staff can use information gathered at the higher levels to show a teacher what is already being done in a classroom to move towards a higher score. But remember, even if many indicators are true at a higher level, indicators scored at a lower level of quality will still determine the number score.

Is anti-bacterial gel an acceptable substitute for handwashing?

Antiseptic waterless washes or wipes are not acceptable substitutes for thorough handwashing with liquid soap and warm running water except under very special circumstances when a disposable wipe may be used in order to avoid injury (e.g., a newborn baby with very little head control; a very heavy baby with little body control) or when necessary because running water is not readily available, such as wiping noses on the playground. Otherwise, hands must be washed under normal indoor conditions. If a sink is not accessible, this will affect scores.

How long should the observation period be? Can it be done over the course of several days?

The scales were designed to be used during an observation period of at least 2½ hours, but generally the assessor stays for at least 3 hours in the classroom give or take a few minutes. Depending on when the children arrive and when they go down for a nap, this can vary somewhat. The assessor will complete his/her observation first, then he/she interviews the caregiver for about 30 minutes to answer some questions. It would be possible to do the observation in shorter periods over the course of several days; however, the scores may not be reliable. In many ways the scales are time samples - to see whether things happen frequently enough for them to make a developmental difference to children. That is why for some items there are places where it specifies that the requirement must be observed at least once, or perhaps more, during the observation. If a teacher is given three different opportunities on three different days to show that behavior, it may be given credit, while if the observation had been done in only one morning, it might not.

Is there software for processing scores?

Large scale users of the ECERS-R, ITERS-R and SACERS now have available the ERS Data System, a commercial software package designed to run on a Tablet PC. The Tablet PC is essentially a lightweight notebook computer with handwriting recognition software. The Tablet PC version displays items just as seen in the print version. Observers score by tapping on the screen. Assessors carry the machine into the field and complete the scales on the Tablet PC. A special pen allows observers to write notes on the screen as they complete the scale. These notes are automatically translated into print text and can be incorporated into the summary reports.

Currently, the ERS software is capable of entering and automatically scoring the ECERS-R, ITERS-R, and SACERS. When the FDCRS-R is released it will include that as well. In addition to containing the complete text of the instruments, it also incorporates up-to-date "Notes for Clarification" and customizable worksheets for scales' items. The software produces classroom-level reports that include the appropriate scoring rationales from notes taken in the field. Assessors may also use the software's Interrater Reliability module to compare scores, reach consensus, and determine each assessor's reliability.

Individuals assessments are routed via the Internet to a supervisor's machine for quality assurance and assessor feedback. Aggregate data analysis and facility and program level reporting can be performed using the web-based reporting system.

For more information, please visit: <http://www.ersdata.com>.

Some people find it helpful to cut out the chart below and paste it into their ECERS-R.

**Calculating
“substantial portion of the day”**

Number of hours of operation	Substantial portion (1/3) of these hours
4.....	1 hour, 20 minutes
4.5.....	1 hour, 30 minutes
5.....	1 hour, 40 minutes
5.5.....	1 hour, 50 minutes
6.....	2 hours
6.5.....	2 hours, 10 minutes
7.....	2 hours, 20 minutes
7.5.....	2 hours, 30 minutes
8.....	2 hours, 40 minutes
8.5.....	2 hours, 50 minutes
9.....	3 hours
9.5.....	3 hours, 10 minutes
10.....	3 hours, 20 minutes
10.5.....	3 hours, 30 minutes
11.....	3 hours, 40 minutes
11.5.....	3 hours, 50 minutes
12.....	4 hours

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Development of the FCCERS-R

The Family Child Care Environment Rating Scale—Revised Edition (FCCERS—R) is a thorough revision of the original Family Day Care Rating Scale (FDCRS, 1989). It is one of a series of four scales that share the same format and scoring system but vary considerably in requirements, because each scale assesses a different age group and/or type of child care and education setting. The FCCERS—R retains the original broad definition of environment including organization of space, interaction, activities, schedule, and provisions for parents and provider. The 38 items are organized into seven subscales: Space and Furnishings, Personal Care Routines, Listening and Talking, Activities, Interaction, Program Structure, and Parents and Provider. Since family child care homes frequently enroll a wide age range of children, this scale is designed to assess programs serving children from birth through school-agers, up to 12 years of age, including the provider's own children if present. Therefore, the FCCERS—R contains items to assess provision in the environment for a wide age range, to ensure protection of children's health and safety, appropriate stimulation through language and activities, and warm, supportive interaction.

Family child care providers often tell us that their program is “good” because the children they care for are treated just as their own children would be. But this point does not necessarily ensure the positive development we want for every child. In fact, it is challenging for any parent to meet the developmental needs of even one child to maximize positive development. In family child care, where a provider must meet the needs of a group of similarly aged children, or of a group of children who differ substantially in ages and abilities, the challenges multiply exponentially. A comprehensive, reliable, and valid instrument that assesses process quality and quantifies what is observed to be happening in a family child care home, can play an important role in improving the quality of care and educational experiences received by the children.

In order to define and measure quality, the FCCERS—R draws from three main sources: research evidence from a number of relevant fields (health, development, and education), professional views of best practice, and the practical constraints of real life in a family child care setting. The requirements of the FCCERS—R are based on what these sources judge to be important conditions for positive outcomes in children both while they are in the program and long afterward. The guiding principle here, as in all of our environment rating scales, has been to focus on what we know to be good for children.

Process of Revision

The process of revision drew on four main sources of information: (1) research on development in the early and school years and findings related to the impact of child care environments on children's health and development; (2) a content comparison of the original FDCRS with other assessment instruments designed

for similar age groups and settings, and additional documents describing aspects of family child care program quality; (3) feedback from FDCRS users, solicited through a questionnaire that was circulated and also put on our website as well as suggestions given to us as we talked with the many people who use the FDCRS; and (4) intensive use over the years, and across states and countries, by the FCCERS-R co-authors and their team of associates at the Frank Porter Graham Child development Institute, University of North Carolina at Chapel Hill.

The data from studies of family child care program quality using the FDCRS gave us information about the range of scores on various items, the relative difficulty of items, and their validity. The content comparison helped us to identify items to consider for addition or deletion. By far the most helpful guidance for the revision was the feedback from direct use in the field. Colleagues from the US, Canada, and Europe who had used the FDCRS in research, monitoring, and program improvement gave us valuable suggestions based on their experience with the scale. Using input from focus groups that were convened during the revisions of the ECERS and ITERS, we were able to consider what was needed to make the revised FCCERS-R more sensitive to issues of inclusion and diversity.

Changes in the FCCERS-R

While retaining the basic similarities in format and content that provide continuity between the FDCRS and FCCERS–R, the following changes were made to bring the scale in line with the other revised editions in the Environment Rating Scale (ERS) series:

1. The title of the scale was changed to represent the current term for this type of care. Instead of “family day care,” the term *family child care* is used.
2. The indicators under each level of quality in an item were numbered so that they could be given a score of “Yes,” “No,” or “Not Applicable” (NA) on the scoresheet. This makes it possible to be more exact in reflecting observed strengths and weaknesses in an item.
3. Each item is printed on a separate page, followed by the Notes for Clarification.
4. Sample questions are included for indicators that are difficult to observe.
5. Negative indicators on the minimal level were removed and are now found only in the 1 (inadequate) level. In levels 3 (minimal), 5 (good), and 7 (excellent) only indicators of positive attributes are listed.

6. The Notes for Clarification have been expanded to give additional information to improve accuracy in scoring and to explain the intent of specific items and indicators.

7. Indicators and examples were added throughout the scale to make the items more inclusive. The subscale “FDCRS Supplementary Items: Provisions for Exceptional Children” was dropped. This follows the advice given to us by scale users to include indicators and examples in the scale instead of adding a separate subscale for children with disabilities.

8. Indicators and items were rewritten to be more culturally sensitive. The observer must note, however, that indicators for quality hold true across a diversity of cultures and individuals, although the ways in which they are expressed may differ. Whatever the personal styles of the provider being observed, the requirements of the indicators must be met, although there can be some variation in the way this is done.

9. Items that had two parts, “a” for infants/toddlers and “b” for older children were dropped, and new items were constructed to meet the needs of all age groups.

10. Items were added to or removed from all subscales including the following:

- Space and Furnishings: Item 1. Indoor space used for child care was added, and Item 6. Space for privacy replaced FDCRS Item 6 a and b. Space to be alone.
- Personal Care Routines: Item 11. Health practices was added, and FDCRS Item 11, Personal grooming was removed.
- Listening and Talking: Items 13. Helping children understand language, and 14. Helping children use language were completely revised. Item 15. Using books was added. FDCRS items removed included 14 a. & b. Informal use of language, and 17. Helping children reason (using concepts).
- Activities: Items 21. Math/number and 22. Nature/science were added.
- Interaction subscale replaced FDCRS Social Development subscale, with revised FDCRS item 26, now Item 27. Supervision of play and learning. The FDCRS Item 27. Tone was replaced with a revised Item 28. Provider-child interaction, and Item 30. Interactions among children.
- Program Structure subscale was added, and contains a revised FDCRS Item 25, now Item 31. Schedule and new Items 32. Free play and 33. Group time.
- Parents and Provider: New Item 38. Provisions for professional needs was added.

11. Many remaining FDCRS items were changed significantly, including Helping children use language, Art, Use of TV, video, and/or computer, Schedule, Adaptations for special needs, and Relationships with parents.

12. The scaling of some of the items in the subscale Personal Care Routines was made more gradual to better reflect varying levels of health practices in real life situations.



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FACT SHEET

HAND HYGIENE IN CHILD CARE

Pennsylvania Chapter

1. When to Wash:

Adults and children in child care settings should wash their hands with soap and water in each of the situations listed in ***Caring for Our Children*** Standards 3.020 and whenever their hands are visibly dirty or soiled.

- a) Upon arrival for the day or when moving from one child care group to another;
- b) **Before and After:**
 - Eating, handling food, or feeding a child,
 - Giving medication,
 - Playing in water that is used by more than one person;
- c) **After:**
 1. Diapering,
 2. Using the toilet or helping a child use a toilet,
 3. Handling bodily fluid (mucus, blood, vomit) from sneezing, wiping and blowing noses, from mouths, or from sores,
 4. Handling uncooked foods, especially raw meat and poultry,
 5. Handling pets and other animals,
 6. Playing in sandboxes,
 7. Cleaning or handling the garbage.

2. Alcohol-based Hand Rubs (liquid, gel or foam hand sanitizers):

- a) Limit use of alcohol-based hand rubs to areas of the child care facility that are inaccessible to children, e.g., in a kitchen that is off-limits to children or in the maintenance equipment area. These products should not be accessible to children.
- b) Discourage alcohol-based hand rubs for hand hygiene in child use areas. If used, it should be limited to situations where there is no visible soil on the hands, where sinks are not available, and where the use and control of containers of the chemical sanitizer can ensure that no child can have independent use of the container or dispenser.
- c) Be sure that hand hygiene using alcohol-based hand rubs conform to the manufacturer's instructions. The procedure for using alcohol-based rubs should include:
 - Applying the required volume of the product to the palm of one hand and rubbing hands together, covering all surfaces of the hands and fingers until the hands are dry. The required volume should keep the hand surfaces wet for at least 15 seconds or longer if so indicated by the manufacturer.
 - Checking the dispenser systems for hand hygiene rubs on a regular schedule to be sure they deliver the required volume of the product and that they do not become clogged or malfunction in some way.
 - Storing supplies of alcohol-based hand rubs in cabinets or areas approved for flammable materials.

3. **Fingernails:** Do not wear artificial fingernails or extenders when working in child care. Keep natural nail tips less than ¼ inch long.
4. **Rings:** Limit hand jewelry to simply finger bands to make it easy to clean and sanitize under and around them.
5. **Contact with Body Fluids:** Follow Standard Precautions for Child Care whenever contact with body fluids occurs. (See *Caring for Our Children*, p. 492)
6. **Staff Training:** Educate all personnel about hand hygiene and the importance of appropriate hand hygiene practices to their health and the health of the children.
7. **Monitoring and Evaluation:** Monitor hand hygiene with unannounced and regular direct observation. When hand rubs are used, check how much of the product is being used to be sure the appropriate amounts get used up as a way to verify the staff who are authorized to use this method of hand hygiene are continuing to use the material as they should.

References:

American Academy of Pediatrics and the American Public Health Association, *Caring for Our Children, National Performance Standards for Health and Safety in Child Care:-- Guidelines for Out-of-Home Child Care*, Second Edition, 2002.

Centers for Disease Control and Prevention, Guideline for Hand Hygiene in Health-Care Settings: Recommendations of the Healthcare Infection Control Practices Advisory Committee and the HICPAC/SHEA/APIC/IDSA Hand Hygiene Task Force. *MMWR* 2002; 51(No. RR-16):1-45.

Center for Disease Control and Promotion, Office of Communication. *Hand Hygiene Fact Sheet*. Found on 11/10/02 at <http://www.cdc.gov/od/oc/media/pressrel/fs021025.htm>

Prepared by:

Susan S. Aronson, MD, FAAP in collaboration with Larry Pickering, MD (Editor of the Red Book of the American Academy of Pediatrics), Jonathan Kotch, MD (University of North Carolina School of Public Health), Jackie Quirk, RN, BSN (North Carolina Child Care Health and Safety Resource Center), Fred Henretig, MD (Philadelphia Regional Poison Control Center) See <http://www.childcareexchange.com> Free Resources for complete article discussing the rationale.

Reviewed by: Susan S. Aronson, MD, FAAP 12/5/02

ASK DR. SUE YOUR HEALTH AND SAFETY QUESTIONS



SUSAN ARONSON, MD, FAAP, is clinical professor of pediatrics at the University of Pennsylvania and a pediatrician in Philadelphia, Pennsylvania.

Celebrating 19 Years!

2002 Update on Hand Hygiene in Child (Day) Care Settings

Prepared by Susan S. Aronson MD, FAAP in collaboration with Larry Pickering, MD (editor of the *Red Book* for the American Academy of Pediatrics), Jonathan Kotch, MD (University of North Carolina School of Public Health), Jackie Quirk, RN, BSN (North Carolina Child Care Health and Safety Resource Center), Fred Henretig, MD (Philadelphia Regional Poison Control Center), Danette Glassy, MD, and Timothy Shope, MD (Child Care Special Interest Group of the American Academy of Pediatrics.)

New CDC Guideline for Hand Hygiene in Health-Care Settings

On October 25, 2002, in the *Morbidity and Mortality Weekly Report*,¹ in conjunction with several other organizations, the CDC published recommendations for hand hygiene in health care settings. The CDC is explicit in the corresponding *Hand Hygiene Guidelines Fact Sheet* about the type of hand hygiene recommended in non-health care settings: "Handwashing with soap and water remains a sensible strategy for hand hygiene in non-health care settings and is recommended by CDC and other experts."² With the publicity that followed the release of the guideline for health care settings, many child care workers incorrectly assumed that new recommendations for alternatives to handwashing apply in the child care setting.

In the recommendations for health care settings, the CDC authors stated a preference for use of alcohol-based gel, liquid, and foam hand sanitizers IF the health care worker's hands were free of any visible soil. The evidence presented for this recommendation included studies that showed how hospital staff wash their hands at a sink infrequently when they should do so, and that they fail to

wash their hands for the recommended time. Their failure to remove germs commonly found in hospitals when they were using either plain or antiseptic soap and water led to the spread of germs that commonly cause infections among patients who are cared for in a hospital.

On the other hand, studies conducted in hospital settings found that the use of alcohol-based hand sanitizers on visibly clean hands reduced transmission of germs. The hand rubs were more likely to be used when staff received educational and motivational programs on proper hand hygiene procedures using these products. Skin irritation from frequent handwashing with soap and water was more of a problem than when alcohol-based sanitizers were used, especially when the hand rub products also contained skin-conditioning agents.

Use of alcohol-based hand rubs has some drawbacks. The hand rubs cost almost twice as much as either plain or antibacterial soap. The dispensers for the products must be checked regularly to be sure they are giving out enough of the product to do the job. In one study, more than half of the dispensers did not give enough of the sanitizer product required to achieve decontamination,

and a significant number were plugged up altogether. Keeping small individual disposable bottles in a worker's pocket seemed to help promote use. Although the CDC article did not say so, perhaps using these little disposable bottles would overcome the problem of clogged refillable dispensers. Using disposable bottles could be expected to further increase the cost of the product however. The amount of the hand rub required varies from product to product. The volume used should keep the hands wet with the sanitizer for at least 15 seconds — an amount of time that can be spent walking out of a patient room and down the hall in a hospital. Some of the tests involved putting 3 milliliters (a little more than 1/2 teaspoon) on the hands to rub for about 30 seconds or until it all evaporated and then repeating the application.³ This type of use isn't practical, even in the health care setting. The CDC guideline notes that the alcohol rubs are flammable and must be stored and handled as required for flammable substances.

The guideline warns that hand hygiene must include some decontamination method even when wearing gloves for protection. Gloves may have small defects not visible to the naked eye that allow hands to be contaminated. The

guideline also recommends against artificial and long nails as well as hand jewelry because they can harbor contamination that may not be reduced sufficiently by recommended hand hygiene practices.

How Child Care Settings Compare With Hospitals for Hand Hygiene

Many differences are apparent between child care and hospital settings:

■ The type of contamination with germs that commonly causes infectious diseases in child care settings is quite different from the type found in hospital settings, except perhaps in areas of hospitals where children are patients. Child care workers spread disease by changing diapers, feeding children, wiping noses, playing on the playground and in playrooms with objects that the children handle, drool on, and put into their mouths. Frequently, caregivers and children's hands are visibly soiled by lunches partially eaten, reusable play materials that are particulate or doughy, communal water for play, playground sand and dirt, finger paints, and shoes that must be removed and replaced for many children each day.

Caregivers have difficulty distinguishing between the concepts of cleaning and sanitizing. Cleaning removes visible soil while sanitizing treats a cleaned and rinsed surface reducing the number of germs on the surface to a level that is unlikely to transmit disease. For example, the commercial baby wipes that many child care providers and parents use, clean and thereby reduce the number of germs, but they do not clean enough to make disease transmission unlikely. After the caregiver discards a soiled diaper and removes any disposable gloves she wore, it would help to reduce contamination if she cleaned her

hands with a baby wipe before grabbing the clean diaper. She still needs to clean and sanitize her hands when she is finished with diapering by washing at a sink or by using an alcohol-based rub applied to her visibly clean hands — if an alcohol-based rub product could be kept inaccessible to children in the diaper area yet where the caregiver would use it before touching other surfaces.

Workers in child care settings are educators, not health care professionals. They neither have training in infection control nor access to personnel who have such training involved in supervising and monitoring hand hygiene, as do workers in hospital settings. Use of gloves as a barrier to prevent soiling of hands is misunderstood and inappropriately applied by many child care workers. Commonly, caregivers who wear gloves to reduce contamination of their hands forget to take them off before touching clean diapers and other surfaces that thus are contaminated by their soiled gloves.

