

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING
THE ARKANSAS BETTER CHANCE PROGRAM
April 11, 2005

SECTION 1 – REGULATORY AUTHORITY

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

SECTION 2 – PURPOSE

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

SECTION 3 – DEFINITIONS

- 3.1 ABC: Arkansas Better Chance
- 3.2 ABCSS: Arkansas Better Chance for School Success. Unless standards for ABC and ABCSS are listed separately, all requirements of ABC apply to ABCSS.
- 3.3 ADE: Arkansas Department of Education
- 3.4 ADHS: Arkansas Department of Human Services
- 3.5 CDA: Child Development Associate credential

- 3.6 Core Quality Components: The six key areas of ABC which include:
- Low student to teacher ratio
 - Well-qualified & compensated staff
 - Professional development
 - Developmental Screening and Child Assessment
 - Meaningful parent and community engagement activities
 - Proven curricula and learning processes which serve as the basis of ABC funding levels.
- 3.7 DCCECE: Division of Child Care and Early Childhood Education
- 3.8 FPL: Federal Poverty Level
- 3.9 IDEA: Individuals with Disabilities Education Act
- 3.10 In-kind services: Support services provided at either no cost or without monetary exchange
- 3.11 HIPPY: Home Instruction for Parents of Preschool Youngsters
- 3.12 LEA: Local Education Agency
- 3.13 PAT: Parents as Teachers
- 3.14 Single-Site Classroom: One ABC classroom at a geographic location
- 3.15 Multi-classroom Site: Multiple ABC classrooms which are located on the same premises
- 3.16 Shall: Mandatory standard
- 3.17 Should: Standard is recommended but not mandatory

SECTION 4 – CHILD ELIGIBILITY

- 4.1 The ABC Program serves educationally deprived children, ages birth through 5 years, excluding a kindergarten program. The Arkansas Better Chance for School Success Program serves children ages 3 and 4 years from families with gross income not exceeding 200% of the FPL.

- 4.2 Eligible students for the ABC program shall have at least one of the following characteristics:
- Low-income family (up to 200% of the FPL)
 - Parents without a high school diploma or GED
 - Low birth weight (below 5 pounds, 9 ounces)
 - Parent is under 18 years of age at child's birth
 - Family has a history of substance abuse/addiction
 - Income eligible for Title I programs
 - Eligible for services under IDEA
 - Parent has a history of abuse or neglect or is a victim of abuse or neglect,
 - A demonstrable developmental delay as identified through screening
 - Limited English Proficiency
- 4.3 Eligible students for the ABC for School Success program must meet the following qualifications:
- Must be three or four years of age by the cutoff date set by ADE
 - Gross family income shall not exceed 200% of the FPL
 - A program is available in the area where the child resides and there is available space for the child to attend the program. In order to receive special education services a child must reside within certain district/co-op boundary lines.
- 4.4 The child's parent or guardian shall furnish documentation of eligibility and other required information upon request. A list of all acceptable documentation will be published annually by DCCECE, including the disclosure of annual household income and household member information. Children of parents or guardians refusing to furnish required information shall be deemed ineligible for participation in ABC. Programs are responsible for verifying eligibility before the child attends and shall maintain copies of eligibility documentation in the child's portfolio.
- 4.5 The ADE and DCCECE may develop a fee schedule and establish eligibility based on family income for children who are not eligible under Section 4.3, but priority enrollment shall be provided to children eligible under Section 4.3.
- 4.6 In rare circumstances, DCCECE, with approval from ADE, may grant waivers to children not meeting the eligibility criteria under Sections 4.2 or 4.3 but possessing multiple risk factors for learning and developmental impairment. Requests for such

waivers must be submitted to DCCECE in writing and will be considered on a case by case basis.

- 4.7 Children meeting certain risk factor qualifications may be eligible for home-based services, in addition to attending a center-based ABC program. By July 1, 2005, DCCECE will establish a process by which such services may be applied for. The State Board of Education will have final approval for any exception to the requirements of 4.2 and 4.3.

