

Better Beginnings Guide For Center-Based Programs



better beginnings

EVERY CHILD DESERVES OUR BEST

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The Better Beginnings Guide is designed to support your center as you move through the certification process. The Better Beginnings Guide and the Better Beginnings Toolkit can help you document requirements you are already meeting and also help you develop policies and procedures to meet other requirements. The resources and examples in the Toolkit may be adapted for use in your program. Access the Toolkit online at <http://www.arbetterbeginnings.com/providers-teachers/providers/centers/toolkit>.

Some sections in this Guide list related resources to support your program in implementing Better Beginnings requirements. The **Division of Child Care and Early Childhood Education** has many of the listed resources available online, <http://humanservices.arkansas.gov/dccece/Pages/ResourceCenter.aspx>.

Resources are also available from the agencies listed below.

- Your education service cooperative, www.arkansased.gov/contact-us/education-service-cooperatives
- Your regional Child Care Aware resource and referral agency, https://humanservices.arkansas.gov/images/uploads/dccece/CCA_of_AR_Contact_Map_8.18.pdf
- A teacher center in your area

Definitions

ADE. Arkansas Department of Education.

ADMINISTRATOR. The person **on-site** who is responsible for the day-to-day operation of the program. This person's title may be director, site manager, principal, lead teacher, or other.

APPROVED TRAINING: Training that is either 1) registered with the Professional Development Registry, 2) approved by the Arkansas Department of Education, or 3) for college credit, with a grade of "C" or better from a regionally accredited institution.

ENVIRONMENTAL ASSESSMENT. A program assessment using an approved environment rating tool.

ERS. Environment rating scales (ERS) are tools used to measure program quality: *Infant/Toddler Environment Rating Scale*, (ITERS); *Early Childhood Environment Rating Scale*, (ECERS); *Family Child Care Environment Rating Scale* (FCCERS); and the *School-Age Care Environment Rating Scale* (SACERS).

PAS. The *Program Administration Scale* (PAS) is used in center-based and school-age programs to measure and improve the quality of administrative practices.

PROGRAM REVIEW. An on-site review of Better Beginnings requirements and the *Program Administration Scale* by a certified PAS assessor.

STAFF. Employees who work directly with children/youth, and those involved in the planning or implementing of services for children/ youth.

PROFESSIONAL DEVELOPMENT REGISTRY. (www.arkpdr.com) The Arkansas Professional Development Registry tracks training and professional credentials for early educators and out-of-school time staff. The Registry describes levels of professional development based on education and training. A copy of the current levels is in the Better Beginnings Toolkit (<http://www.arbetterbeginnings.com/providers-teachers/providers/centers/toolkit>).

TEACHING STAFF. Employees (full-time and part-time) who are regularly scheduled to work directly with children/youth. This includes job titles such as lead teacher, teacher, assistant teacher, and paraprofessional. Floaters whose primary role is to work in the classrooms or provide breaks are included as part of the teaching staff. Cooks, bus drivers, and custodians are not included in this category unless they regularly spend time in the classrooms working with children/youth.

YPQA and SAPQA. The *Youth Program Quality Assessment* and the *School Age Program Quality Assessment* are environment rating tools used to measure the quality of school-age/youth programs. This tool has two options: YPQA (generally suited for 4th-12th grade children) and the SAPQA (generally more suited for kindergarten – 6th grade children).

The Better Beginnings Certification Process

Overview of the Certification Process

Before you complete your Better Beginnings Application

Technical assistance (TA) is available at no cost to you for assistance with all aspects of Better Beginnings. We encourage you to request TA and to make any adjustments in your program that may result from the TA before you submit your Better Beginnings application.

The certification process consists of eight steps. Each step will be explained in more detail on pages 5-10 of this Guide.

1. Complete the Better Beginnings Application Checklist to find out which requirements you already meet and how you can meet additional requirements. When you are ready to submit your Better Beginnings application, update the Application Checklist so that it reflects all the requirements your center has achieved.
2. If you are applying for 2 Star or 3 Star, prepare for the environmental assessment and the program review. Review the environment rating tool(s) that applies to your center. Review the Better Beginnings requirements and the *Program Administration Scale* (PAS). You are encouraged to request technical assistance to support your center in meeting requirements of the environment rating scales, the YPQA/SAPQA, and/or the PAS.

When your Better Beginnings application is received by the Division of Child Care and Early Childhood Education, the staff in the Better Beginnings Unit will review it to verify that all other requirements have been met and will notify the assessors that you are ready for an assessment. If needed, request technical assistance (TA) and make any adjustments **before** you submit your application.

3. Gather documentation for Better Beginnings requirements. This Guide provides information about the documentation that you will need. Some documents will be attached to your application form. If your center is applying for 2 Star or 3 Star, you will prepare a program portfolio that also includes documentation of PAS requirements. Maintain the program portfolio in your center to be reviewed on-site during the PAS assessment. You are encouraged to request technical assistance prior to submitting your Better Beginnings application.
4. Submit your Better Beginnings application, along with the required supporting documents. If your center is applying for 2 Star or 3 Star, you should be ready for the environmental assessment and your program portfolio should be ready for the program review when you submit your application.

5. Environmental assessment and program review.

- If your center is applying for 2 Star or 3 Star, a consultant will call to notify you of the time frame for your environmental assessment. A summary report will be emailed to you.
- If your center is applying for 2 Star or 3 Star, a PAS assessor will contact you to schedule an appointment for your program review. A summary report will be emailed to you.

6. Notification of Better Beginnings level assigned. When the program review and environmental assessment have been completed, you will receive notification of the Better Beginnings level for which your center qualifies.

7. Recertification. Your Better Beginnings level is valid for three years. Approximately 33 months after certification, an email notification will be sent to 2 Star and 3 Star facilities outlining the requirements for continuing certification. To prepare for recertification, consider requesting technical assistance (TA) or attending training on environmental and/or program review assessments.

 <div>BETTER BEGINNINGS APPLICATION CENTER-BASED</div>		
FACILITY INFORMATION		
<input type="checkbox"/> NEW APPLICANT - APPLYING FOR LEVEL 1 2 3 <input type="checkbox"/> CERTIFIED - REQUESTING NEW LEVEL 1 2 3 <input type="button" value="Clear Levels"/>		
<input type="checkbox"/> CERTIFIED - CHANGE IN LOCATION / OWNER <input type="checkbox"/> CONTINUING CERTIFICATION - TERM EXPIRING on: _____		
CENTER NAME:		LICENSE NUMBER:
SITE ADDRESS:	CITY:	ZIP:
MAILING ADDRESS: (if different than site)	CITY:	ZIP:
PHONE:	FAX:	COUNTY:
DIRECTOR/ADMINISTRATOR NAME:		DIRECTOR/ADMINISTRATOR EMAIL:
OWNER NAME:	OWNER PHONE:	OWNER FAX:
OWNER MAILING ADDRESS:	CITY:	ZIP:
OWNER CONTACT NAME:		OWNER CONTACT EMAIL:
OPERATION		
DATES OF OPERATION: <input type="checkbox"/> OPEN YEAR ROUND <input type="checkbox"/> OPEN PART YEAR: FROM _____ TO: _____		
FACILITY IS OPEN: <input type="checkbox"/> 20 HOURS OR FEWER PER WEEK <input type="checkbox"/> 40 HOURS OR FEWER PER WEEK <input type="checkbox"/> MORE THAN 40 HOURS PER WEEK		
HOURS OF OPERATION: MONDAY _____ to _____ TUESDAY _____ to _____ WEDNESDAY _____ to _____ THURSDAY _____ to _____ FRIDAY _____ to _____ SATURDAY _____ to _____ SUNDAY _____ to _____		SPECIFY SEASONAL HOUR VARIATIONS (E.G. SUMMER HOURS: 9-12 ONLY, FULL DAYS ON ALL SCHOOL HOLIDAYS, ETC.)
FACILITY DEMOGRAPHICS		
LICENSED CAPACITY: INFANT/TODDLER: _____ PRESCHOOL: _____ SCHOOL AGE: _____ TOTAL: _____		NATIONAL ACCREDITATION ATTACH COPY OF ACCREDITATION CERTIFICATE <input type="checkbox"/> NAEYC <input type="checkbox"/> COA <input type="checkbox"/> CARF <input type="checkbox"/> NAFCC
FACILITY PARTICIPATES WITH (CHECK ALL THAT APPLY): <input type="checkbox"/> VOUCHERS <input type="checkbox"/> ABC <input type="checkbox"/> HEAD START <input type="checkbox"/> RSPMI <input type="checkbox"/> DDTCs <input type="checkbox"/> CHMS <input type="checkbox"/> 21CCLC <input type="checkbox"/> SZTC <input type="checkbox"/> SPECIAL NUTRITION		

Explanation of the Certification Process

Step 1: Complete the Better Beginnings Application Checklist

The Application Checklist is available at <http://www.arbetterbeginnings.com/providers-teachers/providers/centers/center-checklists>. You will check *yes* or *no* to indicate whether or not your program meets each Better Beginnings requirement. The online Better Beginnings Toolkit contains resources to help you achieve requirements that were checked *no*.