Studies cited by the CDC noted that overcrowding and understaffing led to more hand contamination. Overcrowding and chronic understaffing are common in child care. Low pay and minimal benefits result in high turnover rates (30% to 50% per year) for child care staff. With these workforce conditions, educating and maintaining performance of any procedure beyond usual household routines poses significant challenges.

Unlike hospital settings, the mission of child care is the education of young children, including teaching personal hygiene as part of daily routines. When adults are performing hand hygiene, they are nearly always in a setting where children are present, and watching what the caregivers do — as role models. While hand rubs could conceiv-

ably be used for the children too, the lesson is not one that is likely to be particularly useful for hand hygiene when the child is not in child care.

Any substance brought into the child care setting must be safe since the product could serve as a potential source of ingestion, spillage, or be splashed into eyes of children. If products are not safe, they must be inaccessible to children. For practical reasons, this means keeping anything that could be toxic out of the child care area. If these substances are stored in the child care facility, they must be kept in a secure, locked place suitable for keeping flammable substances. This type of storage arrangement is not easily provided in many child care facilities. If storage requirements are met for alcohol-based hand rubs, the product would have limited use — only in areas inaccessible to the children and where they can be stored as a flammable liquid.

The CDC report says that alcohol-based hand sanitizers typically contain isopropanol, ethanol, n-propanol, or a combination of these chemicals at a concentration of 60% to 95% alcohol. These amounts of alcohol may represent potentially toxic exposures that could have significant health consequences. Skin absorption of ethanol and isopropanol can occur, but with brief exposures to intact skin, this route of entry into the body is unlikely to be a problem. Accidental splashes of these chemicals into the eye might result in eye irritation. The biggest worry for poisoning is from ingestion of the products, some of which are colored to make them more attractive. Although scientific studies of ingestion of hand sanitizers have not been published, some anecdotal experience exists. One regional Poison Control Center medical director reported that a brief review of recent calls to the center revealed several such incidents. In every case to date, the child was believed to have ingested a small volume, and was often noted to

Standards for Hand Hygiene in Caring for Our Children⁶

In January 2002, the American Academy of Pediatrics and the American Public Health Association published the 2nd edition of health and safety performance standards for out-of-home child care. Prepared before the release of the new CDC recommendations for hand hygiene in hospitals, the standards make scant mention of hand sanitizers. Standard 3.020 lists the situations that require handwashing:

- Upon arrival for the day or when moving from one child care group to another;
- Before and after:
 - Eating, handling food, or feeding a child,
 - Giving medication,
 - Playing in water that is used by more than one person;
- After:
 - Diapering,
 - Using the toilet or helping a child use a toilet,
 - Handling bodily fluid (mucus, blood, vomit) from sneezing, wiping and blowing noses, from mouths, or from sores,
 - Handling uncooked food, especially raw meat and poultry,
 - Handling pets and other animals,
 - Playing in sandboxes,
 - Cleaning or handling the garbage.

The rationale for this standard cites studies that show reduction of diarrheal illness and colds when frequent and proper handwashing practices were used.

Standard 3.021 specifies the handwashing procedure, including the use of liquid soap, disposable towels, comfortably warm water (60°F or warmer), 10 seconds for lathering, followed by rinsing until the hands are free of soap and dirt.

Standard 3.022 requires that caregivers help children wash at a sink. The standard stipulates an alternative hand hygiene method for children who cannot wash at a sink because they are unable to stand and they are too heavy for an adult to hold them safely to wash their hands at a sink. The alternative method involves wiping the child's hands sequentially with a wet towel, a soapy towel, and then a fresh wet paper towel to remove all soap. The rationale for this standard emphasizes the importance of teaching children good handwashing practices as well as preventing the spread of disease in child care.

Standard 3.023 addresses teaching and monitoring staff performance of handwashing, citing references that describe research findings of reduction of the spread of infection in child care associated with teaching and monitoring staff in child care centers. The standard cites a study where monitoring for hand hygiene without special training was shown to be associated with reduction in diarrhea in child care. A single episode of training without monitoring did not improve performance above that achieved by monitoring.

In Standard 5.060, a portable handwashing sink is required when plumbing is unavailable to provide a handwashing sink. The rationale for that standard says: "No barrier (gloves) or chemical substitute (sanitizer solutions) is as effective as running water . . . Hand sanitizers do not substitute for handwashing."

Source: American Academy of Pediatrics and the American Public Health Association. (2002). *Caring for Our Children. National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care* (2nd edition).

immediately spit much of it out, suggesting that the taste was bad enough that the child did not want to swallow the product. Thus far, none of the children who have ingested a hand sanitizer have exhibited significant toxicity. At least one child who was initially thought to have symptoms from drinking a hand sanitizer product had an undetectable blood alcohol level when tested shortly thereafter. However, experience with this type of poisoning is limited to date. It's certainly possible that a toxic exposure might occur. The results of ingestion of hand sanitizers will probably parallel the considerable experience with ingestions of colognes and perfumes, which also contain 50-99% ethanol. Most toddlers ingesting such products do not develop symptoms. In a 1988 case series of 119 patients, ingestions of less than one ounce occurred in 102 of the individuals who were poisoned, and none who swallowed less than one ounce developed symptoms. Three people with larger ingestions had transient symptoms.⁴ On the other hand, mouthwash may have an ethanol content of 15-25%. Some of the ingestions of mouthwash presumably involved drinking much larger volumes and were associated with serious, even fatal toxicity.

The estimated amount of the more widely distributed hand sanitizer products that could be potentially toxic for a toddler would be only 0.5 cc/kg, or about 5-7.5 cc (1-2 tsp, or 1-2 swallows) for the average toddler. Hopefully, the squeeze bottle packaging and gelatinous nature of these products will reduce the likelihood that such amounts would be ingested. Nevertheless, use of these products in child care will require vigilance and prompt evaluation by a health care professional if a child drinks even a small amount of the product.⁵

Any questions about ingestion or toxicity should be addressed by a region-

ally qualified poison control center accessible nationwide by calling 1-800-222-1222.

■ Like hospital settings, hand hygiene is most likely to occur when the required equipment and materials are close at hand whenever and wherever hand hygiene should be done. In many child care facilities, the expense of providing sinks precludes installation of sinks where they are needed — close enough to the child care action — to support handwashing when it must happen. The ability of the child care provider to afford installation and maintenance of equipment and sufficient handwashing supplies is far less than that of hospitals. Use of hand gels should not be used to avoid installing sinks in child care rooms. As noted in the CDC Fact Sheet, using hand rub products does not substitute for handwashing in non-health care settings.

■ Like hospital staff, caregivers rarely wash their hands using the recommended technique. However, unlike hospital staff, whether they wash at the right times or at all is usually not monitored. Even the most commonly used, nationally recommended quality assessment tools (e.g., Early Childhood Environmental Rating Scale-Revised [ECERS-R] and the accreditation self-study and validation tools for the accreditation process of the National Association for the Education of Young Children) leave it up to evaluators, most of whom are not health professionals, to decide whether hand hygiene is correctly performed at the times when it is required. Substantial compliance is judged by the observer and is necessary for a high quality rating. A newer version of one popular instrument used to assess infant-toddler care (Infant Toddler Environmental Rating Scale-Revised 2002 [ITERS-R]) specifies in greater detail when hand hygiene should occur.

■ The promotion of correct handwashing techniques in hospitals involves formal educational sessions and in-house infection control practitioners who can reinforce their teaching by doing spot checks of contamination and tracking outbreaks of disease in the institution. Unless a major outbreak is recognized and reported, no health professional surveillance of disease occurs. In child care, caregiver training relies on teaching by other early childhood educators for the most part. Involvement of health professionals as child care health consultants in child care is a growing trend, but is not yet widespread.

■ At this time, no studies have been published on use of hand sanitizers in child care. The available research suggests, but does not tell us how well these products might help control contamination and disease in the child care setting.

What Do We Do Now?

Recommendations for Hand Hygiene in Child (Day) Care Settings
Based on information contained in CDC October 25, 2002 MMWR Report and AAP/APHA *Caring for Our Children* 2002

We need to decide whether and when to use alcohol-based hand sanitizers in child care settings based on what we know about the benefits of using these products in health care settings and what we know about how child care operates. Until studies of hand sanitizer liquids, foams, and gels inform practice in the child care setting, it seems prudent to recommend the following:

When to Wash:

Caregivers and children in child care settings should wash their hands with soap and water in each of the situations listed in *Caring For Our Children* Stan-

dard 3.020 and whenever their hands are visibly dirty or soiled.

- Upon arrival for the day or when moving from one child care group to another;
- Before and after:
 - Eating, handling food, or feeding a child,
 - Giving medication,
 - Playing in water that is used by more than one person;
- After:
 - Diapering,
 - Using the toilet or helping a child use a toilet,
 - Handling bodily fluid (mucus, blood, vomit) from sneezing, wiping and blowing noses, from mouths, or from sores,
 - Handling uncooked food, especially raw meat and poultry,
 - Handling pets and other animals,
 - Playing in sandboxes,
 - Cleaning or handling the garbage.

Alcohol-based Hand Rubs (liquid, gel or foam hand sanitizers):

- Limit use of alcohol-based hand rubs to areas of the child care facility that are inaccessible to children, e.g., in a kitchen that is off-limits to children or in the maintenance equipment area. These products should not be accessible to children.
- Discourage alcohol-based hand rubs for hand hygiene in child use areas. If used, it should be limited to situations where there is no visible soil on the hands, where sinks are not available, and where the use and control of containers of the chemical sanitizer can ensure that no child can have independent use of the container or dispenser.
- Be sure that hand hygiene using alcohol-based hand rubs conform to the manufacturer's instructions. The procedure for using alcohol-based rubs should include:
 - Applying the required volume of the product to the palm of one hand

and rubbing hands together, covering all surfaces of the hands and fingers until the hands are dry. The required volume should keep the hand surfaces wet for at least 15 seconds or longer if so indicated by the manufacturer.

— Checking the dispenser systems for hand hygiene rubs on a regular schedule to be sure they deliver the required volume of the product and that they do not become clogged or malfunction in some other way.

— Storing supplies of alcohol-based hand rubs in cabinets or areas approved for flammable materials.

- **Fingernails:** Do not wear artificial fingernails or extenders when working in child care. Keep natural nail tips less than 1/4 inch long.
- **Rings:** Limit hand jewelry to simple finger bands to make it easy to clean and sanitize under and around them.
- **Contact with Body Fluids:** Follow Standard Precautions for Child Care whenever contact with body fluids occurs. (See *Caring for Our Children*, p. 492)
- **Staff Training:** Educate all personnel about hand hygiene and the importance of appropriate hand hygiene practices to their health and the health of the children.
- **Monitoring and Evaluation:** Monitor hand hygiene with unannounced and regular direct observation. When

hand rubs are used, check how much of the product is being used to be sure the appropriate amounts get used up as a way to verify the staff who are authorized to use this method of hand hygiene are continuing to use the material as they should.

References

- ¹ Centers for Disease Control and Prevention. (2002). Guideline for Hand Hygiene in Health-Care Settings: Recommendations of the Healthcare Infection Control Practices Advisory Committee and the HICPAC/SHEA/APIC/IDSA Hand Hygiene Task Force. *MMWR*, 51 (No. RR-16):1-45.
- ² Centers for Disease Control and Promotion, Office of Communication. *Hand Hygiene Fact Sheet*. Found on 11/10/02 at www.cdc.gov/od/oc/media/pressrel/fs021025.htm
- ³ Ibid. CDC. Guideline for Hand Hygiene in Health-Care Settings, p.8.
- ⁴ Scherger, D.L., Wruk, K.M., Kulig, K.W., Rumack, B.H. (1988). Ethyl alcohol (ethanol)-containing cologne, perfume, and after-shave ingestions in children. *Am J Dis Child*, 142: 630-2.
- ⁵ Henretig, F., MD, FAAP. Poison Control Center, Philadelphia, PA. Personal communication, November 14, 2002.

Cleaning and Sanitation Frequency Table

AREA	CLEAN	SANITIZE	Frequency
<i>Classrooms/child care/food areas</i>			
Countertops/tables	X	X	Daily and when soiled
Food preparation and service surfaces	X	X	Before and after contact with food activity; between preparation of raw and cooked foods
Floors	X	X	Daily and when soiled
Door and cabinet handles	X	X	Daily and when soiled
Carpets and large area rugs	X		Vacuum daily when children are not present. Clean with a carpet cleaning method approved by the local health authority. Clean carpets only when children will not be present until the carpet is dry. Clean carpets at least monthly in infant areas, at least every three months in other areas and when soiled.
Small rugs	X		Shake outdoors or vacuum daily. Launder weekly.
Utensils, surfaces, and toys that go into the mouth or have been in contact with saliva or other body fluids	X	X	After each child's use; or disposable, one-time use utensils or toys.
Toys	X		Weekly and when soiled
Dress-up clothes not worn on the head	X		Weekly
Sheets and pillowcases, individual cloth towels (if used), combs and hairbrushes, washcloths, and machine-washable cloth toys	X		Weekly and when visibly soiled (used only by one child)
Blankets, sleeping bags and cubbies	X		Monthly and when soiled
Hats	X		After each child's use (or use disposable hats that only one child wears)
Cribs and mattresses	X		Weekly or before use by a different child
Mops and cleaning rags	X	X	Before and after a day of use, wash, rinse, and sanitize mops and cleaning rags.

Toilet and diapering areas			
Handwashing sinks, faucets, surrounding counters	X	X	Daily and when soiled
Soap dispensers	X	X	Daily and when soiled
Toilet seats, toilet handles, cubicle handles and other touchable surfaces, floors	X	X	Daily or immediately if visibly soiled
Toilet bowls	X	X	Daily
Doorknobs	X	X	Daily
Changing tables	X	X	After each child's use
Potty chairs	X	X	After each child's use. (Use of potty chairs in child care is discouraged because of high risk of contamination.)
Any surface contaminated with body fluids: saliva, mucus, vomit, urine, stool, or blood	X	X	IMMEDIATELY

Adapted From: *Healthy Young Children, A Manual for Programs*, NAEYC, 2002.

Section VII

Professional Development

REQUIRED TRAINING

Teachers and paraprofessionals shall be required to obtain 30 hours annually of professional development on topics pertinent to early childhood.

ABC staff shall be required to receive training in the following areas:

- ABC Budget Training, for ABC staff responsible for finances**
- ABC Coordinator Training, for ABC program coordinators and site directors**
- Arkansas Early Childhood or Infant/Toddler Frameworks**
- Child Outcome, Planning and Assessment (COPA)**
- Deveraux Early Childhood Assessment (DECA)**
- Early Childhood Environmental Rating Scale (ECERS)**
- INDEX (Math/Science for Young Children)**
- Pre-K ELLA (Early Literacy Learning in Arkansas)**
- Social/Emotional Learning in Arkansas***
- Work Sampling Online**

DCCECE or ADE Special Education may mandate additional training subject to needs in various locations.

In addition to minimum licensing requirements, site directors shall be required to attend all sessions of Director's Orientation.

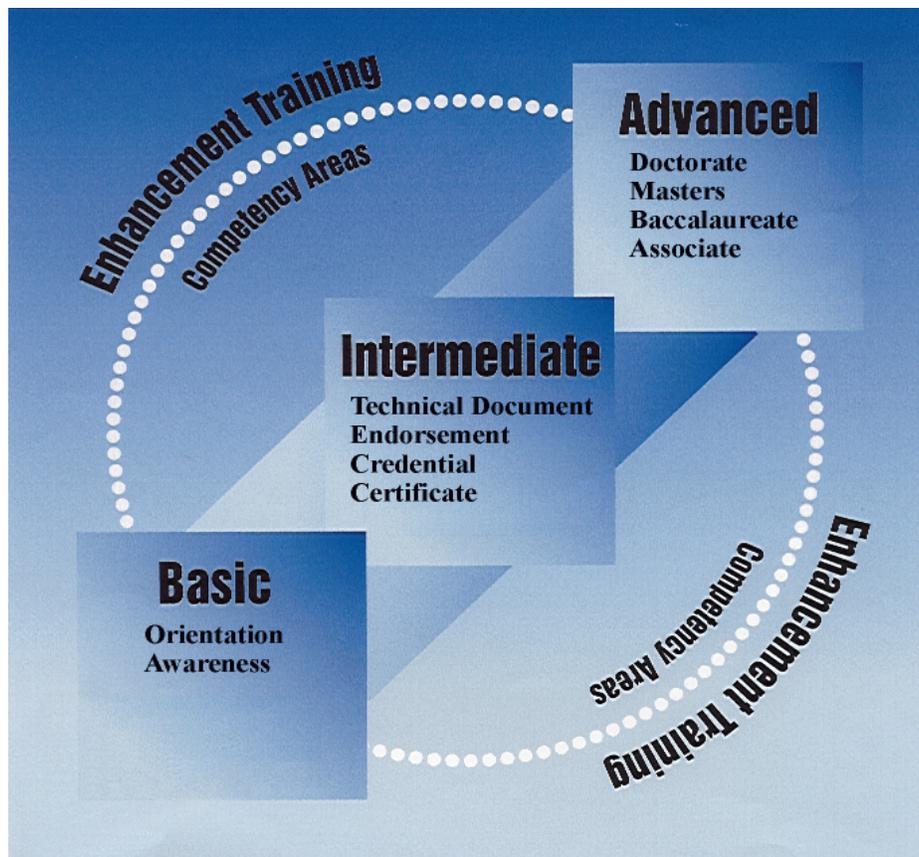
DCCECE shall utilize the Arkansas Early Childhood Professional Development Registry to track training hours. All ABC program staff are required to join the Registry.

