

ARKANSAS BETTER BEGINNINGS – CENTER-BASED REQUIREMENTS

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

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

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

ACRONYMS, TERMS AND DEFINITIONS

ADE: Arkansas Department of Education

ADE K-12 Frameworks: http://arkansased.org/parents/refrigerator_curriculum.html

administrator: person on-site who is responsible for day-to-day operation of the program

ARKids First: Arkansas health insurance for eligible children up to 18 years old; <http://www.arkidsfirst.com>

BAS: *Business Administration Scale*

Better Beginnings: Arkansas' Quality Rating Improvement System

ERS: *Environment Rating Scale(s)*

FCCERS: *Family Child Care Environment Rating Scale*

good standing: is not currently debarred, defunded, excluded, or under adverse licensing action.

medical home: the doctor a child or adult goes to for check-ups or when they get sick. This doctor is called a “primary care physician,” or PCP – the doctor that families visit on a regular basis.

PAS: *Program Administration Scale*

primary caregiver: person in charge of the family child care program

SACERS: *School-Age Care Environment Rating Scale*

secondary caregiver: an employee in a family child care program who is supervised by the primary caregiver

staff: employees who work directly with children/youth, and those involved in the planning or implementing of services for children/youth

TAPP: Traveling Arkansas' Professional Pathways professional development system

TAPP Foundation 1: Practitioner is registered in the TAPP Registry. Practitioner has completed 15 clock hours of TAPP registered early childhood education or after school education training which includes an orientation course.

TAPP Foundation 2: Practitioner is registered in the TAPP Registry. Practitioner has completed 30 clock hours of TAPP registered early childhood education or after school education training.

TAPP Foundation 3: Practitioner is registered in the TAPP Registry. Practitioner has completed 45 clock hours of TAPP registered early childhood education or after school care education training or three semester hours of early childhood education or after school care education at an institution of higher education.

TAPP Intermediate 1: Practitioner has completed a CDA credential or 135 clock hours of TAPP registered early childhood education or after school education at an institution of higher education or nine semester hours of early childhood education or after school education at an institution of higher education.

TAPP Intermediate 2: Practitioner has completed 18 semester hours of early childhood education or after school education at an institution of higher education.

TAPP Intermediate 3: Practitioner has completed an associate degree which includes 25 semester hours of early childhood education or after school education at an institution of higher education.

teaching staff: employees who are regularly scheduled to work directly with children/youth

YPQA: *Youth Program Quality Assessment*; this tool has two options the YPQA (generally suited for 4th grade – 12th grade children) or the Younger Youth Program Quality Assessment (generally suited for kindergarten – 6th grade children).