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DIVISION OF ELEMENTARY & SECONDARY EDUCATION

Jacob Oliva
Secretary | Read Bio ▶
Department of Education

ARKANSAS DEPARTMENT OF EDUCATION

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Early Childhood

About OEC

Arkansas Better Chance Program (ABC) ▴

　COPA, Curriculum & Screening Tools

　ABC Program Forms and Documents

　Training Videos and Resources

Arkansas Early Childhood Commission

Arkansas Office of Early Childhood Strategic Plan ⧉

Behavior Help

Child Care Licensing

~~act~~ OEC

ABC Program Forms and Documents

- OEC School Readiness Assistance Application
- OEC School Readiness Assistance Application - Spanish
- OEC School Readiness Assistance Rights and Responsibilities
- OEC School Readiness Assistance Rights and Responsibilities - Spanish
- Forms and Applications
- Center-Based Monitoring Visit Tool
- Home-Based Monitoring Visit Tool
- Child Enrollment Checklist
- Child Waiver Request
- COPA Security Agreement
- Earned Income Verification
- Foster Care Waiver Form
- Health Screening Form-English
- Health Screening Form-Spanish
- Training and Technical Assistance Request Form

⬇ Related Files

↓　ABC Program Rules

- Program Monitoring
- CLASS and Local Leads
- Eligibility, Documentation, and Child Waivers
- Child Records and Screenings
- Staff Requirements/Professional Development
- Classroom Standards
- Parent and Community Engagement

Program Technical Assistance and Monitoring

Any ABC Eligibility Specialist will be able to assist you.

Email questions to
COPASupport.Mailaccount@ade.arkansas.gov

Program Monitoring

- ABC site requirements are now being reviewed during Licensing visits by your assigned Licensing Specialist.

- ABC Eligibility Specialists are reviewing all non-classroom site specific requirements on-line.

ABC Requirements reviewed but limited to:

- Programmatic Documents
- Classroom Lesson Plans
- Staff Credentials and Professional Development
- Child Eligibility
- COPA Data

Uploaded before school starts:

- Parent Handbook
- Program Calendar
- Kindergarten Transition Plan (if not in Handbook)
- Parent Involvement/Family Engagement Plan (if not in Handbook)
- Community Collaboration Plan/MOU (memorandums of understanding)
- Updated Staff Credentials and SQP Agreements
- Staff Employment Agreements (contracts)
- Professional Development Plan
- Documentation of any Professional Development not on PDR for the previous year

*SQP documentation shall be updated throughout the year.

Requested uploaded child documents:

- Signed and dated application (initial application)
- Eligibility documentation
- Birth certificate or hospital birth record
- Completed Developmental Screening
- Health screenings (physical/Well Child Checkup, vision and hearing)
- Referral documentation for children identified through screening as needing further evaluation
- Copy of the IFSP/IEP, if applicable
- Documentation to verify programs have informed parents and guardians in writing that no religious activity will be paid for or subsidized by public funds or occur in any manner suggesting governmental endorsement of any religion or religious message.

Other Requested Documentation

- Lesson Plans for the week of review

COPA Reports

The Program Specialist will review the following reports in COPA to ensure that all staff, family, and children's information has been entered.

- 201 – Monthly Attendance Report

- 203 – Enrollment and Transition History Report

- 601 - Staff Information Report

- 973 – Class and Teachers Profile

- 402 – Health Screening Status Report

- 456 – Developmental Screening Report

- 459 – Overall Referral Report Tracking Report

Details on how to run these reports may be found in the COPA Reference Guides.

Additional Monitoring Information

The Program Specialist will also review the following information:

- Child Care Licensing information for previous 12 months

- Most current classroom assessment

- Better Beginnings status

- Staff Professional Development Registry (PDR) records

- Verification of receipt:
  - ✓ Final Disclosure Audit from previous year
  - ✓ Mid-year and Final Expenditure reports

Exit Conference

This Photo by Unknown Author is licensed under CC BY

After the review, the Coordinator and/or Site Contact will be contacted:

- Action Plans will be developed for any areas needing improvement.
- TA will be provided to help facilitate the completion of the Action Plan.

Action Plans

Action plans are located in COPA in the monitoring visit. Plans will include the following:

- Framework (the Section of the ABC Rules)
- Non-compliance Indicator
- Due date
- Comments
- Person responsible for ensuring plan is completed

Audit Non-Compliance Summary

Component Area	Framework	Non-Compliance Indicator	Comments	Action Plan
Desk Audit	08 - Staff Information in COPA	Are staff credentials current and uploaded in eDocs?	Bo Peep's credentials are not uploaded in COPA	In Progress

Action plan History

Action Plan Date:06-05-2025	**Submitted By:** Davis, Michele	**Consultant:**	**Responsible:** Bagett, Poly	
Action Plan:	Upload Bo Peep's credentials into Staff eDocs	**Due Date**	06-19-2025
Resources Needed:		**Completion Date**	
Comments:		**Action Plan Status**	In Progress

Desk Audit Audit Tool

Visit Follow-Up

The Coordinator shall email the Program Specialist when all action plans have been completed.

Extensions *must be requested before the original due date.*

The Program Specialist will verify that all action plans are completed within the specified time frames.

Further action may be taken against the program if action plans are not completed by the due dates.

⊟ Audit Non-Compliance Summary

Component Area	Framework	Non-Compliance Indicator	Comments	Action Plan
Desk Audit	08 - Staff Information in COPA	Are staff credentials current and uploaded in eDocs?	Bo Peep's credentials are not uploaded in COPA	Verified Complete

⊟ Action plan History

Action Plan Date: 06-05-2025	**Submitted By:** Davis, Michele	**Consultant:**	**Responsible:** Bagett, Poly	
Action Plan:	Upload Bo Peep's credentials into Staff eDocs		**Due Date**	06-19-2025
Resources Needed:			**Completion Date**	06-05-2025
Comments:			**Action Plan Status**	Verified Complete

CLASS

**Early Childhood
Special Projects
Alicia Atwood**

Local Leads

**Associate Director
Jennifer Douglas**

Arkansas Early Childhood Vision

LEARNS envisions a seamless early childhood system in Arkansas that ensures:

Children enter kindergarten ready to learn and prepared for lifelong success as a result of their experiences in high-quality early care and education.

Families can access the resources their child needs on their pathway to kindergarten, regardless of the setting they choose for their child.

Providers deliver high-quality early learning experiences, through a workforce that is prepared to care for and educate young children.

There are **enough affordable, safe spots** for children, made accessible for families through state, local, and community leadership.

The **local and state economies** benefit from thriving families who are supported to hold jobs, raise children, and participate in their community.

LEARNS

CLASS Resources

www.oecclass.org

OEC CLASS

Home

What is CLASS?

Implementation Timeline

CLASS Pilot FAQ

Scheduled CLASS Trainings

CLASS Observation Protocols

∨ CLASS for Leaders

∨ CLASS for Teachers

∨ CLASS for Observers

CLASS Group Coaching

Local Lead Information

Teachstone

∨ Resources

Welcome to the Office of Early Childhood's CLASS Website

LEARNS

# Local Lead Requirements

Local Early Childhood Lead Organizations will continue to be implementation partners for state efforts by completing activities to further the goals of LEARNS and the state's vision for early childhood.