*-When available



Arkansas
Early Childhood
Professional Development System

SPECTRUM



Vision Statement

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

Arkansas Early Childhood Profes

The **SPECTRUM** (Career Lattice) details ten education, experience in the field and professional individual developing a plan for professional

	BASIC Practitioners who are developing an understanding and/or beginning to seek knowledge and skills		INTERMEDIATE Practitioners who are frequently and/or consistently seeking knowledge and skills		
	Awareness	Orientation	Certificate	Credential	Endorsement
Career Roles	<ul style="list-style-type: none"> ◆ Prospective Individuals ◆ Parents 	<ul style="list-style-type: none"> ◆ High School Student ◆ Caregiver/Teacher ◆ Teacher Assistant ◆ Substitute ◆ Home Visitor ◆ Family Child Care Provider ◆ Director ◆ Paraprofessional 	<ul style="list-style-type: none"> ◆ Caregiver/Teacher ◆ Teacher Assistant ◆ Home Visitor ◆ Administrator ◆ Family Child Care Provider ◆ Director ◆ Paraprofessional 	<ul style="list-style-type: none"> ◆ Caregiver/Teacher ◆ Teacher Assistant ◆ Home Visitor ◆ Administrator ◆ Family Child Care Provider ◆ Director ◆ Paraprofessional ◆ Trainer 	<ul style="list-style-type: none"> ◆ Caregiver/Teacher ◆ Teacher Assistant ◆ Home Visitor ◆ Administrator ◆ Family Child Care Provider ◆ Director ◆ Paraprofessional ◆ Trainer
Training Programs *Minimum Licensing Requirement	<ul style="list-style-type: none"> ◆ Introduction to Child Care (3 clock hours) ◆ Early Care and Education Direct (30 clock hours) 	<ul style="list-style-type: none"> ◆ High School Diploma/GED* ◆ CPR Training* ◆ Arkansas Children's Program Administrator Orientation* (18 clock hours) ◆ Child Care Orientation Training (10 clock hours) ◆ Family Child Care Provider (8 clock hours) ◆ Secondary Child Guidance, Management and Services (140 to 180 clock hours) 	<ul style="list-style-type: none"> ◆ Arkansas Children's Program Administrator Certificate (60 clock hours) ◆ Best Care (10 clock hours) ◆ Caregiver Certificate (90 clock hours or 6 credit hours) ◆ Early Care and Education Specialist Certificate (60 clock hours) 	<ul style="list-style-type: none"> ◆ Arkansas Child Care Apprenticeship Certificate (minimum 144 clock hours per year and a minimum of 2000 up to 4000 on-the-job hours) ◆ Arkansas Children's Program Administrator Credential (60 clock hours) ◆ Child Development Associate (120 clock hours) ◆ NAFCC Accreditation (90 clock hours) 	<ul style="list-style-type: none"> ◆ Early Care and Education Curriculum Endorsement (135 clock hours or 9 credit hours) ◆ Mentor Endorsement (45 clock hours) ◆ Pre-K Early Literacy Learning in Arkansas Endorsement (30 clock hours) ◆ Pre-K Social Emotional Learning (30 clock hours) ◆ AECE Framework Handbook Course (45 clock hours)
Enhancement Training Hours	None required at this level	15 hours or more approved training per year to maintain status at this level	15 hours or more approved training per year to maintain status in this level	15 hours or more approved training per year to maintain status in this level	15 hours or more approved training per year to maintain status in this level
Professional Activity	None required at this level	None required at this level	Membership and participation in early childhood professional organization	Membership and participation in early childhood professional organization	Membership and participation in early childhood professional organization
Experience Required	None required at this level	Previous experience preferred or currently working in early care and education	Determined by the certifying agency or organization	Determined by the credentialing agency or organization	Determined by the endorsing agency or organization

Professional Development **SPECTRUM**

levels of career development based on training, professional activity. The **SPECTRUM** plots a course for any growth in early childhood care and education.

ADVANCED					
Practitioners who have knowledge, ability to modify, evaluate and synthesize; and/or are fostering growth, exercising leadership and promoting advocacy					
Technical Document	Associate	Baccalaureate	Masters	Doctorate	
<ul style="list-style-type: none"> ◆ Caregiver/Teacher ◆ Teacher Assistant ◆ Home Visitor ◆ Administrator ◆ Family Child Care Provider ◆ Director ◆ Paraprofessional ◆ Mentor ◆ Trainer 	<ul style="list-style-type: none"> ◆ Teacher ◆ Teacher Assistant ◆ Home Visitor ◆ Administrator ◆ Specialist ◆ Mentor ◆ Family Child Care Provider ◆ Director ◆ Paraprofessional 	<ul style="list-style-type: none"> ◆ Teacher ◆ Administrator ◆ Specialist ◆ Consultant ◆ Trainer ◆ Mentor ◆ Family Child Care Provider ◆ Director 	<ul style="list-style-type: none"> ◆ Teacher ◆ Instructor ◆ Administrator ◆ Specialist ◆ Consultant ◆ Mentor ◆ Advisor ◆ Trainer ◆ Researcher ◆ Director 	<ul style="list-style-type: none"> ◆ Instructor/ Professor ◆ Administrator ◆ Teacher ◆ Specialist ◆ Consultant ◆ Mentor ◆ Advisor ◆ Trainer ◆ Researcher ◆ Director 	Career Roles
<ul style="list-style-type: none"> ◆ Certificate of Proficiency (9 to 15 credit hours) ◆ Technical Certificate (24 to 30 credit hours) ◆ Technical Diploma (CDA Credential and 27 credit hours) 	<ul style="list-style-type: none"> ◆ Associate of Arts (60 to 64 credit hours) ◆ Associate of Applied Science (60 to 72 credit hours) ◆ Associate of General Studies/Liberal Arts (60 to 64 credit hours) ◆ Associate of Science (60 to 72 credit hours) 	<ul style="list-style-type: none"> ◆ Bachelor's degree in Early Childhood Education, Child/Human Development, Family and Consumer Science or related fields (124 or more credit hours) 	<ul style="list-style-type: none"> ◆ Master's degree in Early Childhood Education, Child/Human Development, Family and Consumer Science or related fields (30 or more credit hours) 	<ul style="list-style-type: none"> ◆ Doctoral degree in Early Childhood Education, Child/Human Development, Family and Consumer Science or related fields (102 or more credit hours) 	*Minimum Licensing Requirement Training Programs
15 hours or more approved training per year to maintain status in this level	15 hours or more approved training per year to maintain status in this level	15 hours or more approved training per year to maintain status in this level	15 hours or more approved training per year to maintain status in this level	15 hours or more approved training per year to maintain status in this level	Enhancement Training Hours
Membership and participation in early childhood professional organization	Membership and participation in early childhood professional organization	Membership and participation in early childhood professional organization	Membership and participation in early childhood professional organization	Membership and participation in early childhood professional organization	Professional Activity
Determined by institution	Determined by degree from institution	Determined by degree from institution	Determined by degree from institution	Determined by degree from institution	Experience Required

EXPLANATION OF TERMS

- ◆ **CAREER ROLES:** Career roles are positions in the public and private sector that provide early care and education to children ages birth to eight. (School-age is through age twelve.)
- ◆ **TRAINING PROGRAMS:** Training programs provide training in professional growth to individuals in the field of early care and education. Training required in the Minimum Licensing Requirements is noted with an asterisk in the basic level.
- ◆ **ENHANCEMENT TRAINING HOURS:** Enhancement training develops and extends the skills and knowledge of caregivers and improves their performance in current roles. To maintain status in the Arkansas Early Childhood Professional Development System Spectrum/Registry, at least 15 clock hours of enhancement training are required every twelve months.
- ◆ **PROFESSIONAL ACTIVITY:** Professional activity is participation in and contribution to the field of early care and education that goes beyond the expectations of the individual's current role. Membership in an early childhood professional organization is required to maintain status in the Arkansas Early Childhood Professional Development System Spectrum/Registry.
- ◆ **EXPERIENCE REQUIRED:** This refers to the amount of experience required in each level of the Arkansas Early Childhood Professional Development System Spectrum/Registry.

LEVELS AND TRAINING PROGRAMS

BASIC

- ◆ **AWARENESS:** Training provides an introduction to early care and education as a profession.

Introduction to Child Care — Introduction to Child Care consists of three clock hours of training that is designed to inform potential caregivers about the options and regulations involved in opening a child care center, becoming a registered or licensed family child care provider or working in a child care center.

Contact: NeCol Whitehead, University of Arkansas, 479-575-3762, 575-3375 or 800-632-8754

Early Care and Education (ECE) Direct — This self-paced course provides 30 clock hours of online training. The six modules engage participants in online assignments and discussions, building a knowledge base of best practices. Topics include health and safety, child development, learning environment design, language/literacy, curriculum, and professionalism. [3.0 CEUs]

Contact: Jo Ann Nalley, Childhood Services, Arkansas State University, 870-972-3055 or 888-429-1585

- ◆ **ORIENTATION:** Training is for those who have entered the field or a new position in the field of early care and education.

Arkansas Children's Program Administrator (ACPA) Orientation — Orientation assists new administrators in successfully fulfilling their responsibilities for managing the program, supervising the staff, and working with families and the community. ACPA Orientation consists of 18 clock hours of training, provided in three six-hour sessions. Required for all new center directors. [1.8 CEUs]

Contact: Jo Ann Nalley, Childhood Services, Arkansas State University, 870-972-3055 or 888-429-1585

Child Care Orientation Training (CCOT) — Child Care Orientation Training is a statewide program consisting of 10 clock hours of basic orientation training for child care workers who have had little or no previous child care training. The curriculum is divided into five modules of instruction. A certificate is awarded upon completion of the training. With verification of completing CCOT, persons employed in child care are eligible for CDA scholarship funds. [1 CEU]

Contact: Marietta Baltz, University of Arkansas, 479-575-4289, 575-3375 or 800-632-8754

Family Child Care Provider (FCCP) — Family Child Care Provider training consists of 8 clock hours of training designed to help new family child care providers. The training course covers the following topics: Profession and Regulations, Organizing the Home, Guiding Children Through the Day, Business Management, and Family Child Care Provider Review.

Contact: Marietta Baltz, University of Arkansas, 479-575-4289, 575-3375 or 800-632-8754

Secondary Child Care Guidance, Management and Services (SCCGMS) — Experiences in this course are designed to provide high school students with information and experiences in the occupational field of child care and guidance management and services. Emphasis in this course is given to development of competencies related to employability, understanding the child care profession, child development, health and safety of children, guiding children's behavior, caring for children with special needs, the management of a child care program and facility and the effects of technology on child care. This program consists of 40 to 60 clock hours of on-the-job training and 100-120 clock hours of instructional theory.

Contact: Suellen Ward, Arkansas Department of Workforce Education, 501-682-1115

INTERMEDIATE

- ◆ **CERTIFICATE:** *A document is issued to a person completing a course of study with attendance as a requirement.*

Arkansas Children's Program Administrator Certificate and Credential (ACPAC & C) — The Administrator Certificate (60 clock hours) and Credential (60 clock hours) help program administrators continue to develop their knowledge and skills in leadership and management. The Certificate course is offered in three two-day seminars. Credential participants customize their professional development by selecting from a menu of seminars. [Certificate: 4.8 CEUs. Credential: 6.0 CEUs]

Contact: Jo Ann Nalley, Childhood Services, Arkansas State University, 870-972-3055 or 888-429-1585

Best Care (BC) — Best Care consists of 10 clock hours of child care training provided by the University of Arkansas, Cooperative Extension Service. Training includes topics on business management, nutrition and food safety, health and safety and child development. Training is offered free of charge to practitioners. CEU's are available.

Contact: Traci Johnston, University of Arkansas Cooperative Extension Service, 501-671-2364 or local County Extension Office

Caregiver Certificate (CC) — The Caregiver Certificate Program builds on Child Care Orientation Training. CC provides in-depth training in areas that are of concern to caregivers and will consist of the following six courses: Guidance and Behavior Management, Creative Activities, Health and Safety, Child Development: Birth to Three, Child Development: Three to Five and Child Development: Five to Eight. Each course consists of 15 clock hours of training and a certificate of completion. A Caregiver Certificate will be awarded upon completion of all six courses (90 clock hours or 6 credit hours). [9.0 CEUs]

Contact: NeCol Whitehead, University of Arkansas, 479-575-3762, 575-3375 or 800-632-8754

Early Care and Education (ECE) Specialist Certificate — ECE Specialist Certificate begins with 20 clock hours of child development training. Participants then select a specialty area (infant/toddler, preschool, school-age, or family child care) for the next 20 hours. The final block of 20 hours requires completion of an individual professional development plan. [6.0 CEUs]

Contact: Jo Ann Nalley, Childhood Services, Arkansas State University, 870-972-3055 or 888-429-1585

- ◆ **CREDENTIAL:** *A document attesting to the person's qualifications is issued and involves field experience and assessment.*

Arkansas Child Care Apprenticeship Program (ACCAP) — The Arkansas Child Care Apprenticeship Certificate is awarded at the successful completion of the performance-based program. A minimum of 144 related instructional clock hours per year plus a minimum of 2000 and up to 4000 on-the-job training hours are required for this program. Training and observations for the Child Development Associate Credential are included. Apprentices become skilled, certified journey-level child care workers.

Contact: Division of Child Care and Early Childhood Education, 501-682-9699 or 800-445-3316

Child Development Associate (CDA) — A Child Development Associate is an individual who has successfully completed 120 clock hours of study, has completed a CDA assessment and has been awarded the CDA Credential. She/he has demonstrated competence in meeting the specific needs of children and works with parents and other adults to nurture children's physical, social, emotional and intellectual growth in a child development framework.

Contact: Division of Child Care and Early Childhood Education, 501-682-9699 or 800-445-3316

National Association for Family Child Care (NAFCC) Accreditation — Family Child Care Providers receive NAFCC Accreditation through a process of self-assessment, NAFCC validation home visit and parent surveys. The standards of quality assessed are: Relationships, Environment, Activities, Developmental Learning Goals, Safety and Health and Professional and Business Practices. Providers must have completed 90 clock hours of training and have cared for children.

Contact: Deborah Eaton, 619-466-8348

- ◆ **ENDORSEMENT:** *A document is issued to a person completing a course of study with a specific emphasis.*

Early Care and Education Curriculum (ECEC) Endorsement— Early Care and Education Curriculum Endorsement consists of six classes (135 clock hours or 9 college credits) of in-depth content and appropriate practices for three to five year olds. The following classes are required: AR Early Childhood Education Framework Handbook for Three and Four Year Old Children (AECE Framework): An Introduction, AECE Framework Handbook: Curriculum Planning and Activities, AECE Framework Handbook: Observation and Assessment, Pre-K Early Literacy Learning in Arkansas (Pre-K ELLA), Pre-K Math-Science (Pre-K MS), Pre-K Social Emotional Learning (Pre-K SEL). [13.5 CEUs]

Contact: University of Arkansas, 479-575-6637 or 800-632-8754

INTERMEDIATE

Endorsement continued...

Early Childhood Mentor Endorsement (ME) — The Mentor Endorsement is designed for experienced administrators, lead teachers, and consultants in high quality programs. The 45-clock hour course includes a combination of seminars and online learning experiences. The ME focuses on the nature of mentoring, characteristics and needs of adult learners, skills for successful mentoring, and leadership. [4.5 CEUs]

Contact: Jo Ann Nalley, Childhood Services, Arkansas State University, 870-972-3055 or 888-429-1585

Pre-K Early Literacy Learning in Arkansas Endorsement (Pre-K ELLA) — Pre-K ELLA provides training experiences that promote emergent literacy skills for children prior to the entry into kindergarten (ages 3 to 5). This 30 clock hours of training is for early care and education professionals in family day care homes, child care centers, and pre-k classrooms. [3.0 CEUs]

Contact: Division of Child Care and Early Childhood Education, 501-682-9699 or 800-445-3316

- ◆ **TECHNICAL DOCUMENT:** A document is issued to a person completing a technical course of study in a two-year institution. Program requirements, title of documents, clock hours and credit hours vary among the institutions. For more information, contact a two-year college or technical institute, the Arkansas Department of Higher Education at 501-371-2000 (Web site: arkansashighered.com) or the Arkansas Department of Workforce Education at 501-682-1500 (Web site: dwe.arkansas.gov).

Certificate of Proficiency — A certificate of proficiency is a course of study usually consisting of 9 to 15 credit hours that prepares an individual for further study in early care and education.

Technical Certificate — A technical certificate is awarded to a student who desires a more in-depth program of study in early childhood education and requires 24 to 30 credit hours.

Technical Diploma — This program usually requires that a student participate in the CDA credential program and take other early childhood education courses. Students must have 27 credit hours in addition to their CDA course work to be issued the diploma.

ADVANCED

For more information, contact an institution or the Arkansas Department of Higher Education at 501-371-2000 (Web site: www.arkansashighered.com).

- ◆ **ASSOCIATE:** An associate degree is awarded from a post-secondary, two-year program of study and is generally equivalent to 60 to 72 credit hours.
 - Associate of Arts (AA)** — The Associate of Arts degree is awarded to individuals who successfully complete a program of collegiate level work, which is transferable toward a baccalaureate degree. The state minimum general education core will be a part of the degree. The range of hours is 60 to 64 credit hours.
 - Associate of Applied Science (AAS)** — The Associate of Applied Science degree is awarded to individuals who successfully complete a program of collegiate level work which is primarily designed for direct employment. The program includes a minimum of 15 credit hours of general education courses. The range of hours is 60 to 72 credit hours.
 - Associate of General Studies/Liberal Arts (AGS)** — The Associate of General Studies degree is awarded to individuals who successfully complete a planned program of collegiate level work of transferable and/or occupational courses. The degree plan must have a general education core of at least 15 credit hours. The range of hours is 60 to 64 credit hours. Course work must include at least 15 credit hours of the defined general education core with both verbal and quantitative components.
 - Associate of Science (AS)** — The Associate of Science degree is awarded to individuals who successfully complete a program of collegiate level work with an occupational objective of which the majority of occupational courses and all general education courses are transferable toward a baccalaureate degree. The program includes the state minimum general education core. The range of hours is 60 to 72 credit hours.
- ◆ **BACCALAUREATE:** A Bachelor's degree is awarded from a four-year college or university and is generally equivalent to 124 or more credit hours.
- ◆ **MASTERS:** A Master's degree is awarded by the graduate school of a college or university and is generally equivalent to 30 or more graduate credit hours.
- ◆ **DOCTORATE:** A Doctoral degree is awarded by the graduate school of a college or university and is generally equivalent to 102 hours or more graduate credit hours.

ARKANSAS EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT SYSTEM REGISTRY

The Professional Development System Registry verifies trainers, approves training and tracks the training of practitioners. The purpose of the Registry is to insure quality, continuity and accessibility of training for early childhood practitioners in Arkansas.

Practitioner Registry:

Individual early childhood practitioners maintain a record of their professional development through the Practitioner Registry. This record assists Registry members in planning a career path and continued development.

Trainer Registry:

The Trainer Registry verifies trainer education, specialized training, and experience in identified areas of expertise. Through the Registry Web site, verified trainers may access summaries of their training evaluations and view preliminary rosters for registered training.

Training Registry:

The Training Registry lists professional development opportunities, as submitted by registered trainers. The Registry Web site includes schedules of upcoming training and offers online registration for many workshops.

To request a Registry Application:

Phone: 1-888-429-1585
1-800-445-3316
FAX: 1-870-972-3556
E-mail: prof_registry@astate.edu
Web site: <http://chs.astate.edu/registry.htm>



Arkansas Early Childhood
Professional Development System

Box 1437, Slot 140
Little Rock, Arkansas 72203-4608
Office: 501-682-9699 • Fax: 501-682-4897
<http://chs.astate.edu/registry.htm>



MY PROFESSIONAL DEVELOPMENT PLAN



What I have accomplished: "I am here!"

What I want to accomplish: "This is where I want to be!"

What are my next steps? "How do I get there?"

1.

2.

3.

4.

5.

Section VIII

Staff Job Descriptions and Qualifications

ABC STAFF POSITIONS AND QUALIFICATIONS

CLASSROOM TEACHER

Minimum Qualifications

- Bachelor's degree in early childhood education or child development
- Classroom Teachers in a school-based or cooperative-based program must also hold a standard Arkansas P-4 teacher license
- Able to demonstrate competency in the areas of developmentally appropriate programming, curriculum development and daily classroom management.