SECTION 5 – PROGRAM/AGENCY ELIGIBILITY

- 5.1 Any child care provider meeting the criteria below is eligible to apply for funding:
- Located within the boundaries of the State of Arkansas
 - Licensed by DCCECE as a Child Care Center or Child Care Family Home with a satisfactory history OR has a facility which is licensable
 - Obtained State Quality Approval accreditation OR is eligible for such accreditation in the space to be used for the ABC program
 - Can provide matching funds in accordance with local to state 40:60 funding ratio

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

- 5.2 Any provider wishing to be considered for funding must fully complete a grant application supplied by DCCECE. Grant applications will be evaluated and scored by DCCECE on the following factors:
- The degree to which the program can provide a developmentally appropriate preschool program as outlined in the grant application
 - A strategy of collaboration with the local business and education community
 - A fiscally-responsible budget which correlates to core quality components
 - A plan of action for parent involvement
- 5.3 DCCECE will determine an acceptable cutoff score for approved applications. Questions and concerns regarding grant scoring should be referred to the Program Administrator. The DCCECE Program Administrator or Division Director shall make the final determination of all grant scores. Grant scores are final.

- 5.4 All applications shall include an appropriate budget which corresponds to the core quality components for ABC, details all costs associated with the program and demonstrates the cost effectiveness of the program and the use of federal, state, local and private funds in conjunction with ABC grant monies. Allowable costs include:
- salaries and fringe benefits
 - instructional materials and equipment
 - staff development
 - developmental screenings
 - meaningful parent and community engagement activities
 - stipends for staff working toward a degree or credential.

SECTION 6 – FUNDING

- 6.1 Upon approval of an ABC application, the order of funding shall be based on criteria stated in Act 49 of 2003, which includes areas of the state containing:
- Schools that have 75% or more students scoring below proficiency level on the primary benchmark exams (math and literacy) in the preceding two (2) school years
 - Schools designated by ADE as being in school improvement status
 - Schools located in a school district in academic distress.

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

- 6.2 Any program funded with ABC monies shall work in collaboration with DCCECE, ADE, local businesses and other early childhood providers (school districts, Head Start, HIPPPY, private and non-profit providers, etc.) to ensure that all eligible children are served in the most suitable environment. This collaboration shall include, but is not limited to, sharing of waiting list information and referring children to other programs when appropriate. Funding for ABC programs refusing to collaborate may not be renewed the following year.
- 6.3 The required local 40% match may include funding or appropriate in-kind services. Federal funding sources, including the cost of EPSDT screening, may be used as local match.

- 6.4 Arkansas Better Chance Funding (60%) for the core components of the program may include salaries and fringe for staff giving direct services to ABC children, professional development, child assessment, developmental screening, meaningful parent and community engagement activities, proven curricula and learning processes, transportation and administration.
- 6.5 The maximum amount of funding is based upon projected child enrollment. Programs will be paid quarterly. Once a grant agreement is signed, a full quarterly payment will be issued. Payment for subsequent quarters will be based upon actual enrollment. If actual enrollment is less than 80% of projected enrollment, the quarterly payment will be deducted on a per child basis. Overpayments may be deducted from future funding.
- 6.6 Payment may be delayed if programs do not comply with reporting requirements.
- 6.7 ABC is intended to supplement, not supplant, existing funding sources.
- 6.8 Funding, not to exceed 2% of the total ABC funding pool, shall be available from the ABC monies for the additional support services required of DCCECE in administering the ABC program.

SECTION 7 – REPORTING

- 7.1 Each ABC program shall submit to DCCECE two (2) financial expenditure reports and periodic reports detailing program statistics. Programs shall receive guidance from DCCECE on the specific format of each report.
- 7.2 A complete and final disclosure audit of each ABC Program is required and must be submitted annually for review to DCCECE. Any ABC program that is annually reviewed by Legislative Audit may submit the summary completed by that agency. All final audits shall be submitted within 120 days of the program's fiscal year completion.
- 7.3 Programs that fail to adhere to a reporting deadline or respond to a request for information by DCCECE will be subject to corrective action as outlined in Section 20.