All local lead organizations accomplish the following on an annual cycle:

- **Convene all providers** across site types frequently for community building, strategic planning, quality supports, and more

- **Conduct an unduplicated child count** of all publicly funded children enrolled in their catchment area, organized by funding stream and age

- **Oversee the Coordinated Funding Request** to request seat allocations on behalf of their communities based on each site's needs

- **Draft a local plan** for addressing the early childhood gaps identified in their community

- **Coordinate CLASS observations**, trainings, and professional development for educators and directors for their region

Local Leads Coverage
- Cohort 1
- Cohort 2
- Cohort 3
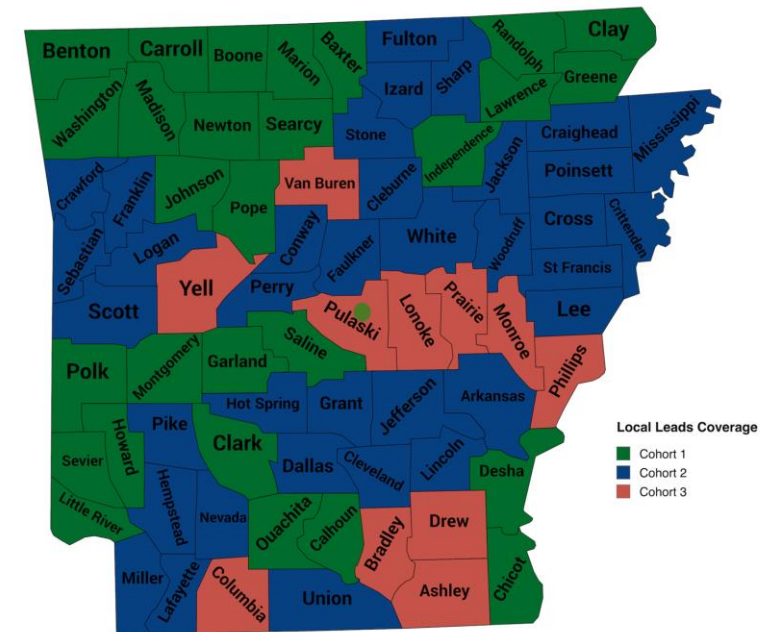
Share out!
What is something exciting your local lead has done in your community?

Local Leads Annual Planning Cycle

All activities and deliverables conducted by local leads build on each other throughout the year and fall within a local leads' annual planning cycle.

Annual Cycle	Local Leads
Fall	Local leads conduct **Child Count** and assess the need for ECE in their catchment area.
Winter	Local leads review child count data to understand the **community need, demand, capacity, and gaps**. Local leads compile seat/service requests from their providers through the **Coordinated Funding Request (CFR)** and submit them to ADE.
Spring	Local leads develop a **community plan** for engaging, recruiting, and enrolling families, supporting providers to offer quality care and education, and addressing the early childhood gaps identified in their community.
Summer	Local leads implement their plans to support families and providers and to **enroll children and improve quality**, adjusting as needed to maximize their community's available funding and capacity.

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Eligibility

All eligibility will be determined using ABC (old money) requirements.

Birth through 5 years excluding kindergarten eligible children

ABC Eligibility Factors

- Family with gross income not exceeding 200% of FPL

- Has a demonstrable developmental delay as identified through screening (qualifies for IEP/IFSP)

- *Parents* without a high school diploma or GED

- Eligible for services under IDEA

- Low birth weight (below 5 pounds, 9 ounces)

- Income eligible for Title I programs

- Parent was *under* 18 years of age at child's birth

- Limited English Proficiency

- Immediate family member has a history of substance abuse/addiction

- Parent has history of abuse of neglect

Regulation 4.03

Additional Eligibility Factors

➢ In Foster care at the time of enrollment

➢ Has an incarcerated parent (must be within the lifetime of the child)

➢ Is in the custody of/living with a family member other than mother or father

➢ Has an immediate family member arrested for or convicted of drug - related offenses (must have occurred within the lifetime of the child)

➢ Has a parent activated for military duty away from their home base (must be a minimum of 30 days duration)

➢ Is homeless as defined by the McKinney-Vento Act which ensures the right of students to go to school even when they are homeless or don't have a permanent address.

Regulation 4.11

Associated Eligibility Requirements

➢ Child must reside within the boundaries of the program's local school district. Programs may accept children outside of their local area if they have exhausted local recruiting efforts and have unfilled ABC Slots.
Regulation 4.02

➢ Eligible children cannot be denied enrollment or be dismissed due to non-payment of fees associated with another childcare program.
Regulation 4.15

➢ Eligible children cannot be denied enrollment or be dismissed because of toilet training issues.
Regulation 14.09

A family unit is defined as individuals living in the same home as the child and includes:

➢ The child enrolled in the program
➢ The biological/adoptive parent(s)
➢ Step-parent(s)
➢ Siblings related by birth or marriage to child enrolled
➢ Foster siblings

The child application needs to clearly indicate the number in the family and the number in the household. ALL household members and their relation to the enrolling child must be listed on application.

➢ If a classroom has children from different funding sources, all children must be entered in COPA if there is at least one ABC child in the classroom.

➢ When enrolling children in COPA, use the funding source (ABC, CCDF, or other applicable funding source) as the program model for the child.

➢ If an eligibility factor other than income is used to qualify an ABC child, that factor must be checked in the "Eligibility Information" section of the Child's Data Sheet in COPA.

Note: If using income to determine eligibility, do NOT check any of the other factors in the "Eligibility Information" section.

Dual Eligibility

What Does Dual Enrollment Mean

➢ Dually enrolled children are enrolled in both an ABC center-based and an ABC HIPPY/PAT program.

➢ These children must have two qualifying factors, one of which ***must*** be income.

➢ The same qualifying factor ***cannot*** be used by both programs.

➢ Documentation for both qualifying factors must be kept in the child's file.

Qualifying for Dual

Family income less than 200% of the FPL plus:

- Any other ABC eligibility requirement
- Single Parent
- Parent who cannot read

If a child is enrolled in both an ABC center based and an ABC home visiting (HIPPY or PAT) program concurrently:

➤ The second program to enroll the child shall be responsible for verifying eligibility for dual enrollment.

➤ Center-based and home visiting programs shall work collaboratively to ensure that both programs have the dual eligibility criteria documented in the child's file (income plus one additional factor).

Regulation 19.06

Dual Eligibility and COPA

➤ Program must contact their Data Specialist when enrolling a dual child.

➤ When a dual child leaves the program, the Data Specialist must be contacted to terminate the child in COPA – programs **shall not** terminate dually enrolled children.

➤ The qualifying factor other than income must be checked in the "Eligibility Information" section of the Child's Data Sheet.

Break

10:00

| Start | Stop | Reset | mins: 10 | secs: 0 | type: None ⌄ |

🔴 Breaktime for PowerPoint by Flow Simulation Ltd.   Show Settings ☐

Documenting Eligibility

Income Documentation

When using income to determine eligibility:

➢Family income cannot exceed 200% of the Federal Poverty Level (FPL)

➢In a two-parent household, <u>both</u> incomes must be used to determine eligibility

➢Income of stepparents MUST be obtained

➢Use number in family NOT household – on the application

Types of Income Counted

- Earned Income

  - ➢ Use most recent documents (dated within 30 days of the date the application was signed)

  - ➢ Must have pays stubs equaling 30 days (one month) of income

  - ➢ Use holiday, vacation, sick pay

  - ➢ Do not use over-time, tips, etc.

  - ➢ Do not use child support, Disability, and Social Security

- Unemployment

- Use Gross Pay

- On income tax forms, use *ADJUSTED GROSS INCOME*

Regulation 4.07

Acceptable Income Eligibility Documentation

➤ Paystubs

➤ W-2 forms

➤ Federal Income tax forms

➤ Schedule C or Schedule F for self-employed only

➤ Notarized letter signed by parent or employer

Notarized Statements

➢No earned income

➢Employers' statements to verify employment and pay

➢Statements that are not notarized or not signed will not be accepted

Calculating Income

Income Eligibility Worksheet

INCOME ELIGIBLITY WORKSHEET

CHILD NAME: _____ DATE OF APPLICATION: _____

Note: Paycheck stubs must be in consecutive order within the last four pay periods from the date of application. Make copies of income verification to be placed in the child's file.