Responsibilities

- Permanently assigned to an ABC classroom with full-day instructional duties with children.
- Carry out daily classroom schedule for assigned class with help of paraprofessional.
- Develop and coordinate lesson plans for ABC program at that site utilizing approved comprehensive curriculum.
- Assist with oversight and supervision for non-certified ABC staff and paraprofessionals.
- Complete enrollment paperwork, check for completeness and accuracy and maintain child portfolios of all relevant data.
- Arrange for children to complete developmental screening within 45 days of enrollment.
- Make necessary referrals to educational cooperative for any failed screening.
- Enter all child data into COPA database system in a timely manner.
- Perform on-going observations of child progress and record into Work Sampling System in a timely manner.
- Complete a minimum of 30 hours of professional development in early childhood education. (May be part of the 60 required hours for Department of Education.)
- Arrange two parent-teacher conferences annually with the parent/guardian of each enrolled ABC child.
- Plan regular parent involvement activities (open house, parent education meetings, etc.).
- Request technical assistance from Division or program consultants for any programming issues at the ABC that require attention.

Recommended Salary

\$29,000-42,000 dependent upon degree, certification and years of experience

PARAPROFESSIONAL

Minimum Qualifications

- Associate degree in early childhood education or early childhood development OR Child Development Associate (CDA) credential
- Ability to temporarily fill the role of classroom teacher on days when a classroom teacher is absent due to illness or professional development. This ability must include competent classroom management skills.

Responsibilities

- Permanently assigned to an ABC classroom as an aide to the classroom teacher.
- Assist teacher in carrying out daily classroom schedule.
- Regularly consult with teacher about the daily activities. The paraprofessional should be aware of the daily schedule at all times.
- Provide classroom oversight during rest time.
- Assist classroom teacher with observations to enter in to the Work Sampling System.
- Complete a minimum of 30 hours of professional development in early childhood education.

Paraprofessionals are an integral part of classroom instruction and should be given responsibilities commensurate with education and experience. In general, paraprofessionals should be able to assist with classroom activities, interaction, supervision and observation.

Recommended Salary Range

\$13,650-24,150 dependent upon degree, certification and years of experience

ABC COORDINATOR

An ABC program coordinator or site director without teaching responsibilities shall meet the minimum licensing requirements for a center director AND complete Director's Orientation within a reasonable time period, subject to the availability of training. The coordinator or director will preferably have some level of experience in early childhood.

Recommended Salary Range

\$17,165-32,185 dependent upon degree, certification and years of experience. One full-time coordinator may be paid out of ABC funds for every five (5) classrooms.

INFANT-TODDLER TEACHERS

Caregivers in an infant/toddler ABC room shall hold a minimum of a CDA credential in infant/toddler care.

Recommended Salary Range

Equivalent to that of a Non-Certified Classroom Teacher

Hiring of Staff Not Meeting Minimum Qualifications

- Staff members not meeting the ABC minimum qualifications may work in an ABC program under an approved Staff Qualifications Plan.
- If an agency wishes to hire a staff member who has not yet met the qualifications listed in Section 11 of the Rules and Regulations, the program coordinator should first consult with the DCCECE and then file a Staff Qualifications Plan within fifteen (15) days of the date of hire. A form shall be provided for this purpose.
- The plan shall include current qualifications, degree sought and a plan for meeting the ABC program requirements within a two (2) year period.
- DCCECE shall approve plans on a case-by-case basis. Once approved, DCCECE will confirm the arrangements with a written agreement to be signed by the program staff member and program coordinator.
- If a Staff Qualification Plan requires courses from an institution of higher education, the program agency shall be responsible for utilizing ABC professional development funds to help defray the cost of tuition, books, travel and testing fees.
- Because of declining federal funds utilized for this purpose, ABC staff are no longer eligible for Division CDA scholarships. Therefore, effective October 1, 2007, programs with ABC staff members needing to enroll in a CDA program to obtain the minimum qualifications must utilize ABC professional development funds to pay for the program.
- Any ABC staff member enrolling in CDA classes is required to utilize the Arkansas CDA Approved List of Institutions. These institutions of higher learning employ CDA instructors experienced in working with young children in a classroom setting and have degrees in early childhood education or child development. Approved CDA instructors are required to belong to the AECPPDS Registry and attend training specific to adult learners and the CDA process.
- The staff member and coordinator shall be responsible for filing progress plans with DCCECE on January 30 and July 30 of each year. Forms shall be provided for this purpose.
- If it is determined that a staff member is not making adequate progress, DCCECE may withdraw the Staff Qualification Plan. Inadequate progress may be defined as poor attendance, withdrawal of courses or a grade average below 2.0.
- Non-school based or cooperative-based teachers not having degrees in the required areas may petition DCCECE for a degree exemption under a Staff Qualification Plan. Such exemptions may require additional coursework in Early Childhood Education or Child Development.

Preschool *Policy Matters*

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Better Teachers, Better Preschools: Student Achievement Linked to Teacher Qualifications

by W. Steven Barnett

Once they begin kindergarten, America's children are taught by professionals with at least a four-year college degree. Prior to kindergarten their teachers are far less prepared. Fewer than half of preschool teachers hold a bachelor's degree, and many never even attended college.

New research indicates that young children's learning and development depend on the educational qualifications of their teachers. The most effective preschool teachers have at least a four-year college degree and specialized training in early childhood. Despite a substantial body of evidence, public policy has yet to fully recognize the value of well-educated, professional, early education teachers.

What We Know

- **Better-educated preschool teachers with specialized training are more effective.**
- **Preschool programs employing teachers with four-year college degrees have been shown to be highly effective and good economic investments for the taxpayer.**
- **Low educational qualifications and a lack of specific preparation in preschool limit the educational effectiveness of many preschool teachers.**
- **In 19 out of 38 states that finance pre-k, educational requirements for prekindergarten teachers are lower than for kindergarten teachers.**
- **The federal government's Head Start program has lower educational requirements for teachers than most state prekindergarten programs.**
- **Leading educators and researchers have called for improved educational standards for preschool teachers.**
- **Better compensation is required to hire and retain more effective teachers.**

Policy Recommendations

- **Require publicly funded preschool teachers to have a four-year college degree and specialized training.**
- **Ensure that colleges and universities prepare new teachers and provide sustained professional development for those already teaching based on the best science regarding what and how to teach young children.**
- **Design programs enabling current early education teachers to get a four-year degree.**
- **Pay preschool teachers salaries and benefits comparable to those of similarly qualified teachers in K-12 education.**
- **Support the National Association for the Education of Young Children (NAEYC)/National Council for Accreditation of Teacher Education (NCATE) standards for new programs to prepare preschool teachers.**
- **Develop state policies to ensure that more capable teachers are maximizing their effectiveness in the classroom.**

This brief defines preschools as center-based programs that provide educational experiences for children during the years preceding kindergarten. They can be located in a child care center, state prekindergarten, private nursery school, or Head Start center.

Better Teachers, Better Preschools: Student Achievement Linked to Teacher Qualifications by W. Steven Barnett

Summary

High-quality preschool education produces substantial long-term educational, social, and economic benefits. But research finds large benefits occur only when teachers are professionally prepared and adequately compensated. Unfortunately, most of America's preschool programs are not required to hire teachers who meet even the most basic professional requirements, nor could they afford to without increased funding.

This brief looks at current educational requirements for preschool teachers, reviews the evidence on the importance of professional preparation, and provides key recommendations for policy makers.

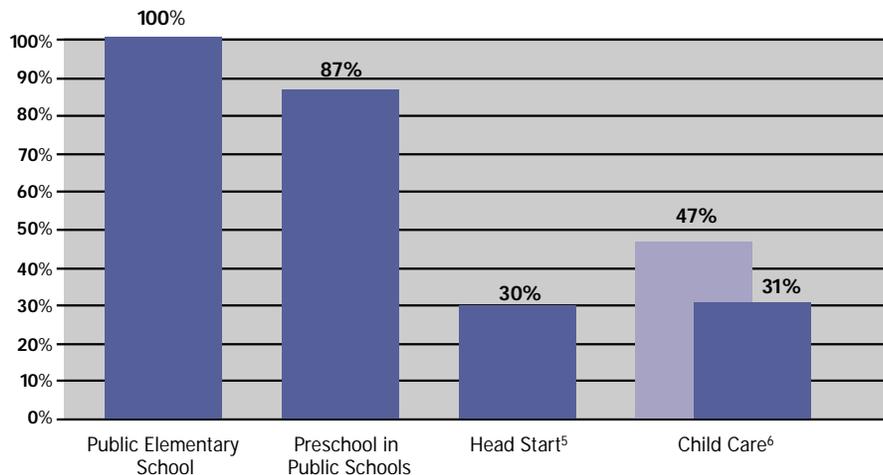
Professional Preparation

Numerous studies have found that the education levels of preschool

teachers and specialized training in early childhood education predict teaching quality and children's learning and development.¹ However, fewer than half of all early education teachers hold a four-year degree, and many have no college education.² In most states, a high school diploma is all a person needs to teach in a licensed child care center.³ As a result, many preschool teachers are not adequately prepared to be educationally effective.

If a college degree is considered essential for teaching 5-year-olds in kindergarten, why isn't it required for teaching 3- and 4-year-olds? Apparently, many people are unaware of the evidence, and there is a reluctance to view preschool teachers as professionals and pay them accordingly.⁴ Yet, analyses of what we expect of preschool teachers

Percentage of Teachers with BA Degrees



Estimates of the percentage of teachers with a BA degree in Child Care centers range from 31% to 47%.

and their actual performance suggest that the minimum qualification for a preschool teacher should be a four-year degree with specialized training teaching young children.

Adequate Compensation

Research regularly finds that preschool teacher quality and effective teaching are strongly linked to compensation. Poor pay and benefits make it difficult to recruit and hire professional early education teachers. In addition, poor compensation contributes to high turnover, which harms educational effectiveness and wastes the resources spent on teacher preparation and continuing education.⁷ We stand to lose far more in educational benefits than we save by underpaying preschool teachers.

What qualifications do preschool teachers need now?

The nation has yet to fully appreciate the importance of high standards for preschool teacher knowledge and expertise, as it does for K-12 teachers. This is evident in the minimal requirements for early childhood teachers in Head Start and many state preschool and child care programs. Early childhood teacher qualifications are low relative to other professions and have not been improving over time.⁸

Other industrialized countries have more rigorous qualifications for their preschool teachers than we do in the United States. For example, most 3- and 4-year-olds in France attend public schools in which teachers are required to have the equivalent of a master's degree.⁹

America's preschools vary widely in teacher education requirements, to some extent because standards vary across the different government agencies that sponsor and regulate Head Start, public school, and other

preschool and child care programs. The consequence is that preschool education is less effective than it should be, and educational effectiveness varies depending on the government agency responsible.¹⁰

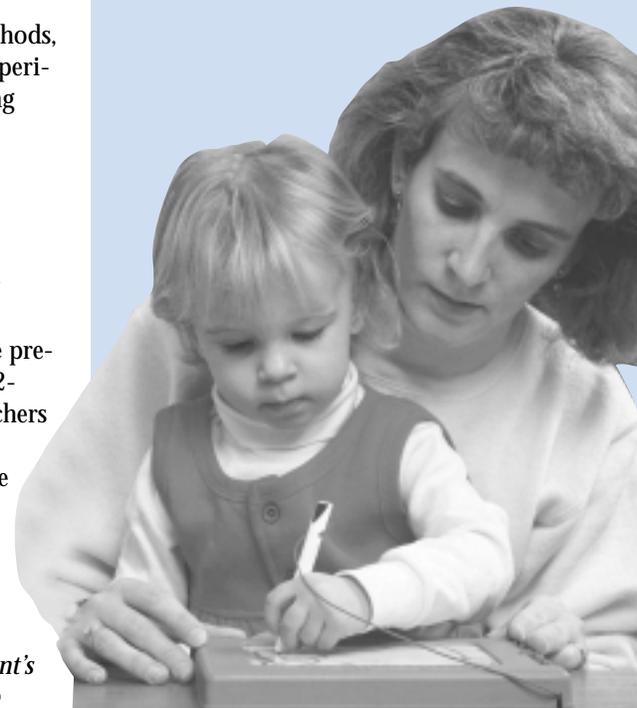
Preschool programs operated by public schools employ the best-educated teachers. Nearly 90% of preschool teachers in public school programs have at least a four-year college degree.¹² Typically they have degrees that require specialized preparation in early childhood education. Most early childhood teachers in public schools have a teaching credential or license that has requirements beyond completing a bachelor's degree, such as taking additional courses in teaching methods, having had supervised teaching experiences, and passing a test of teaching knowledge and skills.

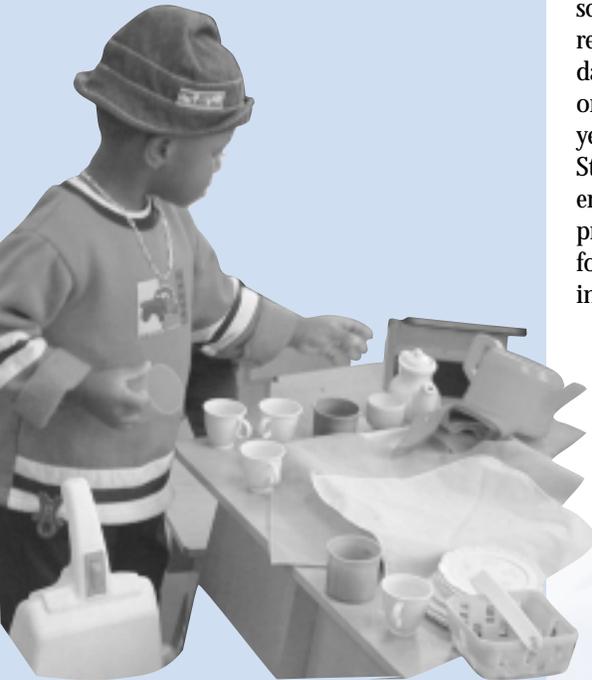
State-funded prekindergarten programs are not always provided through the public schools, however, and vary in whether they require a four-year degree or a teaching credential. Of the 44 state preschool programs operating in 2002-2003, only 23 required all lead teachers to have a BA. Eight additional programs required teachers to have a BA when teaching in the public schools, but did not extend this requirement to teachers outside public school settings.¹³

Until recently, the federal government's Head Start program did not require teachers to have any higher education. Fewer than one-third of Head Start's teachers have at least a four-year college degree.¹⁴ Others have some college and many have a Child Development Associate (CDA) credential, which may not require college coursework.

Current qualifications for early education teachers

- *Forty-two states require no more formal education than a high school diploma for teachers in child care centers.*
- *France requires the equivalent of a master's degree.*





Congress has increased the accountability of Head Start for enhancing children's school readiness. However, it was reluctant to substantially increase standards for Head Start teachers, requiring only that half of all teachers have a two-year college degree by 2003. Until Head Start teacher qualifications and compensation are raised, it is unlikely to fully produce the large educational gains for disadvantaged children that was the impetus for the creation of Head Start, based on studies of high-quality preschool programs.¹⁵

Government regulation and funding for child care provide little support for teacher quality, with the lowest teacher education standards of any early childhood program. As a result, compensation is poor and teacher qualifications are highly variable. Less than half the teachers in child care centers have four-year college degrees, and many teachers have just a high school education. More teachers in child care centers have just a high school education than in Head Start or other public programs.¹⁶

Forty-two states require no formal education beyond a high school diploma for teachers in child care centers. Many of the states require some kind of early childhood-specific preparation, but this can be as little as a few hours of training. Only two states (California and New Hampshire) have a minimum requirement that includes training obtained through college courses.

What does research tell us about the link between teacher qualifications and child development?

Preschool teachers with a college education tend to be more effective. Studies have found teacher education to be related to the quality of preschool

education and the development of children in preschool classrooms. Both general education and specific preparation in early childhood education have been found to predict teaching quality. Better-educated teachers have more positive, sensitive and responsive interactions with children, provide richer language and cognitive experiences, and are less authoritarian, punitive and detached. The result is better social, emotional, linguistic, and cognitive development for the child.¹⁷

*Several studies of state-supported preschool programs have found that quality is higher in programs where more teachers have at least a four-year college degree.*¹⁸ The higher quality of preschool programs in the public schools is plausibly related to better pay and benefits that enables them to hire teachers with at least a BA. Teachers with four-year degrees also have been found to be better teachers in Head Start.¹⁹

Multi-state studies of child care lead to similar conclusions. In a study of 521 preschool classrooms, Phillipsen and colleagues found that the percentage of teachers with a four-year college degree was related to preschool classroom quality as measured by the Early Childhood Environment Rating Scale (ECERS) and to teacher warmth, attentiveness, and engagement.²⁰

Using data from two massive studies, Howes examined the effects of four levels of teacher education on teaching quality and child development. She found that higher education was associated with better teaching and better language acquisition. Also, children whose teachers had four-year degrees engaged in more creative activities.

Overall, "teachers with the most advanced education and training appear to be the most effective."²¹

Another study compared the teaching of teachers who had four different levels of education and training (including one with four semesters of specific college coursework in early education).

Teacher preparation in early childhood education was effective in improving teacher behavior, but teachers with four-year degrees in early education were found to be distinct from all three other groups. “They expressed greater warmth for the children and greater enthusiasm for the activities they engaged in, they communicated more clearly with children, and they encouraged children to share and cooperate with their peers. They were less punitive with the children. . . [and] exhibited less apathetic and uninterested behavior.”²²

Disadvantaged children have less access to high-quality teachers though they may benefit the most from teacher quality.

All studies have limitations, and not every study finds that teacher education and training influence educational quality and child development. While the failure to find a relationship between professional preparation and teaching quality or child outcomes may result from study flaws in some cases, it should be recognized that teacher qualifications alone cannot guarantee effective teaching. Poor pay, poor work conditions, classes that are too large, inadequate leadership, and a lack of instructional focus are all problems that can block good teachers and good teaching, whatever the formal qualifications required. However, many studies with a variety of strengths and weaknesses lead to the conclusion that professionally prepared teachers are generally necessary (but not sufficient) for highly effective preschool education.²³

One recent report from the NICHD child care study found that teacher’s educational attainment predicted

teacher behaviors that in turn predicted children’s achievement and social development controlling for the direct and indirect effects of mother’s education, parenting behavior, and family economic circumstances.

The United States will provide its children with the quality of preschool education they deserve only when it raises the qualifications needed to teach at this level and offers compensation consistent with our expectations for these teachers and the importance of their work.

Another recent NICHD report found that teacher education influences children’s achievement at age 4 controlling for a prior achievement, type of child care, and a wide range of child and family characteristics.²⁴

Confidence in this conclusion also derives from the simple logic that explains this pattern of findings. Better-educated teachers have more knowledge and skills. This makes them more effective teachers for many reasons. For example, they:

- have larger vocabularies to which young children are exposed
- are better at constructing and individualizing lesson plans
- are better problem solvers when they encounter challenges in the classroom such as a child with a learning difficulty or a child upset by a death in the family.

And, teachers who have been taught what young children need to learn and how to teach them are likely to spend more time conducting rich learning activities that address each child’s needs and less time in unproductive and inappropriate activities.

