

APPENDIX

XVII. APPENDIX TABLE OF CONTENTS

The Appendix must include a complete Table of Contents, which includes the page number or attachment number, attachment title, and relevant selection criterion. A sample table of contents form is included below. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and the location of the attachment in the Appendix.

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Section A

**MINIMUM LICENSING
REQUIREMENTS
FOR
Child Care
Centers**



**ARKANSAS DEPARTMENT OF HUMAN SERVICES
DIVISION OF CHILD CARE AND EARLY CHILDHOOD EDUCATION
CHILD CARE LICENSING UNIT
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LITTLE ROCK, ARKANSAS 72203-1437
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PUB-002 (REV. 08/22/2013)

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Arkansas Early Childhood Education Framework Handbook For Three & Four Year Old Children 2013

Framework:
A document containing the necessary components to shape and guide the design and development of quality early childhood education programs.



ARKANSAS DEPARTMENT OF
HUMAN SERVICES



Division of Child Care and
Early Childhood Education

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Arkansas Framework for Infant and Toddler Care

Elements of Quality Infant and Toddler Care

- Relationships
- Environment
- Health and Safety
- Experiences
- Diversity

Developmental Strands

- To learn about themselves - Self-concept Development
- To learn about their feelings - Emotional Development
- To learn about other people - Social Development
- To learn to communicate - Language Development
- To learn to move and do - Physical Development
- To learn to think - Cognitive Development

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Elements of Quality Infant and Toddler Programs

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Developmental Strands

Strand I To learn about themselves - Self-Concept Development

Strand II To learn about their feelings - Emotional Development

Strand III To learn about other people - Social Development

Strand IV To learn to communicate - Language Development

Strand V To learn to move and do - Physical Development

Strand VI To learn to think - Cognitive Development

Appendix A: Assessment

Appendix B: Professional Development and Training

Glossary of Terms

References

Health Systems Change in Arkansas

Arkansas Payment Improvement Initiative

Arkansas is currently pursuing a broad transformation effort to improve the health care system in Arkansas. In the face of rising health care costs and a slow growing economy, Arkansas has embarked on a broad health systems transformation initiative to support the health and well-being of all Arkansans, especially those with low household incomes and serious health conditions. The Arkansas Payment Improvement Initiative (APII) was launched to establish a comprehensive approach to achieve the “Triple Aim” of improving health, increasing quality and lowering the growth of health care costs. The model integrates population-based and episode-based care delivery strategies to coordinate care across a team of providers, incentivize quality and cost-effectiveness, and improve outcomes. These strategies are supported by five core enabling initiatives: results-based payment and reporting, health care workforce development, consumer engagement and personal responsibility, health information technology adoption, and expanded coverage for health care services.

APII system changes will encompass the Patient-Centered Medical Home (PCMH), Episodes of Care, and Health Homes. The goals of the PCMH and episode-based care are the same: reward high-quality, coordinated and efficient care. The aim of Health Homes is to provide extra support for people who need an increased level of care coordination or face greater challenges in navigating the health care system, with three primary populations for change that include people with developmental disabilities, mental health issues and those living in long-term care facilities. Patient-Centered Medical Homes or Health Homes are not physical buildings, but rather a process of utilizing a care team that takes responsibility for the overall health of a patient.ⁱ

Behavioral Health Systems

System of Care

The Arkansas Department of Human Services launched a cross-divisional, System of Care (SOC) transformation effort in 2007, in an effort to support transitions out of residential treatment centers (RTC) and to maintain children in the community, led by the Arkansas Children’s Behavioral Health Care Commission. The planning process for the Arkansas SOC is focused on an improved system of behavioral health care, integrating all child serving agencies, and serving all children and youth who meet the identified target population. The defined target population will include children and youth identified with: Serious Emotional Disturbance (SED), receiving psychiatric services in a residential setting or at-risk of being placed in a residential setting, multisystem involved, and/or multiple acute hospitalizations. The AR SOC incorporates a broad array of services and supports that are organized into a coordinated network, integrates care planning and management across multiple levels, is culturally and linguistically competent, and builds meaningful partnerships with families and youth at service delivery and policy levels.

Recently, the State of Arkansas received a Substance Abuse and Mental Health Services Administration (SAMHSA) funded grant, Expansion of the Comprehensive Community Mental Health Services for Children and their Families, to plan the implementation, expansion, and sustainability of a

statewide SOC. This one year project will take a multi-faceted approach to planning for implementation of a statewide SOC which will provide for expansion of family-driven, youth-guided, and culturally competent supports and services by emphasizing training and certification for service providers, outcome measurement to ensure efficacy, and infrastructure for financial sustainability.