Paid Weekly		Paid Bi-Weekly		Paid Twice Monthly		Paid Monthly	
Income #1		**Income #1**		**Income #1**		**Income #1**	
Date of Check	Gross Amount	Date of Check	Gross Amount	Date of Check	Gross Amount	Date of Check	Gross Amount
_____	$ _____	_____	$ _____	_____	$ _____	_____	$ _____
_____	$ _____	_____	$ _____	_____	$ _____		
_____	$ _____						
_____	$ _____	Total	$_____/2	Total	$_____/2	Total	$_____/1
Total	$_____/4						
		Bi-Weekly Average	$ _____ (2.167)	Twice Weekly Average	$ _____ (2.0)		
Weekly Average	$ _____ (4.334)						
Monthly Total	$ _____	Monthly Total	$ _____	Monthly Total	$ _____	Monthly Total	$ _____
X	12	X	12	X	12	X	12
Annual Income	$ _____	Annual Income	$ _____	Annual Income	$ _____	Annual Income	$ _____
Income #2		**Income #2**		**Income #2**		**Income #2**	
Date of Check	Gross Amount	Date of Check	Gross Amount	Date of Check	Gross Amount	Date of Check	Gross Amount
_____	$ _____	_____	$ _____	_____	$ _____	_____	$ _____
_____	$ _____	_____	$ _____	_____	$ _____		
_____	$ _____						
_____	$ _____	Total	$_____/2	Total	$_____/2	Total	$_____/1
Total	$_____/4						
		Bi-Weekly Average	$ _____ (2.167)	Twice Weekly Average	$ _____ (2.0)		
Weekly Average	$ _____ (4.334)						
Monthly Total	$ _____	Monthly Total	$ _____	Monthly Total	$ _____	Monthly Total	$ _____
X	12	X	12	X	12	X	12
Annual Income	$ _____	Annual Income	$ _____	Annual Income	$ _____	Annual Income	$ _____
Federal Income Tax Forms / Gross Income: $ _____		Food Stamp Eligibility Documentation within 30 days $ _____		DHS Caseworker document verifying less than 200% FPL $ _____		Total in Family: _____ Total Family Income: $ _____	

__ Active Military Overseas   __ Incarcerated Parent   __ No earned Income
____ Custody of or living with other relative   __ Foster Care

ABC Form
(Revised 01/07/2019)

➢ Add together the ***gross amount*** from each check

➢ Check+check+check+check = Monthly pay

➢ Monthly pay ÷ 4 = Average weekly pay

➢ Average weekly pay x 4.334 = Average monthly pay

➢ Average monthly pay x 12 = Yearly gross income

➢ Add together the **gross amount** from each check

➢ Check+check = Monthly pay

➢ Monthly pay ÷ 2 = Average bi-weekly pay

➢ Average bi-weekly pay x 2.167 = Average monthly pay

➢ Average monthly pay x 12 = Yearly gross income

Twice Monthly

- ➢ Add together the **gross amount** from each check

- ➢ Check+check = Monthly pay

- ➢ Monthly pay ÷ 2 = Average twice monthly pay

- ➢ Average twice monthly pay x 2 = Average monthly pay

- ➢ Average monthly pay x 12 = Yearly gross income

Gross check amount x 12 = Yearly gross income

Q. Do siblings enrolling for the next year automatically qualify, and do I have to get new income documentation?

A. Siblings do not automatically qualify for an ABC slot and you would need to get new eligibility documentation.

Q. Can we still use the Sliding Fee Scale to enroll children?

A. Yes

Q. Both biological parents live in the household with the child, but they are not married.

A. Both parents and the child are counted in the family unit. You need income documentation from both parents.

Q. Mom and her boyfriend and their 2 children live with the child. The enrolling child has a different father.

A. There are 5 people in the household, but we count only 4 in the family unit as it pertains to the enrolling child (count mom, the child, and the children related to the child). Use only mom's income because the boyfriend is not the father of the enrolling child.

Q. Child lives with grandparents, an aunt, 2 cousins, and mom. Mom is the only provider.

A. There are 7 people in the household but only the child and mother count as the family unit. Use only mom's income.

Q. Parents have joint custody.

A. Use the information and income of whomever enrolls the child.

Q. Dad and step-mother live with the child, Her children live with them on the weekends.

A. Only the father, step-mother, and child count for the household and family unit. Use father and step-mother income.

ABC Eligibility Documentation

Leadership Support Service

Developmental delay established by:

- ➤ Screening report or a letter of services from an Early Childhood Special Education Program

- ➤ Individual Family Service Plan (IFSP) from DHS Developmental Disability Services

- ➤ Individualized Education Plan (IEP)

- ➤ Letter of IEP conference decision (Evaluation / Programming Conference Decision Form)

- ➤ Psychological assessment documenting a developmental delay

Parents without a high school diploma or GED:

➢ Letter from their high school stating they did not graduate

➢ High school transcript sent from the school

➢ Letter from a GED program stating the parent is attending

➢ Notarized letter from the parent stating they did not graduate

Low birth weight (below 5 pounds, 9 ounces):

➢ Birth certificates

➢ Letter from the hospital or doctor verifying birth weight

➢ Hospital birth card or announcement sent home from the hospital

Children *eligible* for services under IDEA:

- ➢ IEP or Individualized Education Plan

- ➢ Letter of IEP conference decision

- ➢ Evaluation or Programming conference decision form

- ➢ Letter from the Educational Cooperative or Special Education

- ➢ Medical Documentation

Parent was under 18 years of age at child's birth:

- ➢ Child's birth certificate

- ➢ Birth certificate of the parent plus the child's birth certificate

- ➢ parent's driver's license plus the child's birth certificate

Limited English Proficiency:

➢ Letter from a social worker

➢ Letter from the Bureau of Citizenship

➢ Parent's Green Card

➢ Letter from an adult education program that the parent is enrolled in adult education class

➢ Written documentation of observation of child and/or parent during screening or application

Immediate family member (parent, step-parent, or siblings) has a history of substance abuse/addiction:

➢ Letter from doctor or treatment center treating family member

➢ Letter from social worker assisting family

➢ Law enforcement or Court Records

Parent has history of abuse or neglect:

➢ Documentation from DHS

➢ Law enforcement or court records

For a foster child:
- ➤ Court record
- ➤ Documentation from DHS

For an incarcerated parent (this must be within the lifetime of the child):
- ➤ Documentation from law enforcement, the court, or the department of corrections website

- For children in the custody of, or living with, a family member other than mother or father:
  - A court record
  - Documentation from DHS
  - A notarized statement from the family member that the child is living with them and neither parent is residing in the home

- An immediate family member (parent, step-parent, or siblings) has been arrested for or convicted of drug - related offenses:
  - Records from law enforcement
  - Court documents
  - Documentation from the Department of Corrections Website
  - Newspaper article

A parent activated for military duty away from their home base (it must be a minimum of 30 days):

- ➢ Deployment orders
- ➢ A letter from the Department of Defense notifying that the parent will   be deployed

Parents of children who are homeless as defined by the McKinney-Vento Act:

- ➢ A residency form signed by the parent and the McKinney-Vento Liaison
- ➢ A notarized statement that:

They are living in emergency shelters or transitional living programs
Staying temporarily with friends or relatives due to inadequate housing
Staying in motels, campgrounds, cars, or other temporary housing

➢The agency will be placed on a compliance plan

➢The agency may have to **PAY BACK FUNDS**

➢Future funding may be affected

Regulation 4.10

Child Waivers

Two Types of Child Waivers

- Eligibility/Kindergarten

- Foster Waiver

Eligibility/Kindergarten

- Children not meeting eligibility requirements.