Better-educated teachers have more positive, sensitive and responsive interactions with children, provide richer language and cognitive experiences, and are less authoritarian, punitive and detached.



NAEYC Standards (2001) Early Childhood Professionals Must Know How To:

- Promote child development and learning by creating learning environments based on a deep understanding of children's needs and development.
 - Build relationships with family and community that support and involve them in children's education.
 - Systematically employ observation, documentation and assessment to positively influence children's development and learning.
 - Promote learning and development by integrating knowledge of: relationships with children and families; a wide array of effective educational approaches; content knowledge in each area of young children's learning; and how to build a meaningful curriculum.
-

Support for the conclusion that preschool teacher education is important for educational effectiveness is also provided by other closely related research literatures. Research on families has established strong links between parental education, parenting practices, and the preschool child's learning and development.²⁵

Research on programs specifically developed to study the effects of high-quality preschool education on disadvantaged children demonstrates that such programs produce larger gains in children's knowledge and abilities than the lower-quality programs that are too often provided to even our most disadvantaged young children.²⁶

Low quality is linked to poor compensation. Poor pay and benefits make it difficult to recruit and hire good early education teachers. And poor compensation contributes to high turnover, which harms educational quality and wastes the resources spent on teacher preparation and continuing education.²⁷

*Benefit-cost analyses demonstrate that preschool programs employing well-paid, well-prepared teachers can be sound public investments.*²⁸ Two rigorous long-term studies with "gold standard" experimental designs and another with a strong quasi-experimental design found that preschool programs for children from economically disadvantaged families produced economic benefits that far exceed costs. Two programs were operated by the public schools and served children at ages three and four. They employed only certified teachers with at least a BA degree.

The third was the Abecedarian program, which served children from birth to age five in a university-based child development center. Some Abecedarian teachers had MA and BA degrees, others had demonstrated skill and competencies as teachers of young children in lieu of formal qualifications.

In all three studies, preschool teacher compensation was comparable to that of K-12 teachers in the public schools. Yet, all three generated strongly positive economic returns for society.

On the other hand, lower-quality preschool programs with less qualified, more poorly paid teachers have much smaller effects on learning and development and may not pay-off. Thus, the question taxpayers should be asking is whether America can afford **not** to pay for highly qualified preschool teachers.

Good teaching depends on the teacher's knowledge and skills and not necessarily on formal education. Formal education and training are one way to acquire these knowledge and skills, but similar abilities might be acquired through informal education including on-the-job learning experiences. However, there is ample evidence that experience *per se* is not an effective method of teacher preparation.

Although the Abecedarian program employed *some* teachers without formal higher education, the program provided constant, intensive training and supervision by curriculum experts and others. Employing teachers without formal educational qualifications is not a means to cut costs because attracting and retaining good teachers still requires adequate compensation, and it may increase supervision costs.

From a policy perspective, it makes sense to rely on a combination of formal educational requirements and demonstrations of knowledge and skills to assure a minimum of quality in new teachers. However, policies also are required to ensure that those capabilities are used effectively and continue to develop after teachers are hired.

Disadvantaged children have less access to high-quality teachers, even though they may benefit the most from teacher quality. Studies from around the nation show that preschool education quality is lower for children from the most disadvantaged families. While there is evidence that quality makes a difference for all children, a number of studies suggest that quality may have larger impacts on the learning and development of children from disadvantaged families.²⁹

What should good preschool teachers know?

The knowledge and skills required of an effective preschool teacher have increased as science has revealed more about the capabilities of young children, how they learn best, and the importance of early learning for later school success.

In addition, the public expects preschool education to enable disadvantaged children to close the achievement gap with their more advantaged peers despite the challenges posed by poverty or limited knowledge of English.³⁰

The National Research Council (NRC) report, *Eager to Learn*,³¹ recommends that the minimum standard for teachers of 3- and 4-year-olds should be a four-year college degree, with specialized training in early childhood education. The report says preschool teachers need to know:

- How young children learn and what they need to learn based on an understanding of child development and knowledge in specific subject areas.
- How to individualize teaching

based on the temperament, responsiveness, learning style, ability, home language and culture, and other characteristics of each child.

- How to establish effective relationships with young children and their families.
- How to best work with groups of young children.

In 2001, NCATE and NAEYC approved standards to prepare early childhood professionals. They require a four-year college degree and practical experience in which teacher candidates learn and demonstrate the abilities of effective teachers.

The NAEYC standards and a U.S. Department of Education (2000) report, “The Future of Early Childhood Professional Education,” emphasize the importance of preparing teachers to educate – in regular early childhood programs – a highly diverse population that includes increasing numbers of children with disabilities and children who speak a language other than English at home.³²

The knowledge and skill required of an effective preschool teacher have increased as science has revealed more about the capacities of young children, how they learn best, and the importance of early learning for later school success.

Recommendations for Policy Makers and Educators

Qualifications for New Teachers

Require a four-year college degree and specialized training for teachers in Head Start, state prekindergarten programs, and licensed child-care centers serving as the primary providers of education for 3- and 4-year-olds outside the home. Courses to prepare new teachers and professional development for experienced teachers both need to incorporate the best new science on what and how to teach preschool-age children.

Professional Development Support for Current Teachers

Design and subsidize professional development programs that will enable current teachers and assistant teachers to obtain four-year degrees within a reasonable time.

Certification and Regulation

Encourage policy makers and schools of education to use NAEYC/NCATE standards in designing new programs to prepare preschool teachers.

Salary and Benefits

Pay preschool teachers salary and benefits comparable to those of similarly qualified teachers in K-12 education, whether they work in public schools, Head Start, or child care centers. The cost will be offset by savings from reduced teacher turnover and the economic returns to taxpayers from more educationally effective public programs.

Education and Training Institutions

Support institutions of higher education in developing the faculty and programs required to provide the professional development early childhood teachers need. These programs must meet high standards for preparing teachers with knowledge of child development, best teaching practices, and the knowledge and skills required to teach a highly diverse population.

Other Elements of Quality

Well-prepared teachers are one element in a quality program. They make possible, but do not guarantee, highly effective teaching. Other policies are important for quality: decent pay and working conditions, strong leadership and supervision, and a good curriculum.³³



Minimum Post-Secondary Degree Requirements For Preschool Teachers, By State⁵

State	State Financed Pre-K	Child Care ²
ALABAMA	BA	None
ALASKA	N/A	None
ARIZONA	CDA	None
ARKANSAS	BA ¹	None
CALIFORNIA	CDA	6 credits ³
COLORADO	CDA	None
CONNECTICUT	CDA	None
DELAWARE	CDA	None
DISTRICT OF COLUMBIA	BA ¹	CDA
FLORIDA	N/A	None
GEORGIA	AA ¹	None
HAWAII	CDA	CDA
IDAHO	N/A	None
ILLINOIS	BA ¹	CDA or CCP
INDIANA	N/A	None
IOWA	None	None
KANSAS	BA	CDA
KENTUCKY	BA ¹	None
LOUISIANA	BA	None
MAINE	BA	None
MARYLAND	BA ¹	None
MASSACHUSETTS	3 credits ³	None
MICHIGAN	AA	None
MINNESOTA	CDA	CDA
MISSISSIPPI	N/A	None
MISSOURI	CDA	None
MONTANA	N/A	None
NEBRASKA	BA ¹	None
NEVADA	BA ¹	None
NEW HAMPSHIRE	N/A	12 credits ⁴
NEW JERSEY	BA	CDA or CCP
NEW MEXICO	None	None
NEW YORK	None	None
NORTH CAROLINA	BA ¹	None
NORTH DAKOTA	N/A	None
OHIO	CDA	None
OKLAHOMA	BA ¹	None
OREGON	CDA	None
PENNSYLVANIA	BA	None
RHODE ISLAND	N/A	None
SOUTH CAROLINA	BA ¹	None
SOUTH DAKOTA	N/A	None
TENNESSEE	BA ¹	None
TEXAS	BA	None
UTAH	N/A	None
VERMONT	BA ¹	CDA
VIRGINIA	None	None
WASHINGTON	AA ¹	None
WEST VIRGINIA	BA	None
WISCONSIN	CDA	None
WYOMING	N/A	None

AA – Associates Degree; BA – Bachelor's Degree; CDA – Child Development Associates Credential; Pre-K – Prekindergarten; CCP – Certified Childcare Professional.

N/A – state does not provide finances for pre-k; None – no post-secondary degree requirements.

1 - with courses or certification in early childhood.

2 - many states require professional training or ongoing development.

3 - in topics related to early childhood education or child development.

4 - in early childhood education, 6 of which may be non-credit courses.

5 - update December, 2004.

Endnotes

- ¹ Arnett, J. (1989). Caregivers in day care centers: Does training matter? *Journal of Applied Developmental Psychology*, 10, 522-541. Barnett, W. S., Tarr, J., Lamy, C., & Frede, E. (1999). *Children's educational needs and community capacity in the Abbott Districts*. New Brunswick, NJ: Center for Early Education, Rutgers University. Berk, L. (1985). Relationship of caregiver education to child-oriented attitudes, of satisfaction, and behaviors toward children. *Child Care Quarterly*, 14 (2), 103-129. Burchinal, M. R., Roberts, J. E., Riggins, R., Zeisel, S. A., Neebe, E., & Bryant, D. (2000). Relating quality of center child care to early cognitive and language development longitudinally. *Child Development*, 71, 339-357. Cost, Quality and Outcomes Study Team. (1995). *Cost, Quality, and Child Outcomes in Child Care Centers*. Denver, CO: Economics Dept., University of Colorado at Denver. Dunn, L. (1993). Proximal and distal features of day care quality and children's development. *Early Childhood Research Quarterly*, 8(2), 167-192. Finkelstein, N. (1982). Aggression: Is it stimulated by day care? *Young Children*, 37, 3-9. Howes, C. (1997). Children's experiences in center-based child care as a function of teacher background and adult: child ratio. *Merrill-Palmer Quarterly*, 43, 404-425. Howes, C., Smith, E., & Galinsky, E. (1995). *The Florida child care quality improvement study: Interim report*. New York: Families and Work Institute. Marshall, N. L., Creps, C. L., Burstein, N. R., Glantz, F. B., Robeson, W. W., and Barnett, W. S. (2001). *The cost and quality of full day, year-round early care and education in Massachusetts preschool classrooms*. Cambridge, MA: Wellesley Center for Women and Abt Associates. NICHD Early Childcare Research Network (2002). Child-care structure, process, outcome: Direct and indirect effects of child care quality on your children's development. *Psychological Science*, 13 (3), 199-206. Tizard, B., Philips, J., & Plewis, I. (1976). Play in preschool centers - II: Effects on play of the child's social class and of the educational orientation of the center. *Journal of Child Psychology and Psychiatry*, 17, 265-274. Whitebook, M., Howes, C., & Phillips, D. (1990). *Who Cares? Child Care Teachers and the Quality of Care in America* (First report of the National Child Care Staffing Study). Washington, DC: Center for the Child Care Workforce. Zill, N., Resnick, G., Kim, K., Hubbell McKey, R., Clark, C., Pai-Samant, S., Connell, D., Vaden-Kiernan, M., O'Brien, R., & D'Elio, M. (2001). *Head Start FACES: Longitudinal Findings on Program Performance, Third Progress Report*. Washington, DC: Research, Demonstration and Evaluation Branch & Head Start Bureau, Administration on Children, Youth and Families, U.S. Department of Health and Human Services.
- ² Saluja, G., Early, D. M., & Clifford, R. M. (2002, Spring). Demographic characteristics of early childhood teachers and structural elements of early care and education in the United States. *Early Childhood Research and Practice*, [On line] 4 (1). <http://ecrp.uiuc.edu/v4n1/saluja.html>. Although this is the most comprehensive recent survey, comparison to Head Start records and other data indicate that it substantially overestimates the education levels of preschool teachers. Thus, the percentage of preschool teachers with a BA is likely to be much lower than the 49.9% estimated by Saluja et al. One probable cause of overestimation is that the survey asked program directors to select the teacher who "was best qualified to answer" to respond to questionnaire.
- ³ Edwards, V. (Ed.) Building blocks for success: State efforts in early childhood education, Quality Counts 2002. *Education Week*, 21, (17).
- ⁴ Peter. D. Hart Research Associates/Market Strategies Inc. (2001.) *National Institute for Early Education Research state study #6400*. New Brunswick, NJ: Rutgers University.
- ⁵ The percentage of teachers with a BA degree in Head Start centers is 26% in the Head Start Performance Information Report, 2001. Two surveys of samples of Head Start programs provide higher estimates: 37% in FACES 2000, Resnick, G., & Zill, N. (2002) *Relationships of teacher beliefs and qualifications to classroom quality in Head Start*. (paper presented at the Head Start National Conference, Washington, DC.), and 40% from Saluja, et al. (2002). The survey method used by Saluja et al. plausibly leads to overestimation. It is unclear why the FACES estimate would overestimate the percentage to this extent.
- ⁶ Study findings on the percentage of teachers with a BA degree in child care centers range between 31% in the National Child Care Staffing Study (Whitebook et al., 1990) to 33% in the Cost, Quality and Child Outcomes Study (Helburn, 1995), 46% in Saluja, et al. (2002) and 47% in *A Profile of Child Care Studies*, (Miller et al., 1991).
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Dr. Barnett's research has focused on the long-term effects of preschool programs on children's learning and development, the educational opportunities and experiences of young children in low-income urban areas, and benefit-cost analyses of preschool programs and their long-term effects. He received his Ph.D. in economics from the University of Michigan.

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THE PEW CHARITABLE TRUSTS
Advancing Quality Pre-Kindergarten for All

STAFF QUALIFICATION PLANS

- Staff members not meeting minimum requirements may work in an ABC program under an approved Staff Qualifications Plan.
- If an agency wishes to hire a staff member who has not yet met the qualifications listed in the ABC Rules and Regulations, the program coordinator should first consult with DCCECE and then file a Staff Qualifications Plan within fifteen (15) days of the date of hire. A form shall be provided for this purpose.
- The Agency Coordinator and staff member should work together to complete the form and file a professional development plan that includes current qualifications, degree sought and a plan for meeting the program requirements within the required time period.
- DCCECE shall approve plans on a case-by-case basis. Once approved, DCCECE will confirm the arrangements with a written agreement to be signed by the staff member and program coordinator.
- If a Staff Qualification Plan requires higher education courses, **the program shall be responsible for utilizing ABC professional development funds to help defray the cost of tuition, books and testing fees for those staff.** ABC programs should be advised that coursework under a Staff Qualifications Plan must be taken for credit. Non-credit coursework is not acceptable unless first approved by DCCECE.
- The staff member and program coordinator shall be responsible for filing progress plans with DCCECE on January 30 and July 30 of each year. Forms shall be provided for this purpose.
- If it is determined that a staff member is not making adequate progress, DCCECE may unilaterally withdraw the Staff Qualifications Plan approval and the program shall be responsible for hiring qualified staff.
- Inadequate progress may be defined as poor attendance, withdrawal of courses or making below a “C” (2.0) grade average.
- Non-school based or coop-based ABC programs may NOT hire teachers with a provisional or initial teacher license.
- Non-school based or coop-based teachers having a bachelor’s degree in an area other than Early Childhood Education or Child Development may petition DCCECE for a degree exemption under a Staff Qualification Plan which may include additional coursework in Early Childhood.

**2007-2008 Arkansas Better Chance Program
Application for Staff Qualification Plan**

PROGRAM INFORMATION	
Agency	_____
Address	_____ City _____ Zip _____
Phone	_____ Fax _____ E-mail _____
Site Name	_____
Address	_____ City _____ Zip _____
Classroom	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/> H <input type="checkbox"/> I <input type="checkbox"/> J

STAFF INFORMATION	
Staff Name	_____

Position for which plan is being requested:

<input type="checkbox"/> Lead Teacher	<input type="checkbox"/> Other Classroom Teacher
<input type="checkbox"/> Paraprofessional	<input type="checkbox"/> Administrator/Coordinator
<input type="checkbox"/> Home-Based Educator/Visitor	

Program-type for which plan is being requested:

<input type="checkbox"/> Public School/Coop	<input type="checkbox"/> Private Center
<input type="checkbox"/> Family Home	<input type="checkbox"/> Home-Visiting

CURRENT CREDENTIAL/DEGREE (check all that apply)

Applicant must submit proof of current credential with application. A copy of diploma, degree, certificate or official transcript shall be acceptable documentation.

High School Diploma/GED CDA Associate Degree

Bachelor Degree – Major: _____

Masters Degree – Concentration: _____

Some College Hours – Major: _____ # of Hours: _____

Other: _____

The holder of an initial or provisional P-4 license may not work in a non-school/coop-based ABC program.

CREDENTIAL/DEGREE SOUGHT (check all that apply)

P-4 Licensure

Bachelor Degree in: _____

Associate Degree in: _____

CDA

Status: Currently Enrolled Planning to Enroll in _____ (# Hours per semester _____)

Anticipated Completion Date _____

Staff Member/Applicant

Date

Program Director/School District Official

Date

ABC Staff Qualifications Plan Projected Course of Study

Applicant Name: _____ Program Name: _____

University or Institution: _____ Advisor: _____

First Semester: Date Started: _____

Course Number	Course Title

Second Semester: Date Started: _____

Course Number	Course Title

Third Semester: Date Started: _____

Course Number	Course Title

Fourth Semester: Date Started: _____

Course Number	Course Title

Summer Semester: Date Started: _____

Course Number	Course Title

Summer Semester: Date Started: _____

Course Number	Course Title

Summer Semester: Date Started: _____

Course Number	Course Title

Applicant

Advisor

Date

**2007-2008 Arkansas Better Chance Program
Staff Qualification Plan Agreement**

ABC GRANTEE PROGRAM INFORMATION

Program Name:
 Agency ABC Coordinator:
 Program Address:
 Phone: _____ Fax: _____ Email: _____

STAFF AND CREDENTIAL INFORMATION

Staff Name: _____ Site Location: _____
 Credential being sought: P-4 BA AA CDA
 Plan is approved as of: _____ Plan Begins On: _____ Targeted Completion Date: _____
 Progress Reports Due: #1 _____ #2 _____ #3 _____ #4 _____
 ABC Program Administrator/Designee: _____

ADDITIONAL INFORMATION REQUESTED

This Staff Qualification Plan is approved pending receipt of the following item(s):

1. _____
2. _____
3. _____

AGREEMENT VERIFICATION

Please initial each blank and sign below: (To be completed by the ABC Program Grantee)

____ I understand that the DRP must be completed by the targeted completion date.
 ____ I understand that a progress update must be submitted as specified.
 ____ I understand the ABC Data Specialist must be notified within 5 days of staff change.
 ____ I understand that any additional information specified must be submitted within 5 days.
 ____ I understand that failure to submit progress updates or make adequate progress on the plan may result in revocation of approval.

 Staff Applicant Signature (Date)

 Agency ABC Coordinator/Director (Date)

This form must be signed and returned within 10 days of receipt.