Step 2: Prepare for the Environmental Assessment and Program Review (for 2 Star and 3 Star Centers)

If your center is applying for 2 Star or 3 Star, review the environment rating tool(s) that applies to your program. In addition, review the Better Beginnings requirements and the *Program Administration Scale*. Technical assistance is available to answer any questions you have about Better Beginnings, the environment rating scales, YPQA, and the PAS.

Step 3: Gather Documentation

This Guide outlines documentation that you will need for each of the three Better Beginnings levels. Some documents will be attached to your Better Beginnings application, and others will be added to a program portfolio (see pages 6, 20, and 21 of this Guide).

You are encouraged to request technical assistance related to the Better Beginnings application, the environmental assessment, and/or the PAS before you finalize and submit your application packet.

Step 4: Application

To apply for Level 1, complete Forms A-G.
To apply for 2 Star or 3 Star, complete Forms A-H.

Email, fax, or mail your completed application and all supporting documents. Include your center's license number in the subject line of emails and on the fax cover sheet. Save a copy of all documents for your records.

Mail your application and required documentation to:

Division of Child Care and Early Childhood Education
Attn: Better Beginnings
PO Box 1437, Slot S150
Little Rock, AR 72203-1437

Email: BetterBeginnings@dhs.arkansas.gov

Fax Number: 501-682-2317

Include the following forms and supporting documentation in your Better Beginnings application packet.

Form A–Application. Complete information about your center on the front and back, including the director's signature and date. For new applicants or applicants requesting 2 Star or 3 Star, be sure to mark on page 1 the level for which you are applying.

Form B–Application Checklist. Mark each requirement *yes* or *no* according to whether or not the requirement has been met for each level you are applying. To be considered for a level, all requirements must be met and checked *yes*. To qualify for 2 Star, all requirements for 1 Star and 2 Star must be met. For 3 Star, all requirements for 1 Star, 2 Star, and 3 Star must be met, except the environmental assessments and program review.

Form C–Annual Staff Record. Include information for the director and all current employees who work directly with children. Attach documentation for any training not yet listed on the Professional Development Registry training transcript. Attach ADE transcripts (if applicable). List the date (month/year) for each training listed that the person has completed. Record the total number of training hours for each staff member for the last calendar year. If there are unusual situations, such as a staff member who was on an extended leave for several months during the past year, note that information on Form C.

Form D–Written Daily Program Schedules and Plans. Complete the form and attach a copy of a daily program schedule for each class or group. Also, attach written daily plans for each age group. The written daily plans are to include a recent two-week sample of plans from a lesson plan, calendar, or similar planning method.

Form E–Center Self-Evaluation. Indicate which assessment tool(s) were used (ECERS, ITERS, FCCERS, SACERS or SAPQA/YPOA). Note: If your center has had an ERS or SAPQA/YPOA assessment in the past 12 months, you may attach a copy of the cover sheet(s) from the report(s) to meet this requirement. Do not send the entire report.

Form F–ARKids First, Child Health and Child Development. Complete the form by listing ways your center has distributed ARKids First information to families. Also, list the titles of some of the articles, brochures, or websites on child development and child health that have been shared with families in the past 12 months. Do not send copies of the ARKids Brochure, Medical Home Brochure, Kindergarten Readiness Calendar, etc.

Form G–Medical & Educational Care Plans. Attach the written policy/procedure describing the methods your center uses for obtaining copies of plans and carrying out responsibilities within children's special medical and/or educational plans. Do not include the children's plans.

Form H–Strengthening Families. Required for 2 Star and 3 Star only. After viewing the online Strengthening Families video on the Better Beginnings website and completing the webinar quiz, attach a copy of the verification of completion. For 3 Star, attach a copy of the Action Plan form that is provided when completing the self-assessment on the Better Beginnings website.

Step 4 Additional Notes on Application Processing

Before processing your application, the Better Beginnings staff will verify that your center is in good standing with a regular or new provisional license issued by the DHS Division of Child Care and Early Childhood Education and that your center is in good standing with other DHS programs. *In good standing* means that your center is not currently debarred, defunded, excluded, or under adverse licensing action.

When documentation does not meet the requirement or is not included, the center may not be eligible for that level. Centers will be considered for a lower level.

If you have staff members who are not members of the Professional Development Registry, call the Registry office, 1-888-429-1585. For information about the Arkansas Education Service Cooperative Shoebox registry, go to http://www.escweb.net/ar_esc.

Refer to pages 11-40 of this Guide for suggestions on documentation of Better Beginnings requirements.

If you believe your center meets the requirements for 2 Star or 3 Star:

Before submitting your application, you should be ready for the program review and environmental assessment. Your program portfolio should be ready for the on-site review at the time you submit your application.

Does your center have national accreditation?

Child care centers that are accredited by the organizations listed below are eligible to be considered for reciprocity for Better Beginnings. Centers with such accreditations will submit a Better Beginnings Application Forms A, F, and G, and verification of the national accreditation. Additional documentation of Better Beginnings requirements or reviews may be required to determine the level of Better Beginnings certification.

- National Association for the Education of Young Children (NAEYC)
- National Afterschool Association (NAA)
- Council on Accreditations (COA)
- Commission on Accreditation of Rehabilitation Facilities: Child and Youth Services Standards (CARF)
- American Montessori Society

Building Block System

Arkansas Better Beginnings is a building block system, with each level building on the previous level.

- 1 Star is achieved when all requirements for that level are documented.
- 2 Star is achieved when all requirements for Levels 1 and 2 are documented.
- 3 Star is achieved when all requirements for Levels 1, 2, and 3 are documented.

Step 5: Environmental Assessment and Program Review

Environmental assessment (ERS and/or SAPQA/YPQA)

- An ERS/SAPQA/YPQA consultant will contact you and give you a timeframe for the environmental assessment (60-day window). You will not know in advance the exact date on which the consultant will visit your program. If you have dates that your program will be closed or you have special events scheduled, tell the consultant when he/she contacts you.
- Review the items and indicators in the environment rating scale(s) or SAPQA/YPQA that will be used for your program. This Guide provides more information on the environmental assessment (see pages 29 and 38).
- The environment rating scale assessor(s) generally will review 1/3 of your classrooms at each age level (1/3 of infant/toddler rooms, 1/3 of preschool rooms, and 1/3 of school-age rooms). The observation usually takes about 3-5 hours.
- After the observation, the assessor will interview the teacher(s) to obtain additional information.
- About three weeks after your environmental assessment, you will receive a summary report via email that lists your program's scores, areas of strength, and opportunities for growth.
- Your center's ERS and/or SAPQA/YPQA scores will be reviewed by the Better Beginnings staff at the Division of Child Care and Early Childhood Education.

Program Review (PAS assessment) for 2 Star and 3 Star

Your PAS assessor will score your center on PAS items 1-21. Items 5 and 6 will be scored, but the scores will not be included when determining your average PAS score. Items 22-25 will not be scored.

Please note: For 2 Star, there is no minimum score required for the PAS. However, administrators are expected to gather as much of the requested documentation as possible so that their program can receive the maximum benefit from the PAS assessment. The information you receive in your summary report will highlight the strong business policies you have in place and identify ways to enhance your administrative practices and will support progression within the Better Beginnings system.

A PAS assessor will call you to schedule a date and time for the program review using the *Program Administration Scale, Second Edition*. The PAS program review requires about five hours. The program review is outlined on the next page.

- You will provide a brief tour of your center for your assessor, including indoor and outdoor spaces used by children and spaces designated for families and staff.
- Your assessor will interview you to obtain information about how your center meets PAS indicators. You should arrange for a quiet area, free of interruptions for the interview. The PAS interview takes about two hours.
- Your assessor reviews your Better Beginnings program portfolio to verify that you have documentation for PAS indicators.
- Your assessor will review children's learning portfolios.
- Your assessor will ask you to provide any additional information that may be needed.
- Your program review must be scheduled during a time period when classrooms/program spaces are set up for children/youth. This is required because your PAS assessor will be observing your learning centers and other program features, and reviewing children's portfolios. For example, if your program closes for the summer, a program review could not be completed during the summer.