- Children who are kindergarten eligible.

Foster Child Waiver

- Request to exceed ratio or to add an additional temporary slot to accommodate an income foster child when all ABC slots are full.

ABC Programs may request a waiver for a child exhibits MULTIPLE risk factors which impair the child learning and development but not meeting the eligibility criteria.

Approved only in situations where significant multiple, at-risk factors, exist that prevent the child from being able to be placed in a kindergarten classroom.

➢ Obtain Child Waiver Request from the Arkansas Better Chance webpage on Office of Early Childhood website.

➢ Complete each section of the form with accuracy

➢ Obtain required signature and documents prior to submission.

➢ Emailed information to copasupport.mailaccount@ade.arkansas.gov
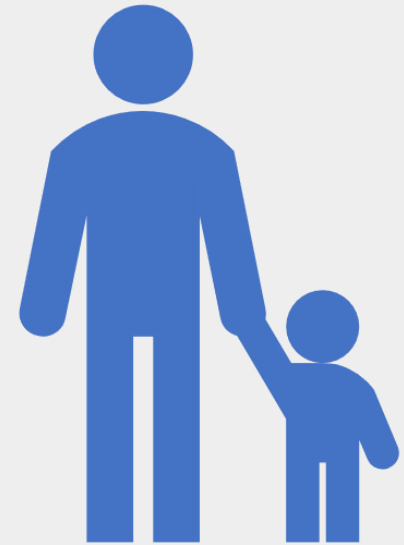
What to Include in Waiver Request Packet

Waiver Request Form	Birth Record	Income(regardless of reason for waiver)
Verification that all eligible children are served (no waiting list)	Multiple supportive documents of identified delays, at-risk factors; and/ or documentation of family with extenuating circumstance	Information must be emailed to copasupport.mailaccount@ade.arkansas.gov

Waiver Review Information

➤ Each Child Waiver shall be considered on a case-by-case basis.

➤ Programs must submit supportive documents.

➤ The Child Waiver must be approved by the Office of ABC **prior** to enrolling a child in the ABC program. Agencies enrolling unapproved or ineligible children will be cited as being noncompliant.

➤ Submission of a Child Waiver Request **does not guarantee** approval of the request.

A waiver intended for the temporary approval to serve a foster child when exceeding the awarded ABC slots and/or maximum ABC classroom ratio.

Waivers cannot be given to exceed classroom capacity.

Foster waivers allow for payment for the temporary slot.

Completing a Foster Care Waiver

➢ Obtain Foster Care Waiver Request form from the Arkansas Better Chance webpage on Office of Early Childhood website.

➢ Programs must complete each section of the form: (Agency Information, Child Information, Classroom Information, Submission of Waiver Request)

➢ Information must be emailed to: copasupport.mailaccount@ade.arkansas.gov

Documentation of one of the following must be maintained on file at ABC site:

➢ Court Orders

➢ Medi-Alert

➢ Foster Home Agreement Addendum

➢ Letter from Family Service Worker

<u>Do not submit </u>foster care verification documents to the ABC Office

If a waiver is approved, the Child Waiver Request and supporting documentation shall be uploaded to Child eDocs COPA.

Child Records

Essential Enrollment Documentation

The following documentation must be obtained before the child can attend:

➢ A completed application with enrollment date
➢ Up-to-date immunizations or an exemption form
➢ Birth certificate
➢ ABC eligibility documentation

Children enrolled without eligibility documentation are NOT considered eligible for the ABC program.

Regulation 4.10

➢ Birth certificate, hospital birth record or other official verification of birth date

➢ Eligibility Documentation

➢ Completed application, signed and dated

➢ Emergency information, including non-parental contact and medical information

➢ Parental authorization for medical care, daily pick-up and field trips

➢ Statement signed by parent verifying receipt of parent handbook

➢ Completed Health Form and Immunization record

➢ Completed Developmental screening

➢ Samples of the child's work

➢ Teacher and parent observations and summaries of parent-teacher conferences

- ➢ Referral to Special Education (as applicable), includes:
  - ➢ Referral Decision
  - ➢ IFSP/IEP to include goals and objectives as applicable

- ➢ Parent-Teacher Conference Summaries
  - ➢ Work Sampling Summary reports with parent signature and date

- ➢ Work Sampling Documentation (may be kept separate):
  - ➢ Child's portfolio - paper or electronic child work samples
  - ➢ Teacher observations

Health Screenings

Incoming new students' physicals are current if performed within the last 12 months.

Parents of students without physicals are required to provide one within 45 days of first attendance.

Returning students health screening are good for 2 years.

All Vision, Hearing, Physicals, and Growth Assessments must be entered into COPA within 60 days.
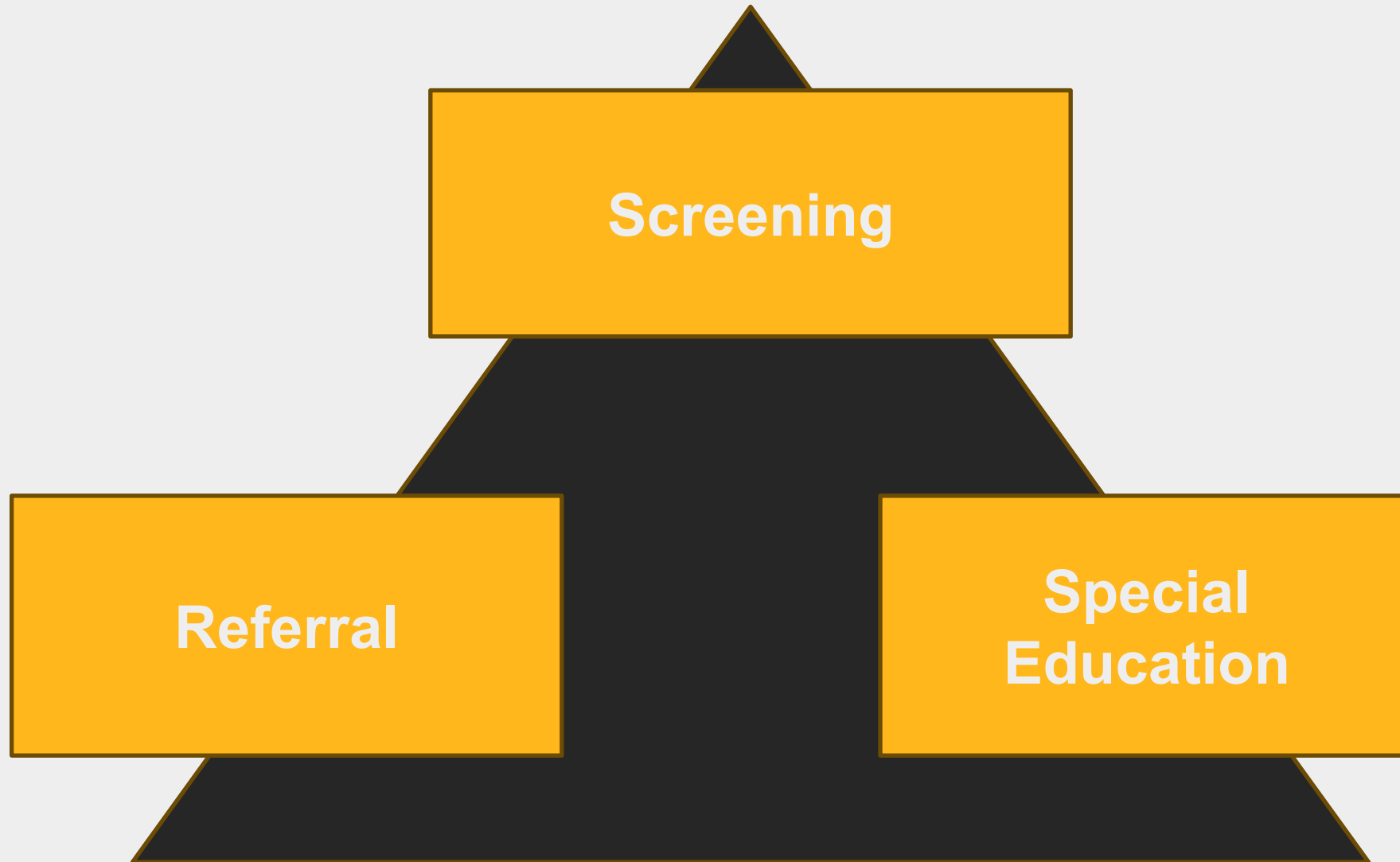
Developmental Screening