**2007-2008 Arkansas Better Chance Program
Staff Qualification Plan Progress Report**

AGENCY INFORMATION

Agency	_____		
Address	_____	City	_____ Zip
Phone	_____	Fax	_____ E-mail

SITE INFORMATION

Site Name	_____		
Address	_____	City	_____ Zip

Classroom: A B C D E F G H I J

STAFF INFORMATION

Staff Name	_____
------------	-------

Credential Sought (check all that apply)

P-4 Licensure Bachelor Degree AA (Early Childhood Related) CDA
Anticipated Completion Date _____

Progress Status

Reporting Period # 1 (Date: _____) Progress Made? Yes No
Explain and attach documentation or justification for lack of progress

Reporting Period # 2 (Date: _____) Progress Made? Yes No
Explain and attach documentation or justification for lack of progress

Reporting Period # 3 (Date: _____) Progress Made? Yes No
Explain and attach documentation or justification for lack of progress

Reporting Period # 4 (Date: _____) Progress Made? Yes No
Explain and attach documentation or justification for lack of progress

I certify, under penalty of perjury, all information in this report is true and accurate to the best of my knowledge. I understand that submission of false or misleading information is cause for termination of ABC funding and referral for criminal prosecution.

Staff Member

Date

Agency ABC Coordinator/Director

Date

Section IX

Research

**The Effects of the Arkansas
Better Chance Program
on Young Children's
School Readiness**

**Jason T. Hustedt, Ph.D.
W. Steven Barnett, Ph.D.
Kwanghee Jung, Ph.D.
Jessica Thomas, M.Ed.**

**The National Institute for Early Education Research
Rutgers University**

January 2007

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Many thanks are due to our colleagues at Partners for Inclusive Communities at the University of Arkansas for Medical Sciences, who partnered with us to accomplish this study, especially Dr. Leanne Whiteside-Mansell and Yvonne Bradshaw, and their field staff. We would also like to thank Paul Lazenby, Tonya Russell, and Jamie Morrison at the Arkansas Division of Child Care and Early Childhood Education, and the many school administrators and teachers who made this research possible. And, we are more than indebted to our sample preschool and kindergarten children, who took time out of their busy days to help enlighten us.

The Effects of the Arkansas Better Chance Program on Young Children's School Readiness

Executive Summary

This report estimates the effects of the Arkansas Better Chance Program (ABC) on entering kindergartners' academic skills using a rigorous research design. Receptive vocabulary, early literacy and early math skills were assessed in a sample of 911 children from across Arkansas. We found that the Arkansas Better Chance Program has statistically significant and meaningful impacts on children's early language, literacy and mathematical development.

Specifically:

1. The ABC program produces an increase in children's vocabulary scores of more than 5 raw score points, 31 percent more growth over the year due to the program. This improvement translates into an additional four months of progress in vocabulary growth due to the preschool program. This outcome is particularly important because the measure is strongly predictive of general cognitive abilities and later reading success.
2. Children who attended the ABC program scored higher on a test of early math skills. The ABC program increased children's math scores by more than 1 raw score point, 37 percent more growth over the year due to the program. Skills tested include basic number concepts, simple addition and subtraction, telling time and counting money.
3. The ABC program had large effects on children's understanding of print concepts. The program increased children's print awareness by nearly 23 percentage points, more than doubling growth over the year due to the program. Children who attended the ABC program before entering kindergarten know more letters, more letter-sound associations and are more familiar with words and book concepts.

Using a sophisticated research design (a regression discontinuity approach) we estimated the gains from one year of state-funded prekindergarten at age 4 compared to the preschool education experiences children would have had otherwise. This report is the first in a series of reports on a 5-year longitudinal study that will document the effects of the Arkansas Better Chance Program over time.

Introduction

State-funded preschool programs have become increasingly common across the country, having been established to some extent in up to 39 states. While the services that these programs provide to families are influenced by complex parental needs, which may include longer hours, transportation, health services and the like, a main goal of all state-funded preschool programs is the preparation of young children for kindergarten. Effective preschool programs lay a foundation for children's subsequent school success by imparting the varied knowledge, abilities and dispositions children need to succeed in school such as rich vocabulary and complex sentence structure, an understanding of story structure, self-regulation, cooperative play and abstract thinking. This constellation of abilities provides children with the real confidence that success creates.

Previous research has established that high-quality and well-funded preschool programs make valuable contributions to improving children's learning and development (Barnett, 2002). Studies of model prekindergarten programs including the Abecedarian Early Childhood Intervention program, the High/Scope Perry Preschool program, and the Chicago Child-Parent Centers have shown that these types of programs produce economic benefits that are much greater than their costs (Barnett, 1996; Masse & Barnett, 2002; Reynolds, Temple, Robertson, & Mann, 2002). The benefits of preschool education include higher scores on achievement tests and lower rates of special education placements and grade repetition, as well as longer-term effects such as improved high school graduation rates and reduced levels of crime and delinquency.

Although state-funded preschool programs are not as well funded as many of the model programs that have been intensively studied, the state programs are larger and serve more diverse populations. As the number of state-funded preschool programs grows and more children participate, it is increasingly important to determine how effective these programs are in improving children's potential for school success.

The Arkansas Better Chance (ABC) Preschool Program Context

The Arkansas Better Chance (ABC) state-funded program provides early care and education services for children from at-risk or low-income families. Expanded funding beginning in 2004 led to the creation of the Arkansas Better Chance for School Success (ABCSS) Program, which follows the same policies as the ABC initiative, but targets districts in which at least 75 percent of children have literacy and math scores below proficient levels. To provide some context for the findings of the study, some of the main characteristics of Arkansas' program as listed in NIEER's *The State of Preschool: 2005 State Preschool Yearbook* (Barnett, Hustedt, Robin, & Schulman, 2006) are described here. Arkansas is a national leader in the standards it has set for its programs in seeking to provide quality preschool environments, and it is important to know more about the impacts of those programs on children's learning. The ABC preschool program served 9,316 children from ages 3 to 5 in FY 2005 using \$43.9 million in state funding. Participating providers include public schools as well as private centers. Additionally, 5,242 children received state-funded early educational services in the form of home visits

through a component of the program known as HIPPY. These services were supported with \$7.2 million in additional funding in FY 2005.

Methods

The Research Model

Our ABC program evaluation employed regression-discontinuity design (RDD), a statistical model with several strengths. The design deals with one of the most vexing problems in educational research, that of selection bias. Typically, state preschool program evaluations estimate program effects by comparing the test scores of children who attended a program with the scores of similar children who did not attend. As programs move toward offering all children services, it can be very difficult to find a comparable group of children who did not go to preschool. Even when programs target a special subgroup of children (e.g., low-income children, or those with learning delays), a problem remains: those who go to preschool are *not* the same as those who do not. Preschool programs that target specific types of children create these differences, but differences also come about because some parents choose to enroll their children and others do not. In sum, children who attend state prekindergarten programs differ from those who do not because programs select children and families select programs.

The RDD solution is to compare two groups of children who selected (and were selected by) the ABC program, using the stringent age cutoff for enrollment eligibility to define groups. This concept is easier to understand when taking the extreme case: consider two children who differ only in that one was born the day before the age cutoff and the other the day after. When both are about to turn 5 years old the slightly younger child will enter the preschool program and the slightly older child will enter kindergarten having already completed the preschool program. If both are tested at that time, the difference in their scores provides an unbiased estimate of the state preschool program's effect, under reasonable assumptions. Obviously, if only children with birthdays one day on either side of the age cutoff were included in a study, the sample size would be unreasonably small. However, the approach can be applied to wider age ranges around the cutoff. In fact, all children entering kindergarten from the ABC preschool program, and all children beginning preschool in the same year can be included in analyses using the RDD. The RDD approach has been used to examine the effects of Oklahoma's universal prekindergarten program (Gormley, Gayer, Phillips, & Dawson, 2005) and in several other states by NIEER (Barnett, Lamy, & Jung, 2005).

In this study, the research question addressed by the RDD is whether the ABC preschool program at age 4 has an impact on children's academic skills at kindergarten entry. Our study also involves an added longitudinal component using the more typical approach of comparing children in the same age cohort who did and did not attend ABC. By following this sample of children across 5 years, we can estimate the impact of the program on children's learning through age 8. One of the keys to success in this longitudinal effort is the ability to check and revise its initial estimates using the RDD

results. Thus, this is the first of a series of reports detailing the estimated effects of the Arkansas Better Chance preschool program. Findings from the RDD analysis of Fall 2005 data are presented in the rest of this report.

Sampling Strategy

To choose a sample of children we first randomly selected ABC preschool classrooms from a list of all ABC classrooms across the state. If only one classroom in a county was selected, then another one was randomly chosen from an already-selected county, and was used as an alternate for the sake of making data collection more efficient. We then sampled twice the number of kindergarten classrooms as preschool classrooms within the districts from which the preschool classrooms were selected. The kindergarten sample was selected to include one group of children who attended preschool at age 4 and one group who did not. From each of these classrooms we then randomly selected approximately four children.

Trained research staff from the University of Arkansas for Medical Sciences visited each sampled program site, selected children into the sample using a procedure to ensure randomness, and conducted the child assessment as early as possible in the school year. A liaison at each site gathered information on the children's preschool status, usually from existing school records but occasionally from parent report, and was reimbursed \$5.00 per selected child. The children's teachers were asked to complete a social skills rating for each sampled child, and received a \$20.00 reimbursement for each completed rating.

The Sample

As mentioned above, our RDD methodology requires two groups of children. The group of kindergartners who attended the ABC preschool program the previous year is called the *Preschool* group, or the experimental group. Children who received some form of early care other than the ABC preschool program at age 4 were not included in this group. The second group of children currently attending the ABC preschool program is called the *No Preschool* group, or the control group. This group is called the No Preschool group despite the fact that they are currently enrolled in the state-funded preschool program, because they are at the very beginning of their preschool year and have not had the preschool "treatment" yet.

In Arkansas, an initial random sample was drawn, including 125 preschool classrooms from across the entire state. An additional 250 kindergarten classrooms were then randomly selected in districts where preschool children had been drawn, for a total of 375 classrooms of preschoolers and kindergarteners. As a result of district, school or classroom refusals, data were gathered from 346 center-based classrooms, with an average of 3.80 children per class. Children ($N = 92$) were also sampled from home-based HIPPIY programs, so that this component of Arkansas' state prekindergarten initiative would be represented. The total Arkansas sample size for Fall 2005 was 1,408 children.

In general, teachers in the ABC program were highly educated. Based on data from our sample, we estimate that 94% of the teachers in the sample had at least a bachelor's degree.

Our research plan specified a sample of 500 preschoolers enrolled in ABC and 500 kindergarteners formerly enrolled in ABC (250 total classrooms). An additional 125 kindergarten classrooms were sampled to include a group of children who did not attend ABC. This group will be used as a comparison in the longitudinal component of the study. A small number of 3-year olds were also randomly selected for study.

The current report will focus on only the Preschool and No Preschool groups, which comprise the RDD sample. The total RDD sample is 911, with 407 in the No Preschool group and 504 in the Preschool group. Our primary analyses were “sharp” regression-discontinuity models that employed a total 883 children in our sample, dropping 28 children (3 percent of the total) whose birth date information appears to be inconsistent with the birth-date cut-off requirement for their programs. An average of 2.69 children were sampled per class. The sample is 52% male. The percentage in each major ethnic category is as follows: American Indian, 0.3%; Asian, 1%; Latino, 6%; African American, 36%; and White, 57%.

Instrumentation

Receptive Vocabulary

Children's receptive vocabulary was measured using the Peabody Picture Vocabulary Test, 3rd Edition (PPVT-III; Dunn & Dunn, 1997) and for Spanish-speakers, the *Test de Vocabulario en Imagenes Peabody* (TVIP; Dunn, Padilla, Lugo & Dunn, 1986). The PPVT is commonly used as quick test of IQ and can be used as a rough assessment of general cognitive abilities. The PPVT is a direct measure of vocabulary size, and the rank order of item difficulties is highly correlated with the frequency with which words are used in spoken and written language. The test is adaptive (to avoid floor and ceiling problems), establishing a floor below which the child is assumed to know all the answers and a ceiling above which the child is assumed to know none of the answers. Reliability is good as judged by either split-half reliabilities or test-retest reliabilities. The TVIP is appropriate for measuring growth in Spanish vocabulary for bilingual students and for monolingual Spanish speakers. Raw scores are reported.

All children in our sample were administered the PPVT, regardless of home language, to get some sense of their receptive vocabulary ability in English. All children who spoke some Spanish were also subsequently administered the TVIP. The testing session was then continued, with the additional measures administered in either English or Spanish, depending upon what the child's teacher designated as his or her best testing language. When running preliminary analyses, if there was a case where a child scored

better on the TVIP than on the PPVT, but the assessor had continued testing in English (or vice versa), we excluded that case from the analyses.

Mathematical Skills

Children's early mathematical skills were measured with the Woodcock-Johnson Tests of Achievement, 3rd Edition (Woodcock, McGrew & Mather, 2001) Subtest 10 Applied Problems. For Spanish-speakers the *Bateria Woodcock-Munoz Pruebas de Aprovechamiento – Revisado* (Woodcock & Munoz, 1990) *Prueba 25 Problemas Aplicados* was used. Subtests of the Woodcock-Johnson are reported to have good reliability. Raw scores are reported.

Print Awareness

Print awareness was measured using the Print Awareness subtest of the Preschool Comprehensive Test of Phonological and Print Processing (Pre-CTOPPP; Lonigan, Wagner, Torgeson & Rashotte, 2002) The Pre-CTOPPP was designed as a downward extension of the Comprehensive Test of Phonological Processing (CTOPP; Wagner, Torgeson & Rashotte, 1999), which measures phonological sensitivity in elementary school-aged children. Although not yet published, the Pre-CTOPPP has been used with middle-class and low-income samples and includes a Spanish version. As the Pre-CTOPPP was developed recently, relatively little technical information is available about its performance and psychometric properties.

Print Awareness items measure whether children recognize individual letters and letter-sound correspondences, and whether they differentiate words in print from pictures and other symbols. The percentage of items answered correctly out of the 36 total subtest items is reported.

Results

We began our analysis by testing for significant differences at the beginning of the school year between 4-year-olds enrolled in classroom-based ABC programs and those receiving home-based services through HIPPIY. Significant differences were found on only one measure: children enrolled in HIPPIY had higher math scores than center-based ABC children. RDD analyses were run with HIPPIY participants excluded from the No Preschool (4-year-old) group, but the results were similar to the RDD analyses with HIPPIY participants included. The analyses reported below include HIPPIY participants, and do not make further distinctions between children who received the ABC program in home- or center-based settings.

Our RDD analyses were conducted in STATA (StataCorp, 2005), and we used classroom as the primary sampling unit, since multiple children were sampled from classrooms. The reported analyses all use 1 year as the margin around the kindergarten

cut-off date. As a result, children with birthdays up to 12 months before and 12 months after the kindergarten cut-off date were represented.

The estimated effects of the ABC program are displayed in individual figures for each outcome measure. Each figure displays a regression line of the children's predicted test scores by age, measured by the number of days their birth date is from the program enrollment cut-off date. The discontinuity (gap or jump) in the regression line at the cut-off date is the estimated effect of the ABC program.

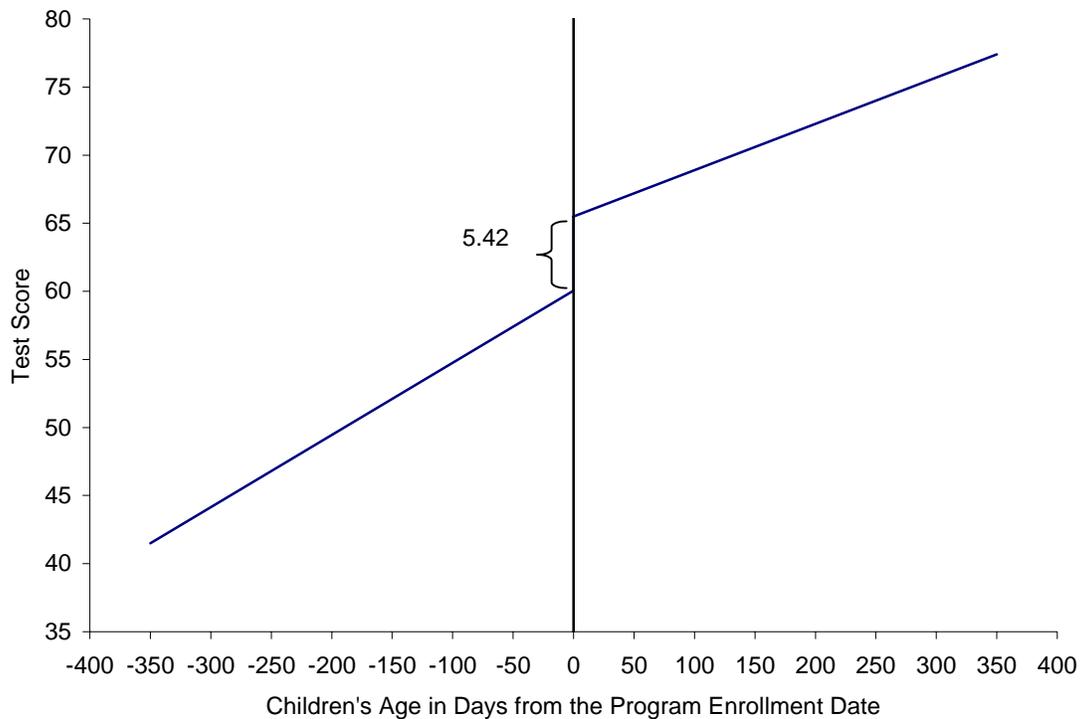
Receptive Vocabulary

The estimated effect of state-funded preschool on children's receptive vocabulary as measured by the PPVT is statistically significant. Attending the ABC program at age 4 is estimated to increase PPVT scores by about 5.42 raw score points. For children of preschool and kindergarten age, raw score points on this measure translate into about the same number of standard score points, so the improvement is about 36% of the test's standard deviation for the national population (i.e., the normed standard deviation, which is 15 points). The effect of the program can also be understood as 31% more growth over the year in children's average vocabulary scores.

Age equivalence scores provide a measure of children's vocabulary knowledge using a normed estimate of the average age of children who score the same. Results indicate that the average improvement due to the ABC program is approximately an additional four months of vocabulary development.

Figure 1 below portrays a regression line of the children's predicted PPVT scores by the distance in days their birth date is from the program enrollment cut-off date. The section of the line to the left of the program enrollment date represents receptive vocabulary scores of children beginning the state pre-K program, while the section of line to the right of the enrollment date represents scores for children entering kindergarten. The discontinuity in the regression line at the cut-off date represents the estimated effect of the preschool program, or 5.42 raw score points.