Documentation for the program review must be current. **Most items will document policies, procedures, and activities within the past 12 months.** Refer to the *Program Administration Scale* for additional information.

Following the program review, a summary report will be emailed to you, highlighting areas of strength and opportunities for growth. The Better Beginnings staff at the DHS Division of Child Care and Early Childhood Education will review your center's scores.

Preparing for the Program Review

The purpose of the PAS is to help you consider strategies for enhancing the administrative practices in your center. Rarely will centers have documentation for every PAS indicator. You are not expected to meet every indicator in the PAS. The PAS can help you set goals for continued development. Be sure you are using the 2011 second edition of the PAS.

Refer to pages 20-21 of this Guide for instructions on how to assemble documentation for review by your PAS assessor.

Step 6: Notification of Better Beginnings Level

The Better Beginnings Unit at the Division of Child Care and Early Childhood Education will review all aspects of your application.

- Application and supporting documentation
- Summary Report from the program review
- Summary Report from the environmental assessment

The Better Beginnings Unit will verify the level for which your center qualifies and will notify you of the level attained.

Step 7: Reports and Recertification

Your Better Beginnings level is valid for three years. When it is time for your 2 Star or 3 Star program to recertify, you will receive an email notification from your Better Beginnings Specialist. The notification will include Application form A and Staff Record Form C to be completed with information about the director and all current teaching staff. One Star programs are not required to submit information but are required to maintain annual training hours through the Professional Development Registry (PDR).

Your Better Beginnings Specialist will review PDR training transcripts for the director and all teaching staff to ensure that the required number of training hours for your level has been obtained.

Questions?

For more information about **Better Beginnings and the certification process:**
Better Beginnings Unit, 501-682-8590, 1-800-445-3316

For more information about the **program review and the PAS:**
Program Review Coordinator, programreview@astate.edu

For more information about the **environmental assessment or the environment rating scales:**

Technical Assistance Coordinator, ta@astate.edu, 870-972-3055, 1-888-429-1585
Or

Your regional technical assistance coordinator. To obtain the name of and contact information for your regional coordinator, call A-State Childhood Services, 1-888-429-1585.

For more information about the **SAPQA/YPOA external assessment:**
Call A-State Childhood Services, 888-429-1585, 870-972-3055

Better Beginnings Level 1

1.A. Administration

1.A.1 PAS Basics training

For Better Beginnings 1 Star, the site administrator attends PAS Basics. This workshop introduces the PAS and the Better Beginnings certification process. PAS Basics is required the first time a center applies for Better Beginnings certification. If there is a change in the center's administrator, the new person must attend PAS Basics.

You can meet this requirement in two ways.

1. Attend a PAS Basics workshop (4 clock hours). Copies of the PAS are available at no charge for workshop participants who do not have copies.
2. Complete PAS Basics Direct online (4 clock hours). Prior to the beginning of the course, a copy of the PAS is mailed to any participant who does not have a copy.

Use the Professional Development Registry Training Opportunities page to find the schedule of PAS Basics workshops. A link to the Registry can be found on the Better Beginnings website, www.ARbetterbeginnings.com.

Tip for administrators: If you are a new administrator, it is recommended that you complete New Directors Orientation (DO) before attending a PAS Basics workshop. Directors Orientation will answer many of your questions, and you will be ready to focus on Better Beginnings during PAS Basics.

If you have questions about PAS Basics, contact the A-State CHS Better Beginnings team, programreview@astate.edu.



1.B. Administrator and Staff Qualifications and Professional Development

1.B.1 Registry membership

The administrator and teaching staff in 1 Star centers are members of a professional registry.

Membership in the Professional Development Registry or the Arkansas Department of Education Registry is an element of professionalism. These two registries record members' professional development on an individual training transcript.

Each member of the Professional Development Registry is assigned an ID number. Practitioner ID numbers are valid for one year, at which time they must be renewed. Trainer Registry membership is renewed every three years. Specialized trainers renew membership every year.

Renewal reminders are mailed to Registry members.

If staff are not members of the Registry, they may complete an online application or a paper application. Allow four to six weeks after submitting the application to receive your membership card. For assistance, contact the Registry office, 1-888-429-1585.

If a Registry membership card is needed quickly, contact the Registry office, 1-888-429-1585.

Shoebox Registry: For information about the Arkansas Education Service Cooperative Shoebox registry, go to http://www.escweb.net/ar_esc.

1.B.2 Administrator qualifications

Administrators in 1 Star centers meet requirements for Foundation 3 or higher, including 21 clock hours of training in professionalism and leadership/collaborative program management/Administrator competencies.

Professional Development Registry members are assigned a level, based on their education and training. The levels are Foundation, Intermediate, and Advanced.

Requirements for Foundation 3 can be reviewed in the Better Beginnings Toolkit, <http://www.arbetterbeginnings.com/providers-teachers/providers/centers/toolkit>.

Effective administrators have knowledge and skills in both management and early childhood/youth development. Better Beginnings administrator qualifications require evidence of training in both areas.

The administrator must have a total of 21 clock hours or more of training in the *Arkansas Workforce Knowledge and Competencies* (WKC) areas of Professionalism and Leadership, Collaborative Program Management, and Administrator competencies. You can view and download a copy of the

AR WKC's on the professional development registry website,
<https://pdregistry.arkansas.gov/Document/ShowDocumentDownload?documentId=4673>.

Examples of professional development topics that meet these requirements are listed below.
[Topics below have been identified as relevant for administrators by the National Association for the Education of Young Children.]

Program Planning/Management

Director's Orientation
Program operations and centers management
Staff management and human relations
Family support
Educational programming
Legal and fiscal management
Risk management
Performance appraisal
Marketing and public relations
Leadership and advocacy

Early Childhood or Child/Youth Development

Historical and philosophical foundations
Child growth and development
Child observation and assessment
Curriculum and instructional methods
Children with special needs
Family and community relationships
Health, safety, and nutrition
Individual and group guidance
Learning environments

1.B.3 Staff qualifications

Within the first year of employment, all staff in 1 Star centers meet requirements for Foundation 1 or higher.

Professional Development Registry members are assigned a level, based on their education and training. The levels are Foundation, Intermediate, and Advanced. Requirements for Foundation 1 can be reviewed in the Better Beginnings Toolkit, <http://www.arbetterbeginnings.com/providers-teachers/providers/centers/toolkit>.

1.B.4 Administrator completes ERS training.

The environment rating tools (ERS and SAPQA/YPQA) are used to assess program quality (see Better Beginnings requirements 1.D.1, 2.D.1, and 3. D.1.) The *Early Childhood Environment Rating Scale*, (ECERS) is used in classrooms serving children ages 2½ years through 5 years old. The *Infant/Toddler Environment Rating Scale*, (ITERS) is used in classrooms serving children birth to 30 months old. The *School-Age Environment Rating Scale* (SACERS) is used by centers serving school-age children.

Participation in ERS training prior to Better Beginnings enrollment meets this requirement. However, if it has been more than five years since you attended this workshop, you are required to attend an ERS workshop to ensure that you have current information.

The *School Age Program Quality Assessment* is available for grades K-6 and the *Youth Program Quality Assessment* for grades 4-12; centers should use the PQA that best matches the ages served. Centers serving school-age children may choose either the SACERS or the SAPQA/YPQA.

If your center chooses to use the SAPQA or YPQA for its school-age classes, the administrator must attend Youth Program Quality Assessment (YPQA) training. For more information on SAPQA and YPQA, contact the School Age Coordinator at A-State Childhood Services, 1-888-429-1585.

1.B.5 Developmentally appropriate physical activities

The administrator of a 1 Star center completes training on developmentally appropriate physical activities for children. The training must be relevant to the ages enrolled in your program.

Training on developmentally appropriate physical activities is available in workshops throughout the state and also online. Participation in training prior to Better Beginnings enrollment meets this requirement. However, if it has been more than five years since you completed this training, you are required to attend a workshop or enroll in an online course as a refresher.



1.C. Learning Environment

1.C.1 Daily schedule

In a 1 Star center, a developmentally appropriate daily schedule is posted in each classroom.

A predictable routine is essential to children's optimal growth and development. An age-appropriate daily schedule is the foundation for a predictable routine.

Arkansas *Minimum Licensing Requirements for Child Care Centers* (section 400 and 700) states that the daily schedules must be posted in each room and include the following minimum components.