SECTION 8 – APPLICATION/RENEWAL APPLICATION

- 8.1 The Request for Applications will specify all application procedures for an ABC program. DCCECE is not obligated to review any proposal received after the submission deadline.
- 8.2 If all ABC monies are not allocated or expended during any program year, the DCCECE may initiate an additional application period to fully obligate all available funds.

SECTION 9 – MINIMUM STANDARDS/CLASSROOM PROGRAMS

- 9.1 All ABC classroom programs shall satisfy the requirements specified in The Child Care Licensing Act, ACA 20-78-201 through 224 and rules and regulations enacted pursuant to these sections.
- 9.2 All ABC classrooms shall maintain a license in good standing as referenced in Section 9.1. Any ABC program whose license is revoked shall be immediately terminated from the ABC program. Programs placed on corrective action by DHS shall be subject to ABC corrective action as outlined in Section 20.
- 9.3 DCCECE is directly responsible for the inspection and evaluation of programs as referenced in Section 9.1. Inspections and monitoring visits may occur without prior notice. This includes quality visits, program reviews or any other visit by a DCCECE or authorized representative.
- 9.4 All ABC classrooms shall meet the criteria for becoming an "approved" Early Childhood program under the Arkansas Child Care Approval System Rules and Regulations, Ark. Code Ann. 6-45-103 and 106 (Supp. 1993). An overall average of 5.5 with a minimum of 4.5 in each sub-scale is required for the Environmental Rating Scale or scales that are applicable to each program. Any program failing to meet these requirements is subject to corrective action up to and including termination from the ABC program.
- 9.5 For each child enrolled, ABC programs shall provide a minimum of 178 instructional days per year and 7.5 hours per day with a minimum of seven contact hours.

SECTION 10 – STAFF/PUPIL RATIO FOR CLASSROOM PROGRAMS

- 10.1 Regardless of licensing capacity, 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
- 10.2 The adult-to-child ratio in any classroom with ABC children shall not exceed:
- 1:4 (birth to 18 months)
 - 1:7 (18 months-3 years)
 - 1:10 (3 years-5 years)
- 10.3 A minimum of 50% of the staff must remain in the classroom during rest time for children 3-5 years old only. Full staffing must occur for all other ages and at all other times, including meals.

SECTION 11 – STAFF QUALIFICATIONS AND TRAINING REQUIREMENTS

- 11.1 The lead teacher shall hold a bachelor's degree or higher in early childhood education, elementary education, special education or Family and Consumer Science with an emphasis in child development AND shall hold a valid Arkansas P-4 teacher certification. Teachers who hold a valid K-6 license are exempt from the P-4 requirement. Lead Teachers must be able to demonstrate competency in the areas of developmentally appropriate programming, curriculum development and daily classroom management.
- 11.2 For multiple classroom sites, the teacher of a second classroom shall hold, at a minimum, an associate degree in early childhood education or early childhood development. Teachers must be able to demonstrate competency in the areas of developmentally appropriate programming, curriculum development and daily classroom management.
- 11.3 The paraprofessional aide shall hold a minimum of one of the following:
- Associate degree in early childhood education or development
 - CDA credential

- 11.4 Any substitute teacher serving in an ABC classroom more than ten (10) days in a program year must have a minimum of twelve (12) hours of early childhood education or development training. A CDA or AA is preferred.
- 11.5 ABC staff members who work directly with children in a Child Care Family Home setting must have a minimum of a CDA and must demonstrate continued professional development towards a higher degree in early childhood.
- 11.6 Staff members hired before July 1, 2005 may work in an ABC program under an approved Deficiency Removal Plan. DCCECE will monitor the plan to ensure adequate progress is being made.
- 11.7 While adhering to the necessary qualifications, ABC programs should also strive to maintain an ethnically diverse staff appropriate to child enrollment.
- 11.8 All ABC teachers and aides shall be required to participate in thirty (30) hours of staff development annually on topics pertinent to early childhood education. Persons who are obtaining an early childhood degree may count college course hours pertinent to early childhood education toward the required hours of staff development.
- 11.9 Teachers and paraprofessionals shall be required to receive training in the following areas:
 - Arkansas Early Childhood and Infant/Toddler Education Framework
 - Pre-K ELLA (Early Literacy Learning in Arkansas)
 - Math/Science for Young Children
 - Social/Emotional Benchmarks for Young Children
 - Preschool children with special needs
 - Work Sampling Online (or assessment instrument chosen by DCCECE)