Children shall receive a developmental screening no later than 45 calendar days from the first day of attendance. Screenings shall be administered annually unless a child has a current IFSP/ IEP in place.

Children so identified shall be referred to Special Education within seven (7) calendar days of the date of screening.

Programs shall comply with state and federal laws for Special Needs students.

- **Regulation 15.05**

The developmental screening must include, at a minimum, the following areas:

- Vocabulary

- Visual-motor integration

- Language and Speech development

- Fine and gross motor skills

- Social skills

- Developmental milestones

- Ages and Stages Questionnaires (ASQ-3), Third Edition

- Battelle

- Brigance

Why do we screen?

- Identify children who may potentially need special services

- Identify the need for revision of curriculum planning, classroom design, and classroom management strategies

- Assist in identifying areas in which each child needs individualized attention

- The program may complete the screening or arrange with Educational Cooperative to complete the screening but the responsibility to ensure that it is completed rests with the ABC Program.

- The screening must be completed including:
    - ➤ Date of screening
    - ➤ Child's name
    - ➤ Child's date of birth
    - ➤ Screener's name
    - ➤ Score
    - ➤ Outcome (**Pass, Fail, Rescreen, or Refer**)

Developmental Screenings and COPA

The following developmental screening information must be entered in COPA for each child within 60 calendar days of the first day the child attends the program:

- Screening Date

- Instrument

- Screening Result

- Decision

- Re-screen Due Date

- Performed By

A referral to Special Education must be made **within** 7 calendar days upon the failure of a developmental screening.

If you choose to rescreen a child:

- It must be within 45 days of the original screening;
- "Rescreen" must be documented on the original screening;
- "Rescreen" must be documented in COPA when entering the original screening;
- The new developmental screening must be entered into COPA when completed.

Referrals that can be made at anytime.

- A possible delay exist that was not identified at the time of the screening

- Behavior/social emotional issues impact the child's development and/or classroom management

Where to Refer the Child

The child **must** be referred to the legally responsible special education entity:

- First Connections (children birth to 3 years of age)

- School District/Educational Cooperative (children 3 – 5 years of age)

The child may be referred to other mental health and/or services providers. *However, referrals to other agencies cannot replace the required referral to Special Education.*

Referral documentation to your Educational Cooperative or District Special Education include:

- Referral form

- A copy of the email sent to Educational Cooperative or to District Special Education

- *If the screening was performed by the Educational Cooperative or District Special Education; the screening itself can be used as documentation.* In this case, special education is referring to itself.

Referral Information

- Date referred
- Requested by
- Referral reason
- Screening
- Referred to

ABC and Special Education Collaboration

For any ABC child also receiving Special Education Services, appropriate staff from the Education Cooperative or school district shall have access to the child at mutually agreeable times during the program day in order to provide services outlined in the child's IEP.

If a child in question has a disability and is in the process or has been identified under IDEA, **the ABC program shall follow state special education rules and regulations governing suspension/ and, or, or expulsion.**

If children demonstrate challenging behavior, the ABC program shall consult with BehaviorHelp and the Early Childhood Special Education program regarding classroom modifications and interventions.

If necessary, intervention shall ensure each child has access to professional services, such as

- Referrals to the educational cooperative behavioral specialist;
- The DESE-funded regional support network for early
       autism identification,; and
- Community mental health center and a private therapist.

For any ABC child requiring the intervention services of special education, the ABC program shall collaborate with special education professionals to ensure each party has access to necessary information to provide the appropriate services.

IFSP/IEP (Disability) information

- Primary Condition Broad Category (select from drop-down menu)

- Diagnosis Date

- Select "Qualified" status from drop-down menu

- Select "Disability Status" from drop-down menu

Copies of the IFSP/IEP ***shall not*** be uploaded to COPA eDocs unless requested by the ABC Unit.

Required Child Information in COPA

Attendance – Agency, Site, or Class Tab
(depending on access level)

Physical (Well Child Check up) – Medical Tab

Growth Assessment – Growth &Nutrition Tab

Vision and Hearing Screenings – Medical Tab

Developmental Screening – Developmental
Tab

Referrals – Referral Tab

IEP or IFSP information – Disability Tab

Child Documents – Enter in Child eDocs if
requested

Lunch

Staff Qualifications and Professional Development

LEADERSHIP SUPPORT SERVICE

An ABC Program Coordinator or Site Director without teaching responsibilities shall meet the minimum licensing requirements for a center director and complete Director's Orientation within a reasonable time period, subject to the availability of training.

Regulation 11.05

HIPPY

- Each HIPPY program serving at least one hundred sixty (160) families must have one (1) full-time coordinator, holding a minimum of a bachelor's degree in education, social work, sociology, psychology, or related field. Those coordinators without a related degree must obtain at least twelve (12) college course hours in early childhood.
- Programs with more than two hundred fifty (250) children must also have at least one (1) part-time coordinator who holds a minimum of an Associates Degree in early childhood education, social work, psychology or related field.
- Coordinators shall also meet additional job requirements as described in the HIPPY United States Coordinator job description. HIPPY Coordinators must attend National HIPPY Pre-service Training and receive certification.

PAT

- All PAT Coordinators must attend the PAT Institute Training and obtain either a Parent Educator Certificate or an Administrator's Certificate.
- Each Program must have a certified Parent Educator, who may also serve as Coordinator.

Lead vs. Classroom Teacher

Lead Teacher:

- Single site/single classroom or single site/multi-classrooms

- Expected to coordinate programming, curriculum, and lesson planning with classroom teachers

- Must have one lead for every three classrooms

Classroom Teacher:

- Only for sites with more than 1 classroom

- Holds a minimum of an Associate's degree in early childhood/child development

Lead Teacher

The Lead teacher shall:

- Hold an Arkansas Educator license in an area of Early Childhood Pre-K or;

- Have a Bachelor's degree in child development, early childhood education, or a related field with the requisite number of twelve (12) hours in early childhood or child development.

- DESE may consider alternative pathways or experience.

Paraprofessionals

Paraprofessionals shall hold one of the following:

- An Associate's Degree in Early Childhood Education or

  Child Development

- Birth to Pre-K Credential

- Technical Certificate

- Certificate of Proficiency

- Child Development Associate $^®$ (CDA) Credential™

Caregivers in an Infant/Toddler ABC classroom shall hold a minimum of an Infant/Toddler CDA Credential.