- Include developmentally appropriate activities for children
- Offer alternating periods of active play and quiet times throughout the day
- Include an opportunity for a supervised rest period of at least one hour but not more than two hours
- Include at least 30 minutes per day of moderate to vigorous physical activity
- Include at least one hour of outdoor play in suitable weather
- Screen time limited to educational programs of 1 hour daily
- No screen time for children younger than 2 years
- Meals and snacks scheduled with no more than 3 hours between the starting times

Note: Refer to *Minimum Licensing Requirements* for part-time and other program variations.

Developmentally appropriate activities

- allow children to explore a variety of materials through first-hand, meaningful experiences.
- include all areas of development: physical, cognitive, language and literacy, and social and emotional;
- allow children to make choices and pursue their interests. Activity plans are based on children's ages, developmental needs, and interests; and
- balance child-initiated activities and adult guidance and support.

Resources

Refer to the sample daily schedules in the Better Beginnings Toolkit,
<http://www.arbetterbeginnings.com/providers-teachers/providers/centers/toolkit>.

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Eight, 3rd Ed. <https://tinyurl.com/yakh45ad>

All About the ECERS-R, chapter 34

All About the ITERS-R, chapter 29

1.C.2 Written daily activity plans for each group

The Better Beginnings 1 Star center develops and uses written daily activity plans for each class or group of children. Here are some important things to remember about written daily activity plans.

- This includes all age levels: infants, toddlers, preschool, and school age.
- The written plans should cover all hours that the center is open for children.
- Written daily plans should take into consideration the children's interests and developmental needs.
- The purpose of the written plan is to guide teachers as they work with children throughout the day.
- Sometimes there are special circumstances that cause teachers to do something that is not in the written plan. Be sure to make a note of these changes on your written plan.

By following written plans each day, staff are able to provide materials and equipment that will support optimal growth and learning for each child. Basic written plans don't have to be lengthy or complicated. Examples of learning experiences and activities are found in the *Arkansas Child Development and Early Learning Standards: Birth through 30 Months*. Information on activities for school-age children/youth is in the Better Beginnings Toolkit.

Refer to the Better Beginnings Toolkit (Learning Environment section) for sample daily plans.
<http://www.arbetterbeginnings.com/providers-teachers/providers/centers/toolkit>.



1.D. Environmental Assessment

Environment Rating Tools

Better Beginnings uses environment rating tools designed for different types of centers.

- *Early Childhood Environment Rating Scale*, (ages 2 ½ through 5 years)
- *Infant/Toddler Environment Rating Scale*, (ages birth through 30 months)
- *School-Age Environment Rating Scale* (ages 5 through 12 years)
- *Family Child Care Environment Rating Scale*, (all ages in family child care)
- *School Age Program Quality Assessment* (for programs serving youth in grades K-6)
- *Youth Program Quality Assessment* (for programs serving youth in grades 4-12)

The environment rating 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. The scales are suitable for use in inclusive and culturally diverse programs. For more information, go to www.ersi.info.

The Program Quality Assessment tools (SAPQA and YPOA) evaluate the quality of youth experiences as youth attend workshops and classes, complete group projects, and participate in meetings and regular program activities. The assessment looks at a safe and supportive environment, interactions, engagement, youth-centered policies and practices, expectations for youth and staff, and access. For more information, go to <http://www.cypq.org/assessment>.

1.D.1 Sample strategies for self-evaluation

One Star centers complete a self-evaluation using applicable tools (ERS, SAPQA, YPOA).

- If your center has had an environmental assessment in the past 12 months, you may use the cover sheet from the report as evidence of a self-assessment.
- Request technical assistance. A consultant will review the environment rating scales with you. Contact A-State Childhood Services, 1-888-429-1585 or 870-972-3055. [This is a good option. You get lots of practical information, and it's free!]
- YPOA program assessment tool can be used for Out-of-School Time (OST) centers.
- Use the Environment Rating Scale Self-Assessment Tools. This is an easy to use checklist and does not require the use of a book. Contact the Better Beginnings Unit to request a copy at BetterBeginnings@dhs.arkansas.gov or 501-682-8590.
- Use the Environment Rating Scale books (ITERS, ECERS, SACERS). Review the instructions for using the scale found at the beginning of each book. Score sheets are located in the back of the ERS books.

It is recommended to meet with your teaching staff to discuss the environmental tools you are using and the self-evaluations. Share ideas that are working, discuss challenges and brainstorm solutions. Set one or two goals for each classroom/group and one or two goals for the center.

Use *All About the ECERS-R* and/or *All About the ITERS-R* for more ideas on how to meet indicators. These books may be checked out from a regional Child Care Aware Resource and Referral center.

1.E. Child Health and Development

1.E.1 ARKids First

One Star centers distribute ARKids First information to families of uninsured children.

ARKids First health insurance provides coverage for more than 70,000 Arkansas children who otherwise might have been uninsured. The information that families provide on the simple application form determines the level of coverage for which their children are eligible.

ARKids First information is available by calling toll-free, 1-888-474-8275, and from the ARKids First website, <http://www.arkidsfirst.com>.

Information could be given to families during the enrollment process; it could be included in your family handbook, or it could be distributed with a newsletter or handouts on children's health.

To document the distribution of ARKids First information, you will need a written policy or procedure describing the method(s) your center uses to distribute the information to families.

1.E.2 Information on child/youth development and child health

One Star centers share with families information on child development and children's health.

Many families look to you to provide information on a variety of topics related to children. Children's programs are in a unique position to help families learn about child/youth development and about issues related to children's health.

Look for opportunities to share with families what you have learned. When more of us know more about children, we all benefit. See the Better Beginnings website Family Resource Library and the Toolkit (Child Health and Development section) for examples of information you might share with families. <http://www.arbetterbeginnings.com/providers-teachers/providers/centers/toolkit>.

Information about child/youth development helps families understand why their children do and say the things they do. This understanding helps families set reasonable expectations and limits for each child.

Related Resources

The Family Connection, by Dot Brown and Beverly C. Wright. Available online from the Division of Child Care and Early Childhood Education,

<http://www.arkansas.gov/childcare/services/printedmats.html>

Infant and Toddler Family Connection, by Dot Brown, Beverly C. Wright, and Dianne Finzer.

Available online from the Division of Child Care and Early Childhood Education,

<http://www.arkansas.gov/childcare/services/printedmats.html>.

Picture This: A Framework for Quality Care for Infants and Toddlers, by Dot Brown and Beverly C. Wright. Available online from the Division of Child Care and Early Childhood Education, <http://www.arkansas.gov/childcare/services/printedmats.html>

Picture This: A Framework for Quality Care and Education of Children from Three to Five, by Dot Brown and Beverly C. Wright. Available online from the Division of Child Care and Early Childhood Education, <http://www.arkansas.gov/childcare/services/printedmats.html>.

Additional information can be found on the Better Beginnings website under the Family Resource Library at www.ARBetterBeginnings.com.

1.E.3 Medical and educational care plans

If children have written medical and education care plans, 1 Star centers ensure the confidentiality of the information in the plan and document implementation of the plans.

Medical and/or educational care plans for children are most effective when families and professionals work together.

Your program should have procedures for obtaining copies of medical and educational care plans and for carrying out your responsibilities within the plans. As you develop policies and procedures, be sure to build in safeguards that will maintain the confidentiality of all information about children and families.

The following questions may help you think about the information you need to include in your procedures.

- How does the administrator find out whether or not a child has a medical or educational care plan in place?
- In addition to the administrator, what other staff members need to know this information?
- Who is responsible for making sure the center does its part in implementing the medical or educational care plan?
- How does the center maintain two-way communication with families regarding the child and the medical or educational care plan?

Beginnings Level 2

2.A. Administration

2.A.1 PAS program review

A certified PAS assessor completes a program review for 2 Star centers. Information about the program review is on pages 8-9 of this Guide.

During the program review, your PAS assessor will review the documentation you have compiled in your Better Beginnings Program Portfolio. After completing PAS Basics training, the administrator should begin compiling documentation for the program portfolio.

Be sure you are using the *Program Administration Scale, Second Edition* (2011) and the current version of the PAS Additional Notes. Download and print the Additional Notes before you begin compiling documentation. <https://mccormickcenter.nl.edu/library/pas-additional-notes/>

Your Better Beginnings 2 Star program portfolio contains documentation of the PAS indicators.

An optional PAS Documentation List is available from the following website.

<https://mccormick-assets.floodlight.design/wp-content/uploads/2018/04/PAS-Documentation-List-Long.pdf>

You may find this helpful in thinking about how you might document the PAS indicators. The list suggests documents you might use for each item in the PAS.

Selected sample documents are available in the Better Beginnings Toolkit, <http://www.arbetterbeginnings.com/providers-teachers/providers/centers/toolkit>.