The training requirements also apply to any substitute teacher who serves more than four (4) weeks per year in an ABC classroom. With the exception of annual Work Sampling training and updates, timeframes for completing such requirements may vary with availability and access to the above trainings.

- 11.10 ABC programs shall ensure that all appropriate staff members attend mandatory training (budgets, reporting, assessments, information technology, etc.) Mandatory training shall be provided by DCCECE. Programs with staff members not adhering to these requirements are subject to corrective action as outlined in Section 20.

- 11.10 The director and all staff working directly with children in an ABC program shall register with the Arkansas Early Childhood Professional Development System.

SECTION 12 – STAFFING PATTERNS/CLASSROOM PROGRAMS

- 12.1 Single classroom sites shall have a teacher qualified under section 11.1 and a paraprofessional aide qualified under section 11.3.

- 12.2 In multi-classroom sites, the following staffing patterns shall be adhered to:

Two classrooms:

- Lead teacher qualified under section 11.1.
- Classroom teacher qualified under section 11.2.
- Two (2) paraprofessional aides qualified under section 11.3.

Three classrooms:

- Lead teacher qualified under section 11.1.
- Two (2) teachers qualified under section 11.2.
- Three (3) paraprofessional aides qualified under section 11.3.

Four classrooms:

- Two (2) teachers qualified under section 11.1.
- Two (2) teachers qualified under section 11.2.
- Four (4) paraprofessional aides qualified under section 11.3.

Lead teachers are responsible for curriculum, program planning & oversight of aides.

- 12.3 Classrooms must be divided in such a way as to eliminate distractions and disruptions from other classes and provide all of the necessary elements for ABC classroom activity. Permanent walls or dividers are preferable. It is the responsibility of each program to demonstrate that the classroom arrangement does not impede learning.

SECTION 13 – PROGRAM STANDARDS

- 13.1 All early childhood programs funded by ABC monies shall be developmentally appropriate and individualized to meet the needs of each student enrolled. Guidelines published by the National Association for the Education of Young Children (NAEYC) and the Arkansas Early Childhood Education Framework will be used to determine developmental appropriateness. (Bredekamp, Sue, Editor, *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*).

- 13.2 Each program shall be equipped with toys, books and play apparatus to take care of the needs of the total group and to provide each child with a variety of activities through the day. A variety of this equipment shall be accessible from low shelves to the children of all ages and shall be arranged in learning centers.
- 13.3 The program shall be individualized to meet the needs of each student enrolled. Each curriculum model and the actual classroom practice will be assessed using the Early Childhood Environment Rating Scale or the Infant/Toddler Environment Rating Scale (Clifford/Harms) to ensure the model is developmentally appropriate.
- 13.4 The program shall have a written overall curriculum plan which is arranged in thematic units and includes goals and objectives related to the following:
- Cultural diversity
 - Social/Emotional development
 - Creative/Aesthetic learning
 - Cognitive/Intellectual learning
 - Physical development
 - Language
- 13.5 The curriculum shall be supported by developmentally appropriate materials that encourage hands-on manipulation of real objects (manipulative) and shall significantly correlate to the Arkansas Early Childhood Frameworks. All sites must utilize a curriculum approved by DCCECE. A list of approved curriculum models will be made available by DCCECE on an annual basis. A program wishing to use a curriculum not on the list may request, in writing to DCCECE, consideration of an additional curriculum.
- 13.6 Children shall participate in a daily schedule that reflects a balance among the following types of activities:
- Indoor/Outdoor
 - Quiet/Active
 - Individual/Small Group/Large Group
 - Gross Motor/Fine Motor
 - Child Initiated/Teacher Initiated
- 13.7 Routine and transition times throughout the day, such as preparing for mealtime, shall be used as opportunities for incidental learning. Transition times shall be planned to avoid frequent disruption of children's activities and long waits between activities.