HIPPY educators must have a high school diploma/ and, or, or GED and a current CDA credential.

PAT educators must meet the Parent as Teachers affiliation requirements.

Programs replacing a teacher or paraprofessional during the year—including those taking an indefinite leave of absence—shall consult with DESE on specific qualifications needed.

Professional Development

- Complete a Professional Development Plan and update at least annually.

- Lead and Classroom teachers shall participate in 30 hours of staff development.

- Paraprofessional shall participate in 15 hours of staff development.

- Topics must be pertinent to Early Childhood Education.

- Time frame for obtaining training is either June 1st through May 31st or July 1st through June 30th annually.

- Home Based Education shall meet the yearly requirement of their national affiliation.

Professional Development – Center Based Staff

Required within the first year:

New Staff Orientation/Child Care Orientation (*refresher course every 3 years*)

Classroom Environment/Interactions Assessment (*refresher as needed or annual*)

Child Assessment (*required annually*)

Required trainings NOT mandated to be completed the first year:

Child Development and Early Learning Standards (CDELS)

Social/Emotional Learning (SEL)/Conscious Discipline

Emergent (Pre-K Early Literacy)

Early Childhood Math/Science (Pre-K Math and Science)

School Year: **Time Frame:**   ☐ June 1ˢᵗ - May 31ˢᵗ _or_   ☐ July 1ˢᵗ - June 30ᵗʰ

ABC Agency: **ABC Site:**

Staff Name: **PDR Number:**

Required Content Area _Suggested Trainings_	Projected Registration Date	Date of Completion	Hours of Completion
New Staff Orientation (required by Licensing): - AR New Staff Orientation/Childcare Orientation Training (8 hrs.)			
- *Refresher Course every 3 years			
CPR/First Aid (every 2 years)			
Environmental Assessment (*required training): - *Classroom Quality Assessment Tool Training (ECERS or CLASS)			
- Assessment Refresher Training (as needed)			
Child Assessment (*required training): - *Work Sampling Introduction for New Staff (12 hours)			
- *Work Sampling Refresher (2 hours)			
- Other (List name of course and attach course description):			
The following are not required to be completed the first year of professional development planning.			
Child Development and Early Learning Standards (CDELS) **(*required training):** - *CDELS (21 hours)			
- Other (List name of course and attach course description):			
Social-Emotional Learning (*required training): - Pre-K SEL (45 hours)			
- Conscious Discipline Six-Day Initial Course (36 hours)			
- Other (List name of course and attach course description):			
Emergent Literacy (*required training): - Launchpad (9 hours)			
- LETRS for Early Childhood Educators (35.5 hours)			
- U of A Early Care & Education Project (ECEP) Pre-K Early Literacy (30 hours)			

- Other (List name of course and attach course description):			
Early Childhood Math/Science (*required training): - *Pre-K Math and Science (30 hours)			
- Other (List name of course and attach course description):			
Additional Training – Select Key Content Area from the drop down menu. List name of course and attach course description:			
Choose an item			
Choose an item.			
Choose an item.			
CLASS® (Classroom Assessment Scoring System) Dimension Support Training - Select Dimension name from the drop down menu. List name of course and attach course description:			
Choose an item.			
Choose an item.			
Choose an item.			
Coaching-List activities or coursework:			

1) *Training is not considered complete if only partial hours are taken.*

2) *An updated copy of the Individual Professional Development Plan should be uploaded and maintained in the individual staff record in COPA eDocs.*

3) *Plans shall be reviewed on a regular basis and updated as needed.*

Supervisor Signature: _____   Date: _____

EC Staff Signature: _____   Date: _____

Must meet the annual professional development requirements of their national and state affiliations.

Staff and COPA

Staff Personal Info

Delete Record

Personal Information ✎

eDocs

Status: Active

First Name	Beabrix	Ms.	**M.I.**
Last Name	Stodder	**Employee ID**	14872164
Address	Blocton		
City	North Little Block	**State** Arkansas	**Zip** 111111
Home Phone	501-555-5555	**Work Phone** 501-555-5555	**Ext.** 101
Mobile Phone		**Consents to Receive Text Messages**	
Email	littleblockpracticepreschool@playwell.net	**SSN**	222-33-4444
Sex	Female	**D.O.B.**	07-28-1990

Staff and COPA

Staff Employment Info

Name: Stodder, Beabrix   **Agency:** ABC Little Block Practice Preschool   **Site:** Little Block Practice Preschool- Central   **Employee ID:** 2222

Employment Information ✎

Employment Agency	ABC Little Block Practice Preschool	**Employment Site**	Little Block Practice Preschool-Central
Initial Hire Date	**Probation Ends**		
Interview Date		**Start Date**	08-02-2021
Effective Date	07-20-2021	***Position**	ABC Classroom Teacher
Years in position		3	
Works directly with families			
***Classification**	Child Development Staff	**Classification Date**	07-20-2021
		Org Number	
***Employment Type**	Permanent Staff	**Hours/Week**	40
	Weeks/Yr.	42	

Salary and Funding Info

***Salary**	48000	**Salary Type**	Yearly
Fringe	3000		
***Average Hourly Rate (PIR B11 a~d)**			

Salary and Funding Source

ABCSS	**% of Salary**	100

Staff and COPA

Staff Credentials

Name: Stodder, Beabrix **Agency:** ABC Little Block Practice Preschool **Site:** Little Block Practice Preschool- Central **Employee ID:** 2222

Credentials 📝

This is a Child Development Staff

* Education Level / Degree	Bachelors Degree	* Major	Early Childhood Education/Child Development
* Enrolled toward next degree	Not Applicable	* Next Major	Not Applicable
Date Awarded		Date Started	
Units/Credits Toward Next Degree		Six or more courses	
Next degree required Units/Credits		*Current/Former HS Parent	
Currently In College	No	Years of experience in Education	7
*Years of experience working/teaching Preschool-age children	5	*Years of Experience teaching infants and/or toddlers	0
Years of experience using			Hours of Training on
Number of infant/toddler units		*Admitted to Teach for America and	

Staff and COPA eDocs

- Current credentials

- Professional Development Plan

- Contracts

- Any professional development not in PDR

  for the previous school year.

- SQP Agreement (not application)

- SQP Progress Reports

Staff and ELS (Enterprise Licensing System)

Details

⌄ Staff Information

Staff Record No	Staff #024393	Facility Name	Cedar Ridge Early Childhood Center	✎
Staff Type	Paraprofessionals ✎	Explain Other Staff Type		✎
First Name	Kendall	Last Name	Reed	
Employment Start Date	12/6/2024 ✎	Employment End Date		✎
Staff Hire Date	11/21/2024 ✎	Email	kendall.reed@gmail.com	✎
Working in an ABC Classroom	✎	←		

⌄ Training

Highest Level of Education	Other ✎	Explain Other Education	CDA	✎
Basic Orientation Date	12/19/2024 ✎	AR New Staff Training Date	11/4/2024	
Adult CPR Date	1/13/2025	Pediatric CPR Date	1/13/2025	
First Aid Training Date	1/13/2025 ✎	Registry Number	106577	✎

⌄ Verification

Record Check Visit Date	✎	Notes		✎

Staff Qualification Plan

Staff Qualifications Plan (SQP)

A Staff Qualifications Plan may be requested only if a qualified staff cannot be hired.

Online courses may be utilized only if accredited by an accrediting entity approved by the US Department of Education.

The agency must complete a Staff Qualifications Plan (SQP) and emailed to COPASupport.Mailaccount@ade.arkansas.gov.