Organization of the program portfolio

Please organize your program portfolio documentation in a **three-ring binder or a file box**.

Label each portfolio entry with the number of the PAS item and indicator.

If the needed documentation is contained within a larger document, such as an employee manual or a policies and procedures notebook, **please highlight or underline relevant portions** and write the PAS item and indicator in the margin. It is also helpful to tab the appropriate page.

When photographs are used as documentation, please date the photograph and attach an **explanation of how the photograph relates** to PAS indicator.

Be concise. If one item sufficiently documents a PAS indicator or Better Beginnings requirement, avoid the temptation to include three items. The PAS assessor will ask you for additional documentation if it is needed for any requirement.

Be thorough. Provide adequate documentation so that the PAS assessor can understand how your program's policies, procedures, and systems support the indicator. For some PAS items, you will need to include several documents.

Electronic Program Portfolio

You may choose to prepare an electronic portfolio. The electronic portfolio must be provided to the assessor on a flash drive that contains only the program portfolio documents. The assessor will not access Internet pages to review documentation, and there should be no other files or documents on the flash drive.

On the flash drive, you should set up a separate folder for each PAS item. Documents within the folder should be labeled with the item number and indicator number(s), such as "Item 7, 3.2 and 5.2."

You should extract or copy and paste pages from larger documents into the appropriate item folders. For example, for item 3, Staff Development, you would include in the Item 3 folder only the page from the staff handbook that states the annual training requirements. You would not include the entire staff handbook in the folder.

See the information below regarding highlighting specific sections within a larger document or on a page.

Sequence of documents in your program portfolio

Insert documentation for PAS items in numerical order, 1-21. (School-age programs will not include PAS items 10 and 11.) Remember that PAS indicators read across the page. In item 1, for example, documents should be placed in this order: 3.1, 5.1, 7.1, 3.2, 5.2, 7.2, 5.3, 7.3.

Larger documents, such as an employee manual or handbook for families, may be placed at the front of the program portfolio. If the document is too large to include in the program portfolio, provide the document for the PAS assessor along with the program portfolio. *Be sure that all requirements are highlighted, labeled, and tabbed within the larger document.*

If there are PAS items/indicators for which you do not have documentation, go to the next item/indicator.

Preparing for the Program Review (PAS Assessment)

Be sure that your Better Beginnings program portfolio is ready for your PAS assessor to review.

- Are all items labeled with the PAS item and indicator?
- Are items in numbered sequence (see the previous section)?
- Are all items explained and/or highlighted, clearly showing how they relate to the indicator?
- Have you removed all non-essential materials from your program portfolio?
- Are children's learning/developmental portfolios ready for review?

See pages 8-9 of this Guide for more information about the program review.

Using the PAS for Program Improvement

Additional training is available to help you develop policies, procedures, and systems that align with the best practices described in the PAS. For information about upcoming trainings, go to the Professional Development Registry Training Opportunities page.

2.A.2 Strengthening Families

Find out about the Strengthening Families Initiative by reviewing the Strengthening Families information on the Better Beginnings website. Next, view the Strengthening Families video on the Better Beginnings website and complete the video quiz. You may also meet this requirement by participating in a Strengthening Families workshop. Documentation for this requirement will be a verification of completion of the video, or a training certificate.

Strengthening Families information and video:

<https://arbetterbeginnings.com/2-star-requirements>

2.B. Administrator/Staff Qualifications/Professional Development

2.B.1 Registry Membership

The Administrator and teaching staff of a 2 Star center maintain membership in the Professional Development Registry and/or the ADE Registry (Shoebox Registry).

Membership in the Professional Development Registry or the Arkansas Department of Education Registry is an element of professionalism. These two registries record members' professional development on an individual training transcript.

Each member of the Professional Development Registry is assigned an ID number. Practitioner ID numbers are valid for one year, at which time they must be renewed. Trainer Registry membership is renewed every three years. Specialized trainers renew membership every year.

Renewal reminders are mailed to Registry members.

If staff are not members of the Registry, they may complete an online application or a paper application. Allow four to six weeks after submitting the application to receive your membership card. For assistance, contact the Registry office, 1-888-429-1585.

If a Registry membership card is needed quickly, contact the Registry office, 1-888-429-1585.

Shoebox Registry: For information about the Arkansas Education Service Cooperative Shoebox registry, go to http://www.escweb.net/ar_esc.

2.B.2 Administrator qualifications

Administrators in 2 Star centers meet requirements for Intermediate 1 or higher, including 30 clock hours of training in Professionalism and leadership/Collaborative program management/Administrator Competencies. You can view and download a copy of the AR WKS at <https://pdregistry.arkansas.gov/Document/ShowDocumentDownload?documentId=4673>.

Professional Development Registry members are assigned a level, based on their education and training. The levels are Foundation, Intermediate, and Advanced.

Requirements for Intermediate 1 can be reviewed in the Better Beginnings Toolkit, <http://www.arbetterbeginnings.com/child-care-providers/provider-toolkits/>.

Effective administrators have knowledge and skills in both management and early childhood/youth development. Better Beginnings administrator qualifications require evidence of training in both areas.

2.B.3 Staff qualifications

Within the first year of employment, all staff in 2 Star centers meet requirements for Foundation 1 or higher and at least 50% of teaching staff meet requirements for Foundation 2 or higher.

Professional Development Registry members are assigned a level, based on their education and training. The levels are Foundation, Intermediate, and Advanced.

Requirements for Foundation 1 and Foundation 2 can be reviewed in the Better Beginnings Toolkit, <http://www.arbetterbeginnings.com/providers-teachers/providers/centers/toolkit>.

2.B.4 Administrator and staff annual professional development

All administrators and teaching staff in 2 Star centers participate annually in 20 clock hours of approved professional development; for administrators, at least three clock hours must be in Professional and leadership/Collaborative program management/Administrator Competencies. All annual professional development must be *approved training*, registered with the Professional Development Registry or approved by the Arkansas Department of Education. CPR and first aid training can count for up to four hours of professional development annually, if it is approved training.

Examples of professional development topics that meet these requirements are listed below.

[Topics below have been identified as relevant for administrators by the National Association for the Education of Young Children.]

Program Planning/Management

Director's Orientation
Program operations and centers management
Staff management and human relations
Family support
Educational programming
Legal and fiscal management
Risk management
Performance appraisal
Marketing and public relations
Leadership and advocacy

Early Childhood or Child/Youth Development

Historical and philosophical foundations
Child growth and development
Child observation and assessment
Curriculum and instructional methods
Children with special needs
Family and community relationships
Health, safety, and nutrition
Individual and group guidance
Learning environments

2.B.5 ELS Basics training and Developmental Assets training

In 2 Star centers, at least 50% of teaching staff complete Early Learning Standards (ELS) Basics training. School-age staff complete Developmental Assets training.

- Early Learning Standards Basics (90 minutes). This training is designed for those working with children ages birth through 60 months. ELS Basics Direct is offered online monthly (except June and December). Several face-to-face workshops are scheduled during the

year. Completion of *Pre-K Standards: Arkansas CDELS* (21 hours) or *Infant Toddler Standards: Arkansas CDELS* (16 hours) meets this requirement.

- *Developmental Assets Basics* (2 clock hours). This training is designed for those working with children/youth in grades K-12. Developmental Assets Basics is available online and in workshops.

Login to the Professional Development Registry to register for these workshops.

2.B.6 Environment rating tool training

In 2 Star centers, all administrators and at least 50% of teaching staff complete an environment rating scale training. If the facility is using the SAPQA or YPQA, school age staff should complete YPQA training.

The environment rating tools (ERS and SAPQA/YPQA) are used to assess program quality (see Better Beginnings requirements 1.D.1, 2.D.1, and 3. D.1.) The *Early Childhood Environment Rating Scale*, (ECERS) is used in classrooms serving children ages 2½ years through 5 years. The *Infant/Toddler Environment Rating Scale* (ITERS) is used in classrooms serving children birth to 30 months old. The *School-Age Environment Rating Scale* (SACERS) is used by centers serving school-age children.

Participation in ERS training prior to Better Beginnings enrollment meets this requirement. However, if it has been more than five years since you attended this workshop, you are required to attend an ERS workshop to ensure that you have current information.

The *School Age Program Quality Assessment* is available for grades K-6 and the *Youth Program Quality Assessment* is for grades 4-12. Programs should use the PQA that best matches the ages served. Centers serving school-age children may choose either the SACERS or the SAPQA/YPQA.

If your center chooses to use the SAPQA/YPQA for its school-age classes, the school age staff should attend Youth Program Quality Assessment (YPQA) training. For more information on SAPQA/YPQA, contact the School Age Coordinator at A-State Childhood Services, 1-888-429-1585.