- 13.8 Programs shall implement and maintain individual child portfolios. At a minimum, portfolios shall contain the following:
- Documentation of eligibility for ABC or ABCSS
 - Application form which includes basic child information
 - Emergency information, including non-parental contact and medical information
 - Parental authorization for medical care & daily pick-up
 - Field trip authorization
 - Immunization/health record
 - Record of completed health screening and developmental assessment
 - Samples of children's work
 - Teacher & parent observations and summaries of parent-teacher conferences

In maintaining and updating child and family data, ABC programs shall utilize the information technology database selected by DCCECE. DCCECE will be responsible for providing mandatory training on this system.

- 13.9 Discipline shall reflect positive guidance, be consistent and individualized for each child. Such discipline shall be appropriate to the child's level of understanding and directed toward teaching the child acceptable behavior and self-control. Corporal punishment is an unacceptable method of discipline for children in ABC funded programs and shall not be used. ABC programs must have the approval of DCCECE before involuntarily dismissing any child, unless the child's behavior threatens the safety of other children. Programs found to be in violation of this requirement shall be subject to corrective action.
- 13.10 If children demonstrate inappropriate behavior which adversely affects developmental performance, the ABC program shall consult with the Early Childhood Special Education program regarding classroom modifications and interventions.
- 13.11 The arrangement of indoor and outdoor equipment, materials and interest areas for each group shall provide for:
- Accessibility to equipment and materials so that children may select and return them easily
 - An orderly, uncluttered atmosphere
 - Visual and/or auditory supervision of children in all areas
 - Separation of active and quiet play areas
 - Traffic patterns that avoid disruption of activities

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

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

13.13 The outdoor area shall be used for extension of the learning activities that occur in the classroom.

13.14 The outdoor play area shall be developmentally appropriate and meet the Consumer Product Safety Commission standards for outdoor play areas. The outdoor play area shall provide the following:

- A variety of surfaces
- An arrangement designed for appropriate flow of activities
- Climbing and other active play items and structures
- Open areas for running and games
- Opportunities for dramatic play
- Adequate storage for equipment and materials
- Partial shade
- Quiet, private spaces
- A separate outdoor area equipped for infants and toddlers (if applicable)

13.15 Provision should be made through program design and networking efforts to ease the transition of children moving from one program or age grouping to another or to public school kindergartens. This provision must include lesson plans and specific activities written into the program design.

13.16 ABC programs are required to provide free nutritious meals and snacks for all children enrolled in ABC/ABCSS.

13.17 Parents or guardians of children qualified as eligible for ABC services shall not be required to pay any fees during ABC program hours. This includes enrollment and field trip fees.

SECTION 14 – ASSESSMENT AND SCREENINGS

- 14.1 DCCECE shall be responsible for the assessment of children enrolled in the ABC program.
- 14.2 DCCECE and ADE shall work cooperatively to ensure that the assessments are conducted as required by Act 49 of 2003.
- 14.3 Children in the ABC program shall be assessed annually to provide an indication of each child's progress towards school readiness.
- 14.4 The assessment shall address a child's strengths, progress, and needs and shall serve as a central part of an effective early childhood program. The assessment instrument selected by DCCECE and ADE shall be used for children enrolled in an ABC program.
- 14.5 A comprehensive longitudinal study shall be implemented to evaluate the ABC program to ensure that the program goals are achieved. The study will be designed to use sound research-based evidence to determine whether the programs meet the expected standards. This research shall include children entering the program at ages three (3) and four (4) years and follow the children through completion of the fourth grade benchmark exams. Research results will be provided annually to the Governor and the Senate Interim Committee on Education and the House Interim Committee on Education.
- 14.6 Within forty-five (45) days of entering an ABC program, each child shall receive a comprehensive health screening and a developmental screening to determine individual needs. It is the responsibility of the parent or guardian to complete the health screening in a timely manner. The program agency shall be responsible for completing the developmental screening and shall contact the Preschool Education Program in the appropriate Education Service Cooperative or local school district within seven (7) calendar days of a failed screening. Programs shall comply with state and federal laws for Special Needs students. A developmental screening must be performed annually, while a health screening is valid for two (2) years

14.7 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

The purpose of screening is to identify developmental delays and/or educational deficiencies. Appropriate referrals shall be made if children require additional assessment.