The Office of ABC will approve these plans on a case-by-case basis and shall monitor the plan to ensure adequate progress is being made.

Agency hiring staff members not meeting qualifications without an approved Staff Qualifications Plan shall be subjected to corrective action, up to and including termination from the ABC Program.

Required Documents

Staff Qualification Plan are required to be submitted to COPASupport.Mailaccount@ade.arkansas,gov within *15 calendar days of the date of hire* along with the following documentation:

- ➢ Staff Qualification Plan Application
- ➢ Copy of any current credential earned
- ➢ Copy of transcript of any college coursework completed
- ➢ Planned Course of Study form signed by college advisor or verification of enrollment

★If you have a question regarding a potential candidates' credentials, please email their credentials to us for advisement.

Time Frame For Completing An SQP

- A Staff Qualifications Plan must be completed within 2 years.

- The Office of ABC will consider extending a Staff Qualification Plan due to extenuating circumstances, such as a valid hardship.

- Extensions will be considered on a *case-by-case* basis.

- The ABC Coordinator is responsible for ensuring that each staff person makes progress each year. The Staff Qualifications Plan Progress Report form must be submitted January 30 and July 30 annually.

- Documentation should include college coursework (including grades, transcript) or certificates.

➢If progress is not made this may result in a cancellation of the Staff Qualifications Plan.

➢Inadequate progress may be defined as poor attendance, withdrawal of courses, failing to achieve a passing grade, or failing to implement Staff Qualification Plan.

The following documents should be uploaded to the eDocs section of the staff record in COPA:

- Signed Staff Qualification Plan Agreement

- Staff Qualifications Plan Progress Reports (January and July annually)

Classroom Standards
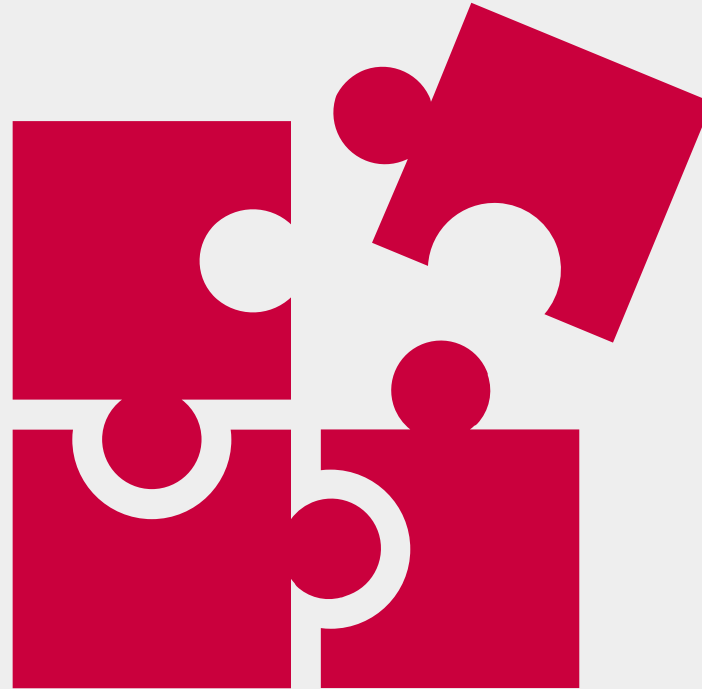
ABC programs shall provide a minimum of 7 hours per day, 178 days per year of classroom instruction.

- Extended hours do not count as additional days for funding

- Funding is based on the number of days

- Any days less tan the 178 days will be pro-rated based on the daily rate of the program established by the OEC

Regulation 9.06

14.1 No child in ABC shall be dismissed or expelled from the program for behavior without approval from OEC.

14.1.1 The Multi-Tiered System of Supports Framework assists programs and staff with supports to promote social, emotional, and behavioral outcomes of young children birth to five (5), promoting the use of positive behavioral interventions, promoting family engagement, using data for decision-making, integrating early childhood and infant mental health consultation.

14.5.2 If a child in question has a disability and is in the process or has been identified under IDEA, the ABC program shall follow state special education rules and regulations governing suspension/ and, or, or expulsion.

14.6 If children demonstrate challenging behavior, the ABC program shall consult with BehaviorHelp and the Early Childhood Special Education program regarding Classroom modifications and interventions.

14.9 A child shall not be dismissed from the ABC program due to a lack of toileting development skills.

Nor may a program refuse to admit a child because of toileting development issues if the child meets all other age and income eligibility requirements.

14.10 ABC programs shall assist children not yet toilet developed with cooperation.

- Programs shall not employ toilet development techniques which could be construed as punishment or shaming the child.
- Programs are encouraged to include the parent or guardian in any plan so it may be reinforced at home.

Funds from ABC may be used to purchase resources necessary to support toilet development.

Classroom Standards

➢ All ABC center-based or family-home based programs shall maintain a license in good standing.

➢ Programs shall follow public school regulations regarding teacher planning periods. Planning periods for ABC teachers shall be scheduled at a time that does not violate minimum staff-child ratios or other ABC standards

➢ Regular and consistent attendance is expected. For children to receive the full benefit from the ABC instructional program children must have regular attendance.
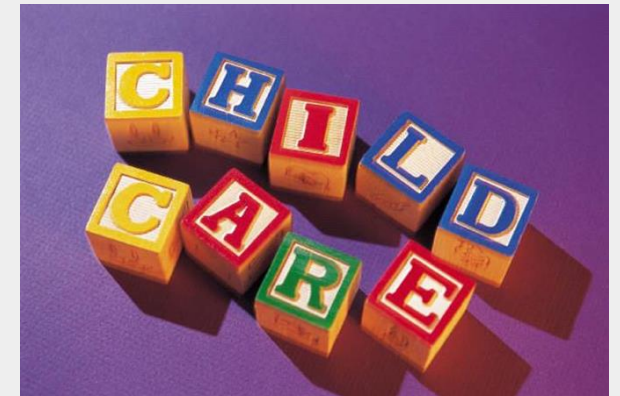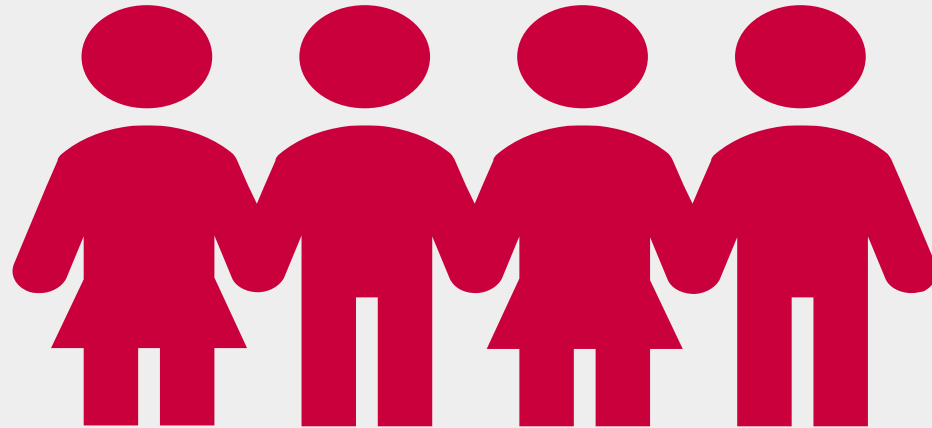
Staff/Child Ratio

Any classroom with an ABC child must maintain the following ratios:

- 1:4 (birth to 18 months)
- 1:7 (18 months to 3 years)
- 1:10 (3-5 years)

Classrooms with children ages 2 ½ - 3 years must maintain the 1:7 ratio

Regulation 10.02

Group Size

The group size in any classroom with ABC children shall not exceed:

- 8 children for ages birth – 18 months

- 14 children for ages 18 months – 3 years

- 20 children for ages 3 - 5 years

Staffing for Infant and Toddler

Each staff member in an infant or toddler classroom must have an Infant/Toddler CDA.