2.B.7 Nutrition training

The administrator and kitchen manager (if applicable) participate annually in at least two clock hours of training on nutrition for children.

Training on nutrition for children should address nutrition competencies from the *Arkansas Workforce Knowledge and Competencies*. You can view and download this document at <https://pdregistry.arkansas.gov/Document/ShowDocumentDownload?documentId=4673>. Nutrition training is offered in workshops throughout the state and in online courses.

This training is required every year.

2.C. Learning Environment

2.C.2 Written daily activity plans for each group

Daily plans must include 1) all areas of development (social and emotional, cognitive, physical, language and literacy), and 2) developmentally appropriate daily physical activities for all children. For school-age programs, plans must include Developmental Assets concepts. (See page 40 of this Guide for resources on physical activities.)

Written daily plans should take into consideration the children's interests and developmental needs. By following written plans each day, staff are able to provide materials and equipment that will support optimal growth and learning for each child. Basic written plans don't have to be lengthy or complicated.

Refer to the Better Beginnings Toolkit (Learning Environments section) for sample daily plans.
<http://www.arbetterbeginnings.com/providers-teachers/providers/centers/toolkit>

2.C.1 Clearly defined interest centers

All classrooms/program spaces in 2 Star programs have a minimum of two clearly defined interest centers.

Interest centers may be called learning centers or interest areas. An interest center contains materials for certain types of play and an appropriate space for such play. Organizing play materials into interest centers supports children's play and helps children more easily find what they need.

Clearly defined interest centers can easily be identified by observation. Furniture and equipment are often used as boundaries to separate an interest center from the rest of the classroom/program space. Defining the space for each interest center can prevent lost materials and overcrowding and can help children focus on their activities.

The list below gives examples of typical interest centers. Your program may organize some areas differently and may have different names for the centers.

Examples of interest centers in an early childhood setting

Art
Blocks
Dramatic play
Books
Sand
Water
Manipulatives (may be called table games or discovery area)
Science and math (may be called discovery area)
Gross motor

Examples of interest centers for school-age settings

Art
Construction
Drama
Books
Puzzles and Games
Science and Nature

For examples of interest centers and how they may be defined, refer to the *Early Childhood Environment Rating Scale*; the *Infant/Toddler Environment Rating Scale*, and the *School-Age Environment Rating Scale*, Space and Furnishings sections and The *School Age Program Quality Assessment* and the *Youth Program Quality Assessment* that describe appropriate environments for youth development.

Early Childhood Resources

All About the ECERS-R, chapter 4; *All About the ITERS-R*, chapter 4

The Creative Curriculum for Infants, Toddlers, and Twos (Teaching Strategies, Inc.)

The Creative Curriculum for Preschool (Teaching Strategies, Inc.)

The Creative Curriculum for Family Child Care (Teaching Strategies, Inc.)

The Complete Learning Center Book: An Illustrated Guide to 32 Different Early Childhood Learning Centers (Gryphon House)

Designs for Living and Learning: Transforming Early Childhood Environments (Redleaf Press)

School-age Resources

Classroom Spaces that Work by Marlynn K. Clayton with Mary Beth Forton (Northeast Foundation for Children)

Building By Design: Creating Democratic Communities in Programs for 10-15 Year-Olds. Distributed by Work/Family Directions, Inc.

Integrated Development Enhancement Activities (I.D.E.A.S): Creating Successful Out-of-School Experiences in Programs for Older School-Age Children and Youth, by Roberta Newman

2.D. Environmental Assessment

2.D.1 ERS/YPQA

Two Star centers score an average of 3.00 or higher on the ERS for each classroom reviewed. If the center is using the SAPQA/YPQA, an average score of 3.00 or higher is required.

An ERS/SAPQA/YPQA assessor will contact you to provide a time frame for your environmental assessment. The environmental assessment usually occurs within 60 days of the assessor's contact, but you will not know the exact date.

The assessor(s) generally will review 1/3 of your classrooms at each age level (1/3 of infant/toddler rooms, 1/3 of preschool rooms, and 1/3 of school-age rooms). Approximately three weeks after the environmental assessment, you will receive a Summary Report via email.

The Additional Notes for the ITERS, ECERS, FCCERS-R, and SACERS can be downloaded at www.ersi.info. Click on the desired scale.

For the ITERS-R and ECERS-R, select Additional Notes for Updated ITERS-R or ECERS-R.

For the FCCERS-R and SACERS, select Additional Notes.

The Additional Notes provide clarification and explanation of rating scale indicators and are included as part of the rating scale when scoring.

Related Resources: Environmental Assessment

All About the ECERS-R and/or *All About the ITERS-R* provide examples of each rating scale indicator. These books may be checked out your regional Child Care Aware resource and referral agency. See the Appendix to find your regional agency.

Arkansas State University Childhood Services provides technical assistance at no cost to your program to help your program implement the environment rating scale indicators. Contact the Technical Assistance office at Childhood Services, 1-888-429-1585. Download a Technical Assistance Request Form at <http://asuchildhoodservices.org>.

Staff training on ERS indicators is offered around the state. To find workshops in your area, go to the Professional Development Registry website.

The *School Age Program Quality Assessment* (SAPQA) and the *Youth Program Quality Assessment* (YPQA): SAPQA and YPQA are designed to evaluate the quality of youth programs and identify staff training needs. For information, contact the School Age Coordinator at A-State Childhood Services, 1-888-429-1585.

2.E. Child Health and Development

2.E.1 A medical home for children

Two Star centers share information with families regarding medical homes for children. It may sound like a building, but a medical home isn't an actual place. It's a doctor you or your child go to for check-ups or when you get sick. This doctor is called a "primary care physician," or PCP. It may seem easier to see any doctor you can when you or your child is sick. But having a medical home — one doctor or clinic you call every time — means you are more likely to get the best care possible. If you see the same doctor every time, that doctor will know what sicknesses and health care you have had. You and the doctor will also get to know each other.

Why are medical homes important? Children who do not have a medical home may lack basic preventive health services. These children are more likely to receive care in an emergency room, and they are less likely to receive needed follow-up care and wrap around services.

What can your center do to support medical homes?

- Provide information to families. Ask about the last well-child visit. Talk with families about the importance of a medical home and well-child visits. Share prevention strategies with families.
- Screen and coordinate care. Document concerns about a child's health and development and contact families about these concerns. If the child participates in ARKids First, refer the family to ConnectCare (1-800-275-1131) for help with locating a primary care physician. Provide families with information to take to the physician. Insure that any medical care plans are kept on file and are followed.

The brochure in the Child Health and Development section of the Better Beginnings Toolkit defines a medical home and explains the benefits of a medical home for children. You may choose to use the brochure to share with families the importance of having a medical home.

2.E.2 Information on stages of child development/youth development

Two Star centers share with families information on children's stages of development.

One aspect of our partnership with families is sharing our knowledge about children's development. The more we understand how children grow and develop, the better able we are to support that development. Be sure to share information regarding the continuum of development—stages their children have passed through, where they are now, and developmental stages that lie ahead. The Better Beginnings Toolkit (Child Health and Development section) contains sample handouts for families. <http://www.arbetterbeginnings.com/providers-teachers/providers/centers/toolkit>

Strategies for sharing information with families

- Bulletin board or other display
- Information included in handbook for families
- Information included in monthly newsletters
- Handouts sent home with children
- System for families to check-out books and articles on specific topics
- Information shared during meetings and conferences

Better Beginnings Level 3

3.A. Administration

3.A.1 PAS program review

Three Star centers have an average score of 4.00 or higher on PAS items 1-21. Items 5 and 6 are rated and scored but are not included in the PAS average score. Items 21-25 will not be scored; facilities will meet the Better Beginnings requirements for staff qualifications.

See pages 8-9 in this Guide for information about the PAS program review.

See pages 20-21 in this Guide for important information about the Better Beginnings Program Portfolio.

3.A.2 Strengthening Families online self-assessment

3.A.2. Strengthening Families online self-assessment

Three Star administrators complete the Strengthening Families online self-assessment tool. Programs can provide a variety of low or no-cost supports and resources to families to help them meet challenges and be able to function well.

Strengthening Families is a research-informed approach to increase family strengths, enhance child development and reduce the likelihood of child abuse and neglect.

The self-assessment is tiered: baseline, mid-level, and high-level. Use the tool to suit your needs, e.g., one tier at a time or one section at a time. Attempt to complete at least tier one and tier two.