Figure 1. The Effect of the ABC Program on Children’s Receptive Vocabulary Scores

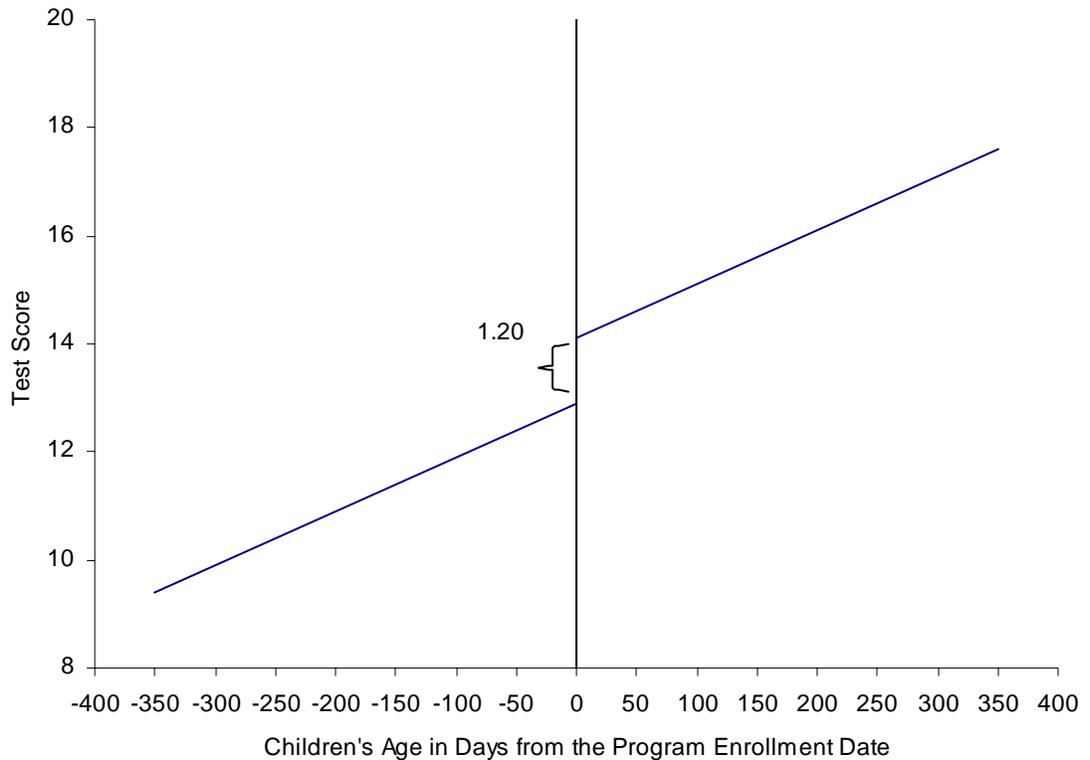


Math Skills

The estimated effect of state-funded preschool on children’s early math skills as measured by the Woodcock-Johnson-III Applied Problems subtest scores is statistically significant for the ABC program. The increase in scores for ABC children due to the program is about 1.20 raw score points. One raw score point roughly translates into 3 standard score points for children of preschool and kindergarten age, so the effect of ABC is equivalent to about 3.6 standard score points or 24 percent of the population (normed) standard deviation. The effect of the program can also be understood as 37 percent more growth over the year in children’s average math scores.

Figure 2 below portrays a regression line of the children’s predicted Applied Problems scores by the distance in days their birth date is from the program enrollment cut-off date. The section of line to the left of the program enrollment date represents math scores of children beginning the state pre-K program, while the section of line to the right of the enrollment date represents scores for children entering kindergarten. The discontinuity in the regression line at the cut-off date represents the estimated effect of the preschool program, or 1.20 raw score points.

Figure 2. The Effect of the ABC program on Children's Early Math Scores

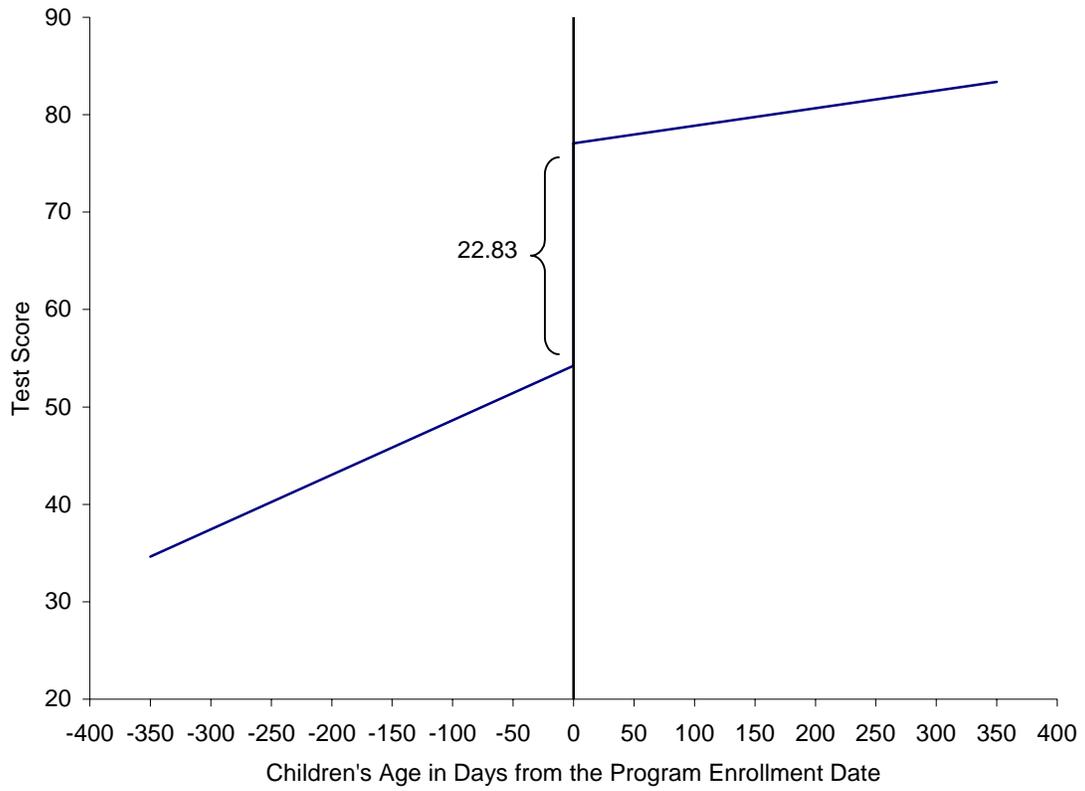


Print Awareness

The effect of state-funded preschool on children's Print Awareness scores is statistically significant for the ABC program. The effect of the ABC program on children's gains in Print Awareness scores is 23% more items answered correctly. This increase represents approximately 76% of a standard deviation on the Print Awareness subtest. The effect of the program can also be understood as more than doubling (116 percent more) growth over the year in children's average print awareness scores.

Figure 3 below portrays a regression line of the children's predicted Print Awareness scores by the distance in days their birth date is from the program enrollment cut-off date. The section of line to the left of the program enrollment date represents print awareness scores of children beginning the state pre-K program, while the section of line to the right of the enrollment date represents scores for children entering kindergarten. The discontinuity in the regression line at the cut-off date represents the estimated effect of the preschool program, or 22.83 percent more items answered correctly.

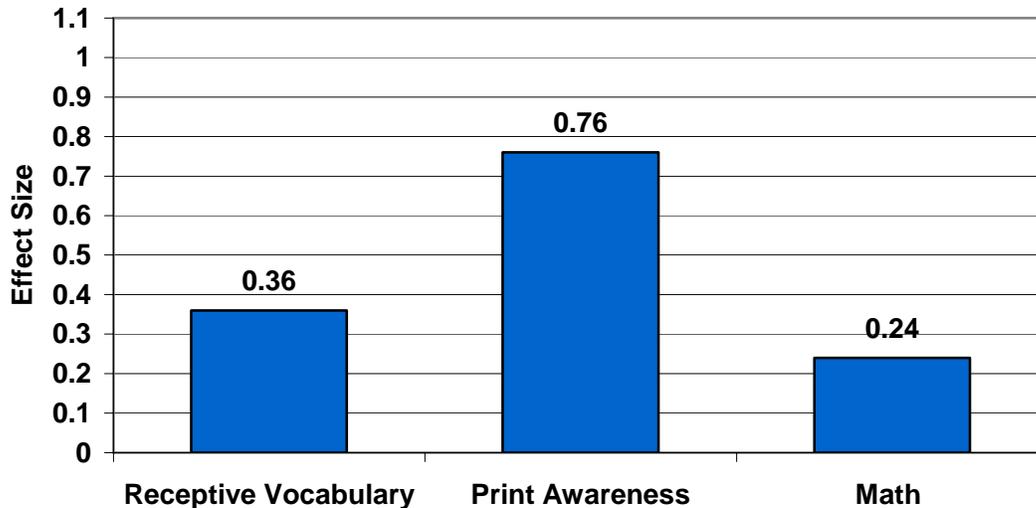
Figure 3. The Effect of the ABC program on Children's Print Awareness Scores



Summary and Discussion

In Figure 4 below we summarize our results in the form of estimated effect sizes for the impact of ABC on children's receptive vocabulary, print awareness, and math scores. These effect sizes are a common way of standardizing the estimated effects of the program for comparison across studies.

Figure 4. The Effect of the ABC Program on Children's Scores across Measures



These results provide strong evidence that the ABC program has positive effects on children's learning in the areas of language, literacy and math skills. This indicates that ABC produces the kinds of initial effects likely to lead to increased school success and continued advantages in reading and math skills. Meaningful effects were found on children's receptive vocabulary, math and print awareness skills, with the largest effects apparent on children's early print awareness skills. Children's early print awareness and receptive vocabulary skills have been found to predict later reading abilities in the early elementary grades (Snow, Burns, & Griffin, 1998). The effects found in this study are the first link in a chain that can produce the long-term school success and economic benefits found in other preschool education studies that have followed children into adulthood (Schweinhart, Montie, Ziang, Barnett, Belfield, & Nores, 2005; Campbell, Ramey, Pungello, Sparling, & Miller-Johnson, 2002; Reynolds et al., 2002).

This is the first in a series of reports on the effects of the ABC program, focusing on child data collected in Fall 2005 during the initial year of a projected 5-year longitudinal study. The data presented in this report show that participation in the ABC prekindergarten program has statistically significant effects on children's learning that are evident when they begin kindergarten. In a future report we will also present data Spring 2006 child assessment data, as well as data on prekindergarten classroom quality gathered at the same time.

The child assessment results presented in this report are consistent with our findings from studies of other states' prekindergarten initiatives. However, the longitudinal component of the Arkansas study will also allow us to re-examine the estimated effects over time. Our examination of longitudinal effects will draw upon data from two cohorts of children. The younger cohort consists of two groups of children who were prekindergartners during Year 1 of the study (2005-2006): the control group from this report and a new group of children who did not attend ABC and who joined the study in Fall 2006. The older cohort of children consists of two groups of children who were kindergarteners during Year 1 of the study: the experimental group from this report and an additional group of kindergartners who did not attend the ABC program. Beginning with the 2006-2007 school year, reports on the ABC evaluation will include examination of longitudinal trends for ABC and non-ABC children from both cohorts. These data will allow us to present revised estimates of the effects of participating in the Arkansas Better Chance program until the two cohorts of children are in third and fourth grades, respectively.

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Pre-K Now
Research Series

November 2006

An Economic Analysis of Pre-K in Arkansas

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Queens College
City University of New York



An Economic Analysis of Pre-K in Arkansas

With this new study, Arkansas becomes the latest in a growing list of states that can quantify the positive financial returns of state investments in high-quality pre-k for all children. Arkansas pre-k is already one of the nation's highest-quality programs and so, is perfectly positioned for substantial expansion.

The economic analysis conducted for this report found that expanding the Arkansas Better Chance pre-k program to serve all three and four year olds would, conservatively, yield an impressive \$1.58 for every state dollar invested. In addition, the direct financial benefits to children and families, which are not calculated here, would likely far exceed the robust returns to taxpayers.

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Introduction

A substantial body of research indicates that high-quality pre-kindergarten is beneficial for all children. It makes children more proficient learners in school and more productive citizens in adulthood.¹ As well as promoting children’s social and emotional development, high-quality pre-k also generates savings for taxpayers over the short and long terms: Government expenditures are reduced, and tax revenues are increased. Consequently, many states now recognize the economic benefits of making greater investments in pre-k on both equity and efficiency grounds. This report focuses on the question of efficiency by applying an economic model to estimate the fiscal returns of expanding access to high-quality pre-k in Arkansas.

Arkansas has made important commitments to enhance the quality of and access to early education opportunities for young children, particularly those from disadvantaged families. These commitments are valuable, but they do not yet ensure that all children have access to pre-k programs. At issue is whether it makes economic sense to expand Arkansas’s current high-quality pre-k program to serve more children across the state.

This study begins by describing existing programs in Arkansas. Next, three policy scenarios are considered:

- Scenario One (1) reflects the existing funding commitment of \$71 million for pre-k, which serves 40 percent of at-risk children.
- Scenario Two (2) is a proposal to expand pre-k to cover all at-risk three and four year olds not served by Head Start.
- Scenario Three (3) is a proposal to cover all three- and four-year-old children regardless of family circumstances.

Each policy scenario is analyzed to determine the probable economic consequences. Both national and state-specific data are used in the models as well as evidence from peer-reviewed research studies. Finally, to determine whether expanding pre-k access would be a good investment for the state over the long term, the costs and benefits are compared for each policy scenario.

The results of this economic analysis are summarized here. Full details on the calculations that support the results are in a Technical Appendix.²



Pre-K in Arkansas

Current Pre-K Programs

Arkansas offers state-funded pre-k for three and four year olds through the Arkansas Better Chance for School Success (ABC) program. Separately, federal Head Start services are also available to a limited number of children. The ABC program, which has expanded significantly over the last decade, serves 75 percent of children in centers and 25 percent in home instruction through the parent-led Home Instruction Program for Preschool Youngsters (HIPPY). Places are allocated to children in families with incomes below 200 percent of the federal poverty threshold with priority funding for programs in low-performing school districts. Importantly, the ABC program is of very high quality as measured by teacher standards, class sizes, support services, and monitoring.³

However, the ABC program does not currently serve all eligible children. Table 1 shows demographic information for children in Arkansas. Of the 79,100 three and four year olds in the state, 22,285 (28 percent) grow up in families with incomes below the federal poverty threshold, (e.g. \$18,400 for a family of four),⁴ and an additional 25,645 (32 percent) are from families

with incomes close to the poverty threshold. One in three children in Arkansas grows up in a single parent home.⁵ Because families regularly move in and out of poverty, children who live in families with incomes below 200 percent of the poverty threshold are either growing up in poverty or are likely to experience some poverty during their childhoods. Therefore, we include both of the above groups – a total of 47,930 (60 percent) children – in the “at risk” category. Based on a large body of research, we expect that all of these children and their families would greatly benefit from pre-k programs that promote school readiness and provide greater opportunities for success.⁶

Table 2 shows both the availability of and the need for pre-k for three and four year olds in Arkansas as of 2005-06. Currently, Head Start serves 10,070 children and the ABC program serves 18,746; In total, this is 37 percent of this age group. However, Arkansas still has 19,114 at-risk children who are not able to attend pre-k programs. There are also 31,170 children from families with higher incomes who are not served by public programs; these children too can benefit from high-quality pre-k. Overall, 63 percent of the age cohort currently is not enrolled in a publicly funded pre-k program.

Table 1: Children in Arkansas (2005-06)

	Three & Four Year Olds	
Family income in relation to the federal poverty threshold:		
Below 100% of the poverty threshold	22,285	28%
100% - 200% of the poverty threshold	25,645	32%
Above 200% of the poverty threshold	31,170	40%
Total children	79,100	100%

Sources: Division of Early Care and Education, Arkansas Department of Health and Human Services, <http://www.accessarkansas.org/childcare/>; "2006 Kids Count Data Book," (Baltimore: Annie E. Casey Foundation, 2006).

Table 2: Pre-K in Arkansas (2005-06)

	Three & Four Year Olds	
Pre-k program enrollment:		
Head Start and Even Start	10,070	13%
ABC program (including HIPPY)	18,746	24%
Children not served by public pre-k programs:		
At-risk (family income below 200% of the federal poverty threshold)	19,114	24%
Other	31,170	39%
Total children	79,100	100%

Sources: Division of Early Care and Education, Arkansas Department of Health and Human Services; W. Steven Barnett, Hustedt, Jason T., Robin, Kenneth B., and Schulman, Karen L., "The State of Preschool: 2005 State Preschool Yearbook," (New Brunswick: National Institute for Early Education Research, Rutgers, The State University of New Jersey, 2006). Notes: ABC provision includes HIPPY and special education. Childcare is not counted. Some children may enroll in more than one program.

Pre-K in Arkansas

continued from page 3

Expanding Pre-K Programs

Given the current availability of pre-k in Arkansas, there is a clear opportunity for public programs to be expanded. To that end, this study evaluates three policy scenarios:

(1) Current ABC provision: As noted above, the Arkansas legislature has provided an annual appropriation of \$71 million to support pre-k for at-risk three and four year olds. (Most of this was from a recent \$60 million increase in spending which ensured sufficient funding for a high-quality program). We begin by evaluating the economic effects of this large-scale investment.

(2) Pre-k for all at-risk children: The ABC program is intended for all at-risk three and four year olds (i.e. those in families with incomes less than 200 percent of the federal poverty threshold) on a voluntary basis. To cover all these children, however, an additional \$40 million of funding would be needed. We model the likely economic effects of such an investment.

(3) Pre-k for all children: As the benefits of pre-k do not stop at the poverty threshold, it is important to consider the potential impact of serving all three and four year olds in Arkansas regardless of family income. We estimate the supplemental economic benefits of expanding pre-k access to all children on a voluntary basis.

These three policy scenarios should not be understood as discrete options. The scenarios are set out in such a way as to describe the net effects of expanding pre-k in large but incremental steps from the current baseline. These scenarios also reflect an accepted consensus among research experts: Programs that can be accurately targeted to at-risk children yield the highest per-child returns, but every child can benefit from pre-k such



that returns remain strongly positive when programs are open to all three and four year olds.⁷ Further, research indicates that targeted programs regularly fail to reach all eligible children. Programs often struggle to identify, locate, and communicate with families of eligible children. Additionally, at-risk children can lose their eligibility when family incomes rise, effectively penalizing families who work to escape poverty.⁸ Alternative scenarios and baselines would yield different figures but, in all probability, very similar conclusions.

Each policy scenario assumes that the pre-k program is high quality. Many states have difficulty meeting standards, but the Arkansas program is already rated highly in terms of inputs and processes, including a full curriculum, low teacher-child ratios, and comprehensive support services. This economic analysis assumes that the ABC program with this level of quality is expanded to cover children on a voluntary basis. For each scenario, we project that three-quarters of enrolled children would attend center-based programs and one-quarter would be served in home-based settings.

Costs and Total Expenditures for Voluntary Pre-K

Each of the policy scenarios requires an upfront investment in pre-k. The scale of these investments for a cohort of three and four year olds is given in Table 3.⁹ The first column shows the total annual funding requirement. This total is mainly a function of the number of children served times the state reimbursement rate per child. However, this total also includes other separate costs: These are an allocation of 2 percent of funds for administration, an additional amount for children in special education, and funding reserves as a result of spaces not being filled.