- 1/4 Infant or 1/7 Toddler ratio – 1 staff members with I/T CDA

- 2/8 Infant or 2/14 Toddler ratio – 2 staff members with I/T CDA's

Staffing for Preschool Classrooms

- One classroom – Lead teacher

- Two classrooms – Lead teacher and 1 classroom teacher

- Three classrooms – Lead teacher and 2 classroom teachers

- Four or more classrooms – above pattern repeats

- Paraprofessionals are required for each preschool classroom that has between 11-20 children

HIPPY Home-Based Educators working thirty-one through forty (31-40) hours per week may not serve more than twenty-seven (27) families.

PAT Educators working on a part-time basis (twenty (20) hours per week) should serve thirty (30) and not more than forty (40) children and their families.

PAT Programs shall operate on a twelve (12) month, year-round basis. Families must be offered twelve (12) personal visits and six (6) parent group meetings.

Child Assessment

➢ Children in an ABC program shall be assessed annually to provide an indication of each child's progress towards school readiness.

➢ The current child assessment used is Work Sampling which utilizes three reporting periods (November, February, and May).

Child Portfolios

As part of the child's record, programs are required to maintain a portfolio with samples of the child's work.

The work contained in the child's portfolio should be used as the basis for the child assessment.

Samples of children's work/teacher observations may be kept online.

All ABC programs must utilize a curriculum approved by the Office of ABC.

A program wishing to use a curriculum not on the list may request, in writing to DESE, consideration of an additional curriculum.

Supplementary curriculums may be utilized.

...a fun place to play and learn!

This Photo by Unknown Author is licensed under CC BY-NC

Lesson Plans

- Classrooms shall have written lesson plans arranged in thematic units/topics of study.

- Plans should align with the Child Development Early Learning Standards (CDELS)

- Each classroom must have a daily schedule.

- Classroom practices shall be developmentally appropriate.

The indoor and outdoor play areas shall follow the requirements and guidance of the Minimum Licensing Requirements for Child Care Centers.

Extended
Learning Interactions

What Should Be Included

Extended Learning opportunities, such as lunch time, transitions, and gross motor activities, should include the following developmentally appropriate practices.

➢ Meaningful teacher/child interactions

➢ Intentional learning

Provision should be made through program design to facilitate a smooth transition for those children advancing to kindergarten.

Kindergarten Transition Plans must be in writing. Plans shall be uploaded to the "Agency" section of COPA eDocs or integrated into your handbook.

Kindergarten Transition Plans can include but not limited to:

- Kindergarten activities practiced in preschool
- Preschool students attending elementary school special events
- Kindergarten and elementary staff interacting with preschool
- Field trips to meet kindergarten classrooms
- Kindergarten readiness assessment
- Providing resources to families

Meaningful Parent & Community Engagement

Meaningful Parent and Community Engagement

- Meaningful Parent and Community Engagement is:

- An essential component of *quality* in early childhood programs

- One of the six core components that serve as a basis for the ABC funding

- Critical to setting the stage for positive parent engagement experiences throughout the child's educational journey and life

Parents as key partners positively impacts a child's school readiness and success by:

➢ Reducing child behavior problems

➢ Enhancing child social skills

➢ Promoting academic success

What is a Parent Engagement Plan

A written plan for parent engagement that, at a minimum, addresses:

Mechanism for parental advice and review of programmatic plans

Parent teacher conferences (at least 2 per year)

Method to involve the parent in the child's educational experience

"Open door" policy to encourage visiting and participation in classroom activities

Parent involvement can include but not limited to:

- Parent night

- Parent training

- Provide community resources

- Invite parents participate in the classroom

- PTA

- Parent Surveys
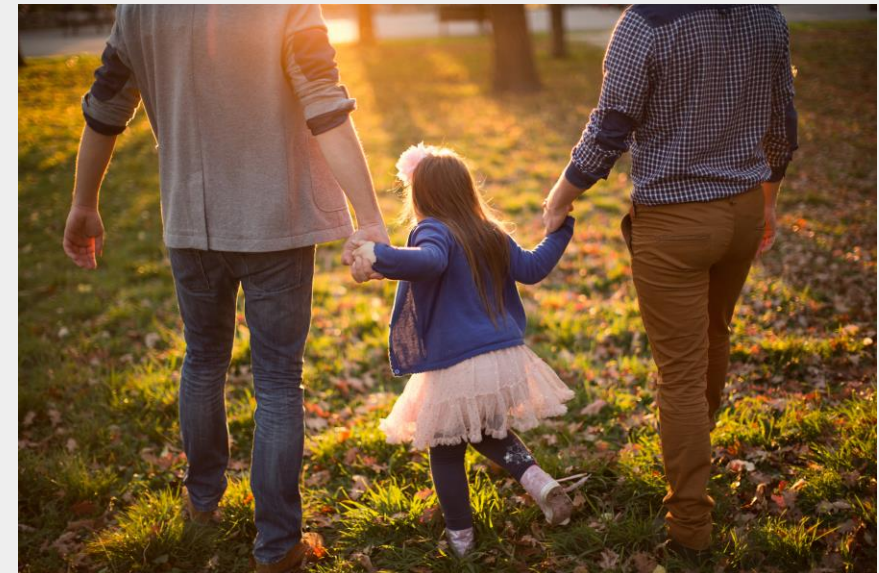
Parent Handbook

Each program shall utilize a parent handbook specifically for the ABC program. The following policies shall be included:

- ➢ Attendance
- ➢ Tardy
- ➢ Behavior Guidance

The Information must be Accurate for Current program year.

Parent Handbook: Recommended Items

- ➢ Program calendar

- ➢ Parent engagement plan/activities

- ➢ Kindergarten transition plan/activities

- ➢ Community engagement plan/activities

- ➢ Separation of church and state clause

- ➢ Parents or guardians of children qualified as eligible for ABC services shall not be required to pay any fees or provide food or supplies during ABC hours

- ➢ Field Trip Requirements

Each program shall have a written Collaboration Plan in conjunction with local community partners to improve community involvement.
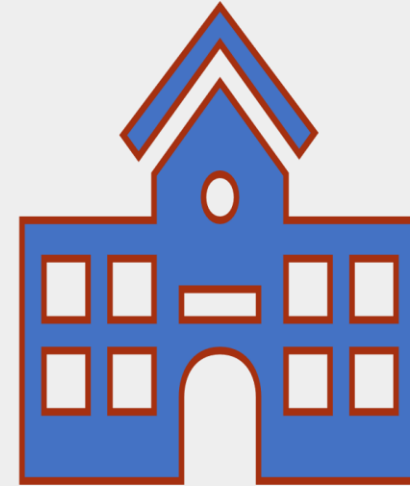
Community Engagement Components

The Community Collaboration Plan shall include:

➢ A description of how cooperation with other service providers will be established and maintained.
➢ Opportunities for community representative to participate in the educational activities of the classroom.
➢ A Memorandum of Understanding (MOU) with collaborative partners must also be current and available for review.

Community Engagement Partners

- Public School District

- Community Partners/Business

- Early Childhood Special Education Cooperative

- Head Start

- Other Child Care and ABC Providers

- Local Health Units and / physicians

- HIPPY / PAT

- Mental Health

Office of Early Childhood (OEC) Staff

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