To access the self-assessment, go to <http://rbetterbeginnings.com/providers-teachers/providers/requirements-and-information>. Form H of the Better Beginnings application asks you to list the date the self-assessment was completed. Maintain the completed self-assessment form on-site.

3.A.3 Strengthening Families action plan

After completing the online self-assessment, 3 Star centers create a Family Engagement Action Plan and implement at least one action step.

Form H of your Better Beginnings application asks you to list at least one family support or involvement activity that you have implemented.

3.B. Administrator/Staff Qualifications/Professional Development

3.B.1 Administrator qualifications

The administrator of a 3 Star center meets the requirements for Intermediate 1 or higher, including at least 45 clock hours in Professionalism and leadership/Collaborative program management/Administrator competencies.

Professional Development Registry members are assigned a level, based on their education and training. The levels are Foundation, Intermediate, and Advanced.

Requirements for Intermediate 1 can be reviewed in the Better Beginnings Toolkit, <http://www.arbetterbeginnings.com/child-care-providers/provider-toolkits/>.

Effective administrators have knowledge and skills in both management and early childhood/youth development. Better Beginnings administrator qualifications require evidence of training in both areas.

3.B.2 Staff qualifications

In 3 Star centers, all staff meet requirements for Foundation 1 or higher within the first year of employment and at least 50% of teaching staff meet requirements for Foundation 3 or higher.

Professional Development Registry members are assigned a level, based on their education and training. The levels are Foundation, Intermediate, and Advanced.

Requirements for Foundation 1, 2, and 3 can be reviewed in the Better Beginnings Toolkit, <http://http://www.arbetterbeginnings.com/providers-teachers/providers/centers/toolkit>.

3.B.3 Administrator and staff annual professional development

All administrators and teaching staff in a 3 Star center participate annually in 25 clock hours of approved professional development. for administrators, at least four clock hours must be in Professional and leadership/Collaborative program management/Administrator Competencies.

All annual professional development must be *approved training*, registered with the Professional Development Registry or approved by the Arkansas Department of Education. CPR and first aid training can count for up to four hours of professional development annually, if it is approved training.

See pages 24-25 for more information about annual professional development.

Do you have an individual professional development plan?

You attend workshops, seminars, and conferences. You participate in webinars and online courses. You check your training transcript to make sure everything is listed. You count your hours to be sure you have enough.

But what is the point of all this attention to professional development? If you don't have a plan, there may not be a point. Without a plan, you may be logging hours, but missing the *development*.

To create your individual professional development plan, think about what you already know and what skills you already have.

- What would you like to know more about?
- What would you like to be able to do even better?

Your answers to these questions can help you set one or two goals for your professional growth.

When you have a goal, you can begin to look for training, videos, books and articles, websites, and mentors to help you move toward your goal. It's true that you may not "get hours" for all of your professional development activities, such as working with a mentor or reading an article. However, the benefit you are likely to receive is much greater than a certificate. You will gain a better understanding of children and of your work. You will become effective at what you do. You will make a positive difference in the lives of children. And isn't that the point of professional development?

The PDR Professional Development Advisor can help you develop an IPDP! Training and individual advising for you and your staff are available at no cost to you.

In addition, the Professional Development Advisor can assist you in raising the level of professionalism in your center.

For assistance with professional development planning, contact the Professional Development Registry, 1-888-429-1585.

3.C. Learning Environment

3.C.3 Written daily activity plans

Written daily plans should take into consideration the children's interests and developmental needs. By following written plans each day, staff are able to provide materials and equipment that will support optimal growth and learning for each child. Basic written plans don't have to be lengthy or complicated.

Refer to the Better Beginnings Toolkit (Learning Environments section) for sample daily plans.
<http://www.arbetterbeginnings.com/providers-teachers/providers/centers/toolkit>.

Daily plans in 3 Star centers must include learning goals for children. These may be called benchmarks, performance indicators, or child learning outcomes. If a program is implementing a curriculum that is listed as approved for ABC programs, the learning goals within that curriculum may be used.

For *school-age programs*, plans must link to the Arkansas Department of Education K-12 frameworks. The following website may be helpful for school-age programs.
<http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/resource-materials-for-lesson-plans>

3.C.1 Clearly defined interest centers

All classrooms/program spaces in 3 Star centers have a minimum of three clearly defined interest centers.

See pages 27-28 for information about defined interest centers.

3.C.2 Portfolios for each child

Teaching staff in 3 Star centers maintain a learning/developmental portfolio for each child. If you have portfolios for Work Sampling System or other purposes, those portfolios meet this requirement.

A portfolio is organized documentation of a child's developmental progress and learning. The purpose of a portfolio is to capture moments that demonstrate a child's growth over time. Staff observe what children are doing and record their observations. Samples of children's work and photographs of children's activities are usually included in portfolios, along with staff observations and notes. In a good portfolio, each item should be linked with one or more learning goal or developmental milestone.

Items for each child's portfolio might be kept in a file folder, a pizza box, or a large envelope. Some centers scan items and store portfolios in their computer, on a disk, or through a web-based service. The container you choose for portfolios must fit into your available storage space and be easy for staff to access.

A good portfolio contains multiple sources and types of documentation. For example, a child's portfolio might contain samples of the child's drawing, photos of the child playing in the blocks center, and notes about what the teacher observed during outdoor play. The items in the child's portfolio should show what the child has done over a period of several months. Refer to the Better Beginnings Toolkit (Learning Environment section) for suggestions of types of documentation.

Related Resources

"Common Types of Portfolio Documentation" in the Better Beginnings Toolkit (Learning Environment section)

<http://www.arbetterbeginnings.com/providers-teachers/providers/centers/toolkit>

The Portfolio and Its Use, by MacDonald (Southern Early Childhood Association)

Basics of Assessment, by McAfee (National Association for the Education of Young Children)

"Look What I Did! Why Portfolio Assessment Works"

http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=495

"The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children"

<https://eric.ed.gov/?id=ED351150>

"Assessing the Development of Preschoolers"

<https://eric.ed.gov/?id=ED372875>

3.C.3 Written curriculum plan

Three Star centers develop a current written curriculum plan that provides a brief overview of your curriculum approach.

Suggested elements of a Better Beginnings curriculum plan are listed below. These elements are not required.

- Statement of your program's overall goals for children
- Name and description of curriculum used (may be more than one or may be self-developed)
- Examples of topics of study and/or projects that you have planned in the past year and some that you expect to plan for the coming year
- How your curriculum incorporates investigation, play, child-initiated activities, and adult-guided activities
- How your curriculum builds on children's prior learning and experiences

Refer to the sample curriculum plan in the Better Beginnings Toolkit (Learning Environments section). <http://www.arbetterbeginnings.com/providers-teachers/providers/centers/toolkit>

Your curriculum plan will be unique to your program, reflecting your program's goals, philosophy, mission, and approach to children's learning and development. The following samples are provided to illustrate the individuality of curriculum plans.

- Lindgren Child Care Center
<http://www.stcloudstate.edu/childcare/programs>
- Riverfield Country Day School
<http://www.riverfield.org/academics/pre-school.cfm>

Refer to the Curriculum and Supplements section of the Better Beginnings website for curriculum resources to assist you in working with infants, toddlers, and preschoolers.



3.D. Environmental Assessment

3.D.1 ERS/YPQA

Three Star centers score an average of 4.00 or higher on the ERS for each classroom reviewed. If the center is using the SAPQA/YPQA, an average score of 4.00 or higher is required.

See page 29 for more information about the ERS, YPQA, and the environmental assessment.

3.E. Child Health and Development

3.E.1 Information on nutrition and physical activity

Three Star centers share with families information on nutrition and physical activity for children.

Today's children spend many hours "plugged in." They watch television, play video games, and log many hours of computer time. As a result, our children are spending less time engaged in physical activities such as bike riding, running, and playing catch.

In addition, many children are living on fast food diets. Convenience foods tend to be higher in fat, salt, and sugar and lower in important nutrients. Poor diet affects the child's health and ability to learn.

We know that the child's early experiences set the stage for lifelong habits and behaviors. The combination of inadequate nutrition with limited physical activity has serious long-term consequences for our children and our society.

The solution is simple. Children need appropriate physical activities every day, and they need appropriate servings of nutritious meals and snacks. You are in a unique position to help children and their families develop healthier lifestyles.

The Better Beginnings Toolkit (Child Health and Development section) contains samples of information that can be shared with families.