14.8 DCCECE will provide a list to programs of all acceptable developmental screening instruments on an annual basis.

14.9 A comprehensive health screening for ABC children shall include the following components:

1. Growth and nutrition
2. Development assessment
3. Unclothed physical
4. Neurological exam
5. Cardiac status
6. Vision
7. Hearing
8. Teeth
9. Lab tests (Appropriate for age & population group)
 - a. Hematological
 - b. Urinalysis
10. Immunization status

DCCECE shall provide programs with a standardized form to be distributed to parents. This form should be signed by the physician or nurse practitioner administering the health screening. Parents or guardians shall return the signed form to the program. A waiver from this requirement may be granted under Ark. Code Ann. 6-18-701 (Repl. 1993).

- 14.10 Children shall be age appropriately immunized to attend an ABC program. Proof of current immunizations or an acceptable “catch up” schedule will be required before a child attends an ABC program. A waiver from this requirement may be granted under ACA 6-18-702 (Repl. 1993).

SECTION 15 – PARENT AND COMMUNITY INVOLVEMENT

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

SECTION 16 – TRANSPORTATION

- 16.1 Any child who is less than 6 years old and weighs less than 60 pounds shall be restrained in a child passenger safety seat. Any child who is at least 6 years or weighs at least 60 pounds must be restrained by a safety belt. (Ark. Code Ann. 27-34-104). Conventional school buses are exempt from this requirement except for the transportation of infants/toddlers.
- 16.2 Infants and toddlers shall not be transported on school buses that are not equipped to accommodate required child safety seats.

- 16.3 If ABC children are transported on public school buses, the program shall submit to DCCECE a plan for the following:
- Escorts to and from the bus pickup area
 - A visual identification method for buses and children to ensure children get on the correct bus
 - A thematic unit on bus safety to be presented to the children in the ABC preschool classroom at the beginning of each program year

Programs must comply with child care licensing regulations on transportation and staff-child ratio. Programs must obtain an alternative compliance waiver from the Licensing Unit before deviating from any transportation requirement. Program Rosters shall be used daily to track all ABC children being transported on a school bus. Copies of all rosters shall be kept on file for inspection by DCCECE.

- 16.4 Offering transportation to and from an ABC program is strictly optional. DCCECE and ADE accept no liability for the transportation of children participating in an ABC program.

SECTION 17 – OTHER PROGRAM MODELS

- 17.1 Alternate programs may include, but are not limited to, Head Start, Home Based, PAT and HIPPIY. These programs will comply, where applicable, with the regulations herein.
- 17.2 All ABC funded alternate program models will be developmentally appropriate, meet applicable health and safety standards, provide developmental and health screenings and ensure immunizations of the child served.

SECTION 18 – HIPPIY REGULATIONS

- 18.1 HIPPIY programs shall meet program criteria as outlined in the contractual agreement signed by each site with Arkansas Children’s Hospital and HIPPIY USA.
- 18.2 Each HIPPIY program serving at least 160 families must have one (1) full-time coordinator, holding a minimum of a bachelor’s degree in education, social work, sociology, psychology, or related field. Those coordinators without a related degree must obtain at least 12 college course hours per year. This coordinator shall also meet additional job requirements as described in the HIPPIY USA Coordinator job description. New HIPPIY Coordinators must attend National HIPPIY Preservice Training and receive certification.