Currently, the ABC program, as shown in Table 3, Row 1, is funded at \$71 million annually. Per-child funding is \$4,400 for the ABC program and \$1,557 for HIPPY with most of the enrollments being in the ABC program (see Table Notes). Once other costs have been accounted for, the program serves 18,746 children.

To expand pre-k to serve all at-risk children, as shown in Table 3, Row 2, would require an additional \$40 million annually. This amount would cover new children, increased reimbursement rates for the program, administration, and special education costs. Raising the average per-child expenditure to \$4,865 for the ABC program and \$1,650 for the HIPPY program would create 6,754 new places. Adding this to

the baseline, the total number of at-risk children served would then be 25,500. This is 67 percent of all eligible, at-risk children who are not being served by Head Start. This proportion is within the expected take-up rate for a voluntary pre-k program: approximately 60 to 80 percent (as in Georgia and Oklahoma).

Table 3, Row 3 shows the anticipated costs if pre-k were expanded further to allow all children to participate. The amounts are in addition to current program costs and assume all at-risk children have already been offered a place. This scenario of expansion to a program for all children would require additional funding of \$115 million (including administration and special education costs). This amount supports enrollments at the same reimbursement rate as scenario (2) but with slightly higher proportions of children in the ABC program than in HIPPY (see Table 3 Notes). The result would be 26,800 new places. Total enrollment would be increased to 52,300 or 76 percent of the entire cohort (excluding those served by Head Start).

The cumulative cost of investing in pre-k for all would be annual spending of \$226 million, which would serve approximately 52,300 children statewide. This amount, which covers both three and four year olds, represents less than 8 percent of the Arkansas Department of Education's total annual expenditures.

Table 3: Funding Requirements for Pre-K in Arkansas

	Total annual funding requirement	Annual funding per child		Children enrolled (three & four year olds)
		ABC program	HIPPY program	
(1) Current ABC provision	\$ 71 million	\$ 4,400	\$ 1,557	18,746
(2) Pre-k for all at-risk children	+ \$ 40 million	\$ 4,865	\$ 1,650	+ 6,754
(3) Pre-k for all children	+ \$ 115 million	\$ 4,865	\$ 1,650	+ 26,800
Full Implementation	\$ 226 million	\$ 4,865	\$ 1,650	52,300

Notes: Enrollments are assumed to be divided between the ABC and HIPPY programs. The ABC program is 71 percent (row 1), 77 percent (row 2), and 78 percent (row 3) of total enrollments. Pre-k for all is voluntary. Funding is required for new places and to

upgrade existing places and for administration costs, special education, and reserves for places not filled. For scenarios (2) and (3) unit costs per child per year are up-rated to account for decreasing returns to scale and inflation.

Economic Benefits of Pre-K for Arkansas

Itemizing the Social Benefits of Pre-K

Expanding pre-k programs is likely to yield sizeable fiscal benefits to a state.¹⁰ Such benefits arise because pre-k helps create more proficient learners who then become more productive citizens. The benefits span the lives of the children served and are reaped by many government agencies. These benefits include:

Efficiency gains to the school system

When children enter school as more proficient learners, rates of special education placement and grade retention are reduced. Schools are also able to provide more efficient education with lower rates of teacher turnover and absenteeism and better use of instructional time. Education spending is lower.

Increases in tax revenues

Children who have been to pre-k become more productive as they enter the labor force. Pre-k also helps families to meet their childcare needs, freeing up parents to participate in the labor market. Tax revenues are higher.

Savings to criminal justice system budgets

Pre-k programs help reduce crime both while children are juveniles and as they become productive citizens in adulthood. Public expenditures on the criminal justice system are lower.

Savings to health and welfare budgets

Pre-k programs provide important health and welfare services (such as health screenings and nutrition guidance). Public spending on these welfare programs is therefore offset.

In Table 4, national research and state-specific data are used to estimate the extent of these benefits for Arkansas.¹¹ For each of the four cost-benefit domains listed above, the per-child impacts of pre-k are multiplied by the program costs to calculate the overall effects. These analyses only consider returns to taxpayers in terms of public-service costs. They do not address either the direct financial benefits incurred by participating children and their families or those produced by growth in the pre-k sector (i.e. new, well-paid jobs, revenues to educational suppliers, increased income to participating providers).

The fiscal benefits for the three scenarios will not be as large as has been found for “model programs” such as the High/Scope Perry Preschool or the Abecedarian program. These were relatively expensive programs targeted only to the most high-risk children.¹² Each of the three proposed policy scenarios for Arkansas would produce a much larger-scale program with spending per child that is necessarily constrained by government budgets.

However, all children should benefit from pre-k, particularly when it is available for two years, as is the case in Arkansas. National research on statewide and city programs finds positive academic and social impacts on all children with the added benefit that large-scale programs will change how schools are organized and how education can be delivered.¹³ Nevertheless, to be conservative, this analysis assumes that the per-child benefits become smaller as the program expands. Benefits are also calibrated according to family background, with at-risk children gaining more than those from more-advantaged families. In addition, this study assumes that children enrolled when fewer places were available (“early enrollees”) will benefit more than those enrolling as the program expands (“late enrollees”).¹⁴ Finally, it is assumed that unit costs will increase significantly as the program expands. These assumptions mean that any bias in the calculations is toward understating the net benefits rather than overstating them.

Table 4: Fiscal Impacts per Cohort from Expanded Pre-K in Arkansas (\$ millions)

	(1) Current ABC Program	(2) Pre-k for all at-risk children	(3) Pre-k for all children	Total (1)+(2)+(3)
Children per scenario	18,746	6,754	26,800	52,300
“Graduating class” of four year olds	9,373	3,377	13,400	26,150
School-system savings:				
Reduction in special education	\$ 28.8	\$ 9.9	\$ 5.9	\$ 44.6
Learning productivity gains ^a	\$ 17.2	\$ 5.9	\$ 24.6	\$ 47.7
Tax revenue increases:				
Based on participants’ earnings	\$ 86.8	\$ 29.8	\$ 78.1	\$ 194.7
Based on parental earnings ^b	\$ 4.8	\$ 1.6	\$ 6.9	\$ 13.3
Criminal justice savings	\$ 13.7	\$ 4.7	\$ 10.3	\$ 28.7
Health and welfare savings	\$ 13.3	\$ 4.6	\$ 9.5	\$ 27.4
Total present value benefits^c	\$ 164.6	\$ 56.5	\$ 135.3	\$ 356.4

Notes: ^a Learning productivity gains include: savings in grade retention, teacher turnover/absenteeism, and school expenditures on facilities.

^b Some families will participate more in the labor market during the two years when their children are in pre-k.

^c Present value figures are discounted at a rate of 3.5 percent over the lifetime of the cohort up to age 65. Numbers are rounded to the nearest 0.1 million. Numbers are averages from three separate models: See the Technical Appendix for full details of the calculations.

Calculating the Economic Value of Pre-K

Increased pre-k enrollments will have important effects in raising government revenues and reducing expenditures. These economic benefits can then be aggregated to reach an overall economic value from investing in pre-k. Savings are expressed as “present values” in relation to the date of the investment in pre-k over participating children’s lifetimes up to age 65.¹⁵ Amounts are expressed as annual costs and benefits from each “graduating class” after two successive years of pre-k. For each scenario only half of the group (the four year olds) will progress on to kindergarten while the other half (the three year olds) remain in pre-k. Thus, only half the benefits are realized each year, and so, the benefits are reported per graduating class of four year olds.

Table 4 itemizes the anticipated cost benefits from each proposed policy scenario. There are substantial savings to the school system, including reduced special education expenditures and increased productivity (e.g., lower teacher absenteeism and reduced spending on safety, remediation, and grade retention). The biggest benefit is increased income tax revenues as a

result of higher earnings. The link between education and earnings is very strong: High school graduates earn over \$260,000 more over their lifetimes than do high school dropouts, and all graduates, regardless of ability or family background, obtain similar income advantages.¹⁶ Parents will also earn more and pay more in taxes during the pre-k period than they would have without pre-k. There are also strong positive fiscal effects on crime, health, and welfare.

Each scenario yields significant total fiscal benefits over the lifetime of the cohort (through age 65) with their magnitude depending upon the numbers of children served and the effectiveness of pre-k for children of different family backgrounds. The current ABC program will yield gross benefits of \$165 million. Expanding pre-k to cover all at-risk children is anticipated to produce \$57 million in additional savings. Offering pre-k to all children is predicted to yield further savings of \$135 million. Because the scenarios are separate, when added together they generate total estimated present value benefits from statewide pre-k in Arkansas of \$356 million. These gross benefits can now be compared to the costs of providing pre-k.

Cost–Benefit Analysis of Voluntary Pre-K

Pre-k yields fiscal savings over the long run. More importantly from the perspective of the taxpayer, these savings exceed the costs of providing pre-k.

Table 5 compares the costs and savings for a single age cohort under each of the policy scenarios. In each case, the benefits substantially exceed the costs (noting that the costs are for two years of pre-k). For the current ABC program, the cost is \$71 million and the return is \$165 million; so, the net benefit is \$94 million. Alternatively expressed, this investment in pre-k should yield economic benefits that are 2.3 times the costs. This is the investment with the highest return because it is targeted to children most at risk and thus most likely to enjoy the largest advantage from participating. However, the other two scenarios are also cost effective.

The second scenario is to expand pre-k to all at-risk three and four year olds, i.e. those living in households with incomes below 200 percent of the federal poverty threshold. This would cost an additional \$40 million but would yield added benefits of \$57 million. The net economic gain is \$17 million for each cohort and the benefits exceed the costs by a factor of 1.4.

If Arkansas were to offer pre-k to all three and four year olds on a voluntary basis, the additional cost would be \$115 million. This investment would also yield a positive return: the additional gross economic benefits are \$135 million, producing net benefits of \$20 million. For this scenario, for each dollar invested the state would recoup \$1.18 in savings.

It is possible to take an overall view of the net benefits of pre-k for all by adding up the figures from each of the scenarios. (See the final column of Table 5.) If pre-k were available to all children, the annual cost would be \$226 million. The gross benefits would be \$356 million. The net present value of this investment would therefore be \$130 million, resulting in a benefit-cost ratio of 1.6.

Per individual child, the benefits of pre-k are substantial. Across all children, the average present value benefit is \$13,630. This figure compares favorably to the cost of two years of pre-k at \$8,400. The net return per child is therefore \$5,230. The returns are higher for at-risk children, but they are still strongly positive for children from all family backgrounds. Recall also that these are only the public benefits; the personal benefits to the children and families are not calculated here.

These estimates are based on published research and projections of the likely lifetime consequences of participating in pre-k. Three models were created, based on different research findings, and the tables are based on the average of those models. However, even under the most conservative of the three models, the benefits of pre-k still outweigh the costs by 30 percent. Thus, it is unlikely that an analysis using alternate assumptions would produce significantly different results.

Conclusion

This economic analysis shows the costs and benefits of three policy scenarios for expanding pre-k in Arkansas. It is important to recognize that these analyses only consider the impact to government budgets and so, ultimately, to taxpayers. They do not take into account the benefits to children and families from having a greater opportunity to succeed and being ready for school. In most cases, these private benefits exceed the benefits to the taxpayer.

Arkansas has already established a high-quality pre-k program for at-risk children. At issue is whether it makes economic sense to expand this program statewide on a voluntary basis to provide access for all

at-risk three and four year olds or all children. Under a range of simulations, this study finds that pre-k investments yield considerable savings to government agencies. The evidence here suggests that it is efficient to invest in pre-k for all three and four year olds in Arkansas: Conservatively, a pre-k-for-all program would yield fiscal benefits approximately one and a half times the costs. In absolute terms, these results make a strong case for public funding of pre-k, and the case is strengthened when compared to other public investments, which have more modest returns. Moreover, because at-risk children gain the most, pre-k is an equitable as well as an efficient policy.

Table 5: Costs and Benefits per Cohort from Expanded Pre-K (\$ millions)

	(1) Current ABC Program	(2) Pre-k for all at-risk children	(3) Pre-k for all children	Total (1)+(2)+(3)
Children per scenario	18,746	6,754	26,800	52,300
Graduating class of four year olds	9,373	3,377	13,400	26,150
Costs (C)	\$ 71.0	\$ 40.0	\$ 115.0	\$ 226.0
Benefits (B)	\$ 164.7	\$ 56.5	\$ 135.2	\$ 356.4
Net benefit (B-C)	\$ 93.7	\$ 16.5	\$ 20.2	\$ 130.4
Benefit-cost ratio (B/C)	2.32	1.41	1.18	1.58

Notes: Figures are in present values, discounted at a rate of 3.5 percent.

Endnotes

- ¹ W. Steven Barnett and Clive R. Belfield, "Early Childhood Development and Social Mobility," *The Future of Children* 16, no. 2 (2006), Walter S. Gilliam and Edward F. Zigler, "State Efforts to Evaluate the Effects of Prekindergarten: 1977 to 2003," (New Haven: Yale University Child Study Center, 2004).
- ² The Technical Appendix is available from the author at clive.belfield@qc.cuny.edu.
- ³ W. Steven Barnett, Hustedt, Jason T., Robin, Kenneth B., and Schulman, Karen L., "The State of Preschool: 2005 State Preschool Yearbook," (New Brunswick: National Institute for Early Education Research, Rutgers, The State University of New Jersey, 2006), 14 & 47.
- ⁴ U.S. Department of Health and Human Services, "The 2006 HHS Poverty Guidelines," (2006).
- ⁵ See "2006 Kids Count Data Book," (Baltimore: Annie E. Casey Foundation, 2006).
- ⁶ See note 1 above and the special issue of *Economics of Education Review*, (forthcoming in 2007).
- ⁷ W. Steven Barnett and D. Ackerman, "Costs, Benefits, and the Long-Term Effects of Early Care and Education Programs: Recommendations and Cautions for Community Developers," *Journal of the Community Development Society* 37 (2006), Flavio Cunha et al., "Interpreting the Evidence on Life Cycle Skill Formation," NBER Working Paper No. 11331 (Cambridge, MA: National Bureau of Economic Research 2005), Katherine A. Magnuson and Jane Waldfogel, "Early Childhood Care and Education: Effects on Ethnic and Racial Gaps in School Readiness," *The Future of Children: School Readiness: Closing Racial and Ethnic Gaps* 15, no. 1 (2005), A. Rolnick and R. Grunewald, "Early Childhood Development = Economic Investment," *fedgazette*, Mar. 2003.
- ⁸ W. Steven Barnett, Kirsty Brown, and Rima Shore, "The Universal Vs. Targeted Debate: Should the United States Have Preschool for All?" *Preschool Policy Matters*, Apr. 2004.
- ⁹ The cost function assumes increasing unit costs as the program expands (hiring additional high-quality teachers requires higher salaries, for example) and because of inflation. See W. Steven Barnett and Pamela Kelley, J., eds., *Measuring Preschool Costs and Revenues: Issues and Answers* (Summary Report on the Early Education Cost Symposium, New Brunswick, 2002), Helene Stebbins and Barbara Hanson Langford, "A Guide to Calculating the Cost of Quality Early Care and Education," in *Financing Strategies Series* (Washington, DC: The Finance Project, 2006).
- ¹⁰ See citations in endnotes 1, 6, and 7.
- ¹¹ The same method has been used in studies for a number of other states. Clive R. Belfield, "The Fiscal Impacts of Universal Pre-K: Case Study Analysis for Three States," Working Paper No. 6 Invest in Kids Working Group (Washington, DC: Committee for Economic Development, 2005), Lynn A. Karoly and James H. Bigelow, "The Economics of Investing in Universal Preschool Education in California," (Santa Monica: RAND Corporation, 2005).

¹² Information on these programs is given in: Clive R. Belfield et al., “The High/Scope Perry Preschool Program: Cost-Benefit Analysis Using Data from the Age-40 Followup,” *Journal of Human Resources* 41, no. 1 (2006), L.N. Masse and W. Steven Barnett, “A Benefit-Cost Analysis of the Abecedarian Early Childhood Intervention,” in *Cost-Effectiveness and Educational Policy*, ed. H.M. Levin and P.J. McEwan (Larchmont, NJ: Eye on Education, 2002).

¹³ For Oklahoma, see William Gormley, Jr. et al., “The Effects of Oklahoma’s Universal Pre-K Program on School Readiness: An Executive Summary,” (Washington, DC: Center for Research on Children in the United States, Georgetown University, 2004). For national evidence, see Katherine A. Magnuson, C. Ruhm, and Jane Waldfogel, “Does Prekindergarten Improve School Preparation and Performance?” *Economics of Education Review* (forthcoming in 2007). For evidence from Chicago, see A.J. Reynolds et al., “Age 21 Cost-Benefit Analysis of the Title I Chicago Child-Parent Centers,” *Educational Evaluation and Policy Analysis* 24 (2002). Evidence from across five states is reported in W. Steven Barnett, Cynthia Lamy, and Kwanghee Jung, “The Effects of State Prekindergarten Programs on Young Children’s School Readiness in Five States,” (New Brunswick: National Institute for Early Education Research, Rutgers, The State University of New Jersey, 2005).

¹⁴ The goal of the models is to produce a realistic and conservative estimate of the economic consequences based on research evidence. We apply the best evidence on the effects of pre-k. By ‘best’, we mean that the research methods are high quality and that the results are relevant to Arkansas. Based on a review of the literature, we can create three ‘best estimate’ models, which differ according to the dataset used, and the extent of the adjustment for family background. Here, we report the average results from these three models. Full estimates are in the Technical Appendix.

¹⁵ ‘Present values’ are values that are adjusted to account for the time period in which the benefits are incurred. For example, children who have attended pre-k earn more as adults, but this is not until at least 15 years after pre-k. Therefore, these higher earnings should be discounted, i.e. valued less because they occur so far in the future. We apply the conventional discount rate of 3.5 percent.

¹⁶ See Cecilia E. Rouse, “The Labor Market Consequences of an Inadequate Education” (paper presented at *The Social Costs of Inadequate Education, Equity Symposium*, Sept. 2005).



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Pre-K Now at a Glance

Mission

Pre-K Now collaborates with advocates and policymakers to lead a movement for high-quality, voluntary pre-kindergarten for all three and four year olds.

Vision

Pre-K Now's vision is a nation in which every child enters kindergarten prepared to succeed.

Location

Washington, DC

Leadership

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Funders

The Pew Charitable Trusts
The David and Lucile Packard Foundation
RGK Foundation
CityBridge Foundation
The Schumann Fund for New Jersey

Pre-K Now Key Differentiators

- Focuses exclusively on pre-k
- Provides the most up-to-date gauge of the pre-k pulse in any state
- Offers nationwide access to pre-k advocates
- Monitors and distributes daily pre-k newsclips
- Provides a national perspective on local pre-k issues
- Provides outreach, policy, and Spanish-language information targeted to the Latino community
- Leads a national movement which has gained significant momentum in the last five years

The Case for Pre-K

- Pre-k benefits all children academically, socially, and emotionally.
- High-quality pre-k for all nets a high return on investment in children and the community.
- The most important brain development occurs by age five.
- Pre-k is the first step to improving K-12 education.