<http://www.arbetterbeginnings.com/providers-teachers/providers/centers/toolkit>

Related Resources

From the Better Beginnings website, www.ARBetterBeginnings.com/providers-teachers/curriculum-supplements/preschool/books-and-movement-magical-mix

- "B.A.M.M.M.: Books and Movement—a Magical Mix", by Brown and Wright
- Special Olympics Arkansas Young Athletes Curriculum

From A-State Childhood Services, http://asuchildhoodservices.org/#!chs_publications

- *Helping Young Children Become Physically Active for Life*, by Sanders and Courson
- *Healthy Choices for Better Beginnings*, by White and Courson

Ideas for physical activities: <http://www.pecentral.org>, click on "Lessons" and select a grade level

"Healthy School Snacks," http://www.cspinet.org/nutritionpolicy/healthy_school_snacks.pdf

Nutrition and Physical Activity Self-Assessment for Child Care (Go NAP SACC),
<http://www.napsacc.org>





Appendix

Center-based Requirements

Family Child Care Requirements

School-Age Requirements

ARKANSAS BETTER BEGINNINGS – CENTER-BASED REQUIREMENTS

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

<u>COMPONENTS</u>	LEVEL 1	LEVEL 2 Must meet all requirements for Level 1	LEVEL 3 Must meet all requirements for Level 1 and Level 2
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 every three years.</p> <p>2.A.2 Administrator reviews the Strengthening Families website, webinar receives training in the Strengthening Families Initiative.</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 (Education and Experience)</u></p> <p>1.B.1 Administrator and teaching staff are members of the PDR Registry and/or the ADE Registry.</p> <p>1.B.2 Administrator meets requirements for PDR Foundation 3 or higher, including 21 clock hours of training in program planning/management and/or leadership.</p> <p>1.B.3 Within the first year of employment all staff meet requirements for PDR 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 (Education and Experience)</u></p> <p>2.B.1 Administrator and teaching staff maintain membership in the PDR Registry and/or ADE Registry.</p> <p>2.B.2 Administrator meets requirements for PDR Intermediate 1 or higher, including 30 clock hours of training in program planning/management and/or leadership.</p> <p>2.B.3 Within the first year of employment all staff meet requirements for PDR Foundation 1 or higher and at least 50% of teaching staff meet requirements for PDR 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>2.B.5 At least 50% of teaching staff complete “ELS Basics training”; School age staff should complete “Developmental Assets Training.”</p>	<p><u>Qualifications (Education and Experience)</u></p> <p>3.B.1 Administrator meets requirements for PDR Intermediate 1 or higher, including 45 clock hours of training in program planning/management and/or leadership.</p> <p>3.B.2 Within the first year of employment all staff meet requirements for PDR Foundation 1 or higher and at least 50% of teaching staff meet requirements for PDR 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>

<u>COMPONENTS</u>	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.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 as defined in the Arkansas Child Development and Early Learning Standard: Birth through 60 Months.</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 while maintaining confidentiality.</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>

ARKANSAS BETTER BEGINNINGS – FAMILY CHILD CARE REQUIREMENTS

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

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

Learning Environment	<p>1.C.1 A developmentally appropriate daily program schedule is posted in each program area.</p> <p>1.C.2 Caregivers develop and implement written daily plans for each group.</p>	<p>2.C.1 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 as defined in the Arkansas Child Development and Early Learning Standard: Birth through 60 Months.</p> <p>2.C.3 Caregivers plan and implement daily developmentally appropriate physical activities for all children.</p>	<p>3.C.1 Program spaces have a minimum of three (3) clearly defined interest centers.</p> <p>3.C.2 Caregivers 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 the FCCERS.</p>	<p>2.D.1 Facility scores an average of 3.00 or higher on the FCCERS.</p>	<p>3.D.1 Facility scores an average of 4.00 or higher on the FCCERS.</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 while maintaining confidentiality.</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>

ARKANSAS BETTER BEGINNINGS – SCHOOL-AGE REQUIREMENTS

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

<u>COMPONENTS</u>	LEVEL 1	LEVEL 2 Must meet all requirements for Level 1	LEVEL 3 Must meet all requirements for Level 1 and Level 2
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 reviews the Strengthening Families website, webinar receives training in the Strengthening Families Initiative.</p>	<p>3.A.1 Facility scores an average of 4.00 or higher on PAS items 1-21 (items 5 and 6 scored, but not included in average; items 10 and 11 not scored).</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 (Education and Experience)</u></p> <p>1.B.1 Administrator and teaching staff are members of the PDR Registry and/or ADE Registry.</p> <p>1.B.2 Administrator meets requirements for PDR Foundation 3 or higher, including 21 clock hours of training in program planning/management and/or leadership.</p> <p>1.B.3 Within the first year of employment all staff meet requirements for PDR Foundation 1 or higher.</p> <p><u>Professional Development</u></p> <p>1.B.4 Administrator completes an ERS or YPQA Training.</p> <p>1.B.5 Administrator completes training on developmentally appropriate physical activities for children/youth.</p>	<p><u>Qualifications (Education and Experience)</u></p> <p>2.B.1 Administrator and teaching staff maintain membership in the PDR Registry and/or ADE Registry.</p> <p>2.B.2 Administrator meets requirements for PDR Intermediate 1 or higher, including 30 clock hours of training in program planning/management and/or leadership.</p> <p>2.B.3 Within the first year of employment all staff meet requirements for PDR Foundation 1 or higher and at least 50% of teaching staff meet requirements for PDR 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>2.B.5 At least 50% of teaching staff complete “Developmental Assets Basics” training.</p> <p>2.B.6 All administrative staff and 50% of teaching staff complete an ERS or YPQA training.</p>	<p><u>Qualifications (Education and Experience)</u></p> <p>3.B.1 Administrator meets requirements for PDR Intermediate 1 or higher, including 45 clock hours of training in program planning/management and/or leadership.</p> <p>3.B.2 Within the first year of employment all staff meet requirements for PDR Foundation 1 or higher and at least 50% of teaching staff meet requirements for PDR 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>

<u>COMPONENTS</u>	LEVEL 1	LEVEL 2 Must meet all requirements for Level 1	LEVEL 3 Must meet all requirements for Level 1 and Level 2
		2.B.7 Administrator and kitchen manager (if applicable) participate annually in at least 2 clock hours of training on nutrition for children/youth.	
Learning Environment	1.C.1 A developmentally appropriate daily program schedule is posted in each classroom/program area. 1.C.2 Staff develop and implement written daily plans for each group.	2.C.1 All classrooms/program spaces have a minimum of two (2) clearly defined interest centers if not utilizing single-use spaces. <i>Single use spaces are exempt from this requirement as long as other program spaces are available to allow for other interest center activities</i> 2.C.2 Written daily plans for each group include the Developmental Assets concepts. 2.C.3 Staff plan and implement daily developmentally appropriate physical activities for all children/youth.	3.C.1 All classrooms/program spaces have a minimum of three (3) clearly defined interest centers if not utilizing single-use spaces. <i>Single use spaces are exempt from this requirement as long as other program spaces are available to allow for other interest center activities</i> 3.C.2 Staff maintain a portfolio for each child/youth. 3.C.3 Facility develops a current written curriculum plan and daily plans that include links to ADE K-12 frameworks .
Environmental Assessment	1.D.1 Facility completes a self-evaluation using an applicable approved environment rating tool (SACERS or YPQA).	2.D.1 Facility scores an average of 3.00 or higher on the SACERS or scores 3.00 or higher on the YPQA for each classroom/program space reviewed.	3.D.1 Facility scores an average of 4.00 or higher on the SACERS or scores 3.75 or higher on the YPQA for each classroom/program space reviewed.
Child/Youth Health & Development	1.E.1 Facility documents distribution of ARKids First information to families of uninsured children/youth. 1.E.2 Facility shares with families information on child/youth development and on children's/youth health. 1.E.3 Any medical and educational care plans involving a child/youth are written and on file, and implementation is documented while maintaining confidentiality.	2.E.1 Facility shares with families information regarding medical homes for children/youth. 2.E.2 Facility shares with families information regarding child/youth development.	3.E.1 Facility shares with families information on nutrition and physical activity for children/youth.

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: primary source of comprehensive health care

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

PDR: Arkansas' Professional Registry professional development system

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

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

PDR Foundation 3: Practitioner is registered in the PDR Registry. Practitioner has completed 45 clock hours of PDR 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. An administrator's education and experience may be considered to meet the intent of this requirement.

PDR Intermediate 1: Practitioner has completed a CDA credential or 135 clock hours of PDR 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. An administrator's education and experience may be considered to meet the intent of this requirement.

PDR Intermediate 2: Practitioner has completed 18 semester hours of early childhood education or after school education at an institution of higher education. An administrator's education and experience may be considered to meet the intent of this requirement.

PDR 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. An administrator's education and experience may be considered to meet the intent of this requirement.

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).