- 18.3 HIPPY Home Based Educators who work 20-24 hours per week may not serve more than 15 families; Home Based Educators who work 25-30 hours may not serve more than 22 families and Home Based Educators working 31-40 hours per week may not serve more than 27 families. Minimum requirements for home educators include a high school diploma/GED and a current CDA certificate. All new HIPPY home-based educators must attend new Home-based Educators training provided by Arkansas State HIPPY.
- 18.4 Hiring of any HIPPY coordinator or home-based educator not meeting the requirements of 18.02-18.03 must be approved by DCCECE. HIPPY staff hired prior to July 1, 2005 may work in an ABC HIPPY program under an approved Deficiency Removal Plan. DCCECE shall monitor such plans to ensure adequate progress is being made.
- 18.5 HIPPY programs may serve children 3 and 4 years of age or a child who does not meet the compulsory school entry age.
- 18.6 The Arkansas HIPPY Training and Technical Assistance (T & TA) Office will monitor and assist HIPPY programs throughout the state. Annual program site reviews and assessments will be forwarded to DCCECE for consideration of program compliance and funding renewal. The Arkansas HIPPY T & TA Office will assist DCCECE with determining program compliance at the local level.
- 18.7 HIPPY programs shall meet requirements as set forth in Sections 4-7 and 14-16.
- 18.8 Group meetings should reflect the educational programming standards as set forth in Section 13 and guidelines set forth in the HIPPY model.
- 18.9 Any enhancements designed to complement the HIPPY curriculum must be approved by the Arkansas HIPPY T & TA Office prior to implementation with families.

SECTION 19 – PAT REGULATIONS

- 19.1 PAT Programs shall meet program criteria as outlined in the PAT Program Implementation and Planning Guide.
- 19.2 All PAT Coordinators must attend the PAT Institute Training and obtain either a Parent Educator Certificate or an Administrator's Certificate.

- 19.3 Each program must have a certified Parent Educator. The Parent Educator may also serve as Coordinator.
- 19.4 PAT Parent Educators working on a part-time basis (20 hours per week) should serve 30 and not more than 40 children and their families.
- 19.5 PAT Programs shall operate on a twelve month, year-round basis. Families must be offered twelve personal visits and six parent group meetings.
- 19.6 PAT Programs may serve children from the prenatal period to five years of age with proper certification.
- 19.7 PAT Programs must coordinate services with HIPPIY Programs where both exist in the same community to avoid duplication of services.
- 19.8 PAT Programs shall meet requirements as set forth in Sections 4-7 and 14-16.

SECTION 20 – CORRECTIVE ACTION

- 20.1 An ABC program found to be out of compliance with any ABC Rule or Regulation is subject to the implementation of a Program Improvement Plan. Through the plan, programs must meet all ABC regulations within a specified time frame or be terminated from the ABC program. Serious compliance deficiencies may result in immediate termination from the ABC program, denial of future ABC funds, repayment of monies and exclusion from participation in any DHS programs.
- 20.2 Issues for corrective action may include, but are not limited to:
 - Founded licensing or maltreatment complaints
 - Revocation of Quality Approval status or failing to meet Quality Approval standards
 - Financial mismanagement
 - Late reports or missing information
 - Program deficiencies documented by DCCECE or any authorized representative
 - Falsification of any document or information
 - Hiring of unqualified staff
 - Staff members not meeting the requirements of a Deficiency Removal Plan

- 20.3 Any program who submits a falsified document will be subject to immediate termination from the ABC program, repayment of funds and possible referral of program officials and/or responsible employees for criminal prosecution.
- 20.4 An ABC program may appeal any adverse action taken by DCCECE. Such appeals must be in writing and be received within thirty (30) days of the notice of corrective action. A program wishing to appeal should send a written notice to Attention: DCCECE Division Director, P.O. Box 1437, Slot S-140, Little Rock, AR 72203. The Division Director will make a recommendation to the State Board of Education, which will issue a ruling.
- 20.5 Programs wishing to appeal any decision by the State Board of Education must submit a request for an Administrative Hearing in writing to the DCCECE Division Director within thirty (30) days of the ruling by the State Board of Education.