Behavioral Health Home and 1915(i)

The existing Arkansas behavioral health (BH) system faces many challenges including gaps in services for mental health and substance abuse, early intervention, provider focus on recovery and resilience, inconsistent screening and assessment, and limited tracking of outcomes. To resolve these challenges, the DHS vision is to implement a comprehensive, patient-centered delivery system supporting the development of Behavioral Health Homes (BHH) and to provide services through the 1915(i) Medicaid funding mechanism. DHS aims to deliver integrated care management in a manner that facilitates quality care and positive outcomes through managing core care delivery by ensuring effective treatment of BH conditions, providing care coordination within and across BH, medical health, developmental disabilities, long-term supports, and other systems. Additionally, Arkansas DHS is finalizing a 1915(i) Medicaid State Plan Amendment. This funding mechanism will allow DHS to meet an intended goal of enhancing client utilization of evidence-based home and community based services as an alternative to inpatient treatment by securing federal funds to support reimbursement of needed services, targeting benefits to a specific population whereby services can differ in amount, duration, and scope across three “tiers”.

The new BHH system will be conscious of varying severity of needs as well as intensity of care management required for different individuals. As such, individuals will receive treatment services and care management within appropriate “tiers.” Tier 1 is for clients with low-needs where the patient centered medical home (PCMH) is responsible for care management. Tier 2 is for medium-needs where the BHH is required to manage BH services. Tier 3 is for high-needs where the BHH intensely manages BH and support services. The 1915(i) requires an independent assessment of clients and an individualized care plan be developed based on the assessment process. The independent care plan will be person-centered, identify necessary home and community-based services, prevent inappropriate care, provide independent assessment and annual reevaluation and care plan development.

Community First Choice Option and Balancing Incentive Program

The Community First Choice Option (CFCO) and Balancing Incentive Program (BIP) complement the payment improvement initiative. The primary goal of these two options is to align the level of need with the most appropriate level of services in the least restrictive care setting. The CFCO also provides additional resources and a mechanism to eliminate the Alternative Community Services (ACS) waiting list of over 2000 people with developmental disabilities and offers long-awaited services to those who need them. The Balancing Incentive Program (BIP) will provide support for the No Wrong Door/Single Entry Point for clients to have ease in accessing appropriate services and programs.

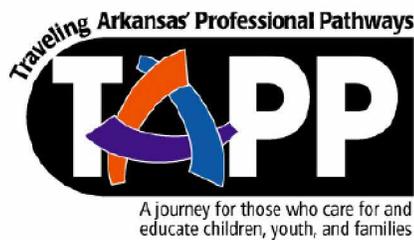
Child Welfare Systems

The Division of Child and Family Services is focused on transforming the child welfare system by targeting children of all ages to provide supports and services that safely reduce the number of children entering foster care, increase placement stability, and expedite permanency for children in foster care. Through the use of multiple state partners, DCFS is instituting or expanding several programs to address these child welfare goals. Some programs or activities include: Use of a differential response, recruitment of foster homes, Project Play, Nurturing Parent, among others.

Arkansas is working to effectively leverage these tools in order to build a robust, sustainable system that supports a home and community-based care model in the State. The impact of these tools is yet to be seen, but Arkansas anticipates significant improvements in the health care system in the state that provides individuals with a full continuum of treatment options and supportive services.

Arkansas' Key Content Areas and Core Competencies

for Early Care and Education Professionals



2009

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ASU Childhood Services

Selected Trainings

Ages and Stages Questionnaires (ASQ) BB levels 1, 2, 3 + ABC Administrators/Staff

ASQ-3 and ASQ-Social/Emotional are screening tools to help identify children who are at risk for developmental delays or social/emotional difficulties. ACQUIRE provides training and implementation support to child care facilities in using the ASQ.

Al's Caring Pals BB levels 2 and 3 Family Child Care

Al's Caring Pals is a comprehensive curriculum and teacher training program that develops children's social-emotional competence, self-control, and problem solving abilities.

AR Fit Kids BB levels 1-3 + ABC Administrators/Staff

Developed as part of a grant from WIC, this 3-hour training emphasizes the importance of daily physical activity and good nutrition for children and encourages family involvement. Participants receive a set of activity cards containing 72 experiences they can plan for children.

Arkansas Children's Program Administrator Certificate/Credential (ACPAC/C)

BB levels 1, 2, 33 + ABC Administrators

The 60 clock hour Certificate is earned by attending three two-day seminars and completing three individual projects and nine hours of electives. The Credential allows a more in-depth study of management topics and includes 60 clock hours of electives (from more than 100 available) and a culminating project. Examples of Credential modules: Building Partnerships with Families; Child Care Transportation Risk Management;

the foundation for using any curriculum embedded assessment. Participants practice observing children, documenting learning, interpreting documentation, and using assessment results for curriculum planning.

CHS DIRECT

BB levels 1-3 + ABC

Administrators/Staff

Childhood Services DIRECT is a series of online three-hour trainings consisting of targeted topics that support individual professional development goals. Five topics are offered each semester, with at least one topic designed for infant/toddler staff and one for administrators. Recent topics include “Developmentally Appropriate Physical Activities,” “Staff Retention,” and “Choosing Toys and Materials for Infants and Toddlers.”

Conscious Discipline

Teaching Staff and Administrators

Conscious Discipline consists of 36 clock hours of training, provided in three two-day seminars. Participants learn about brain development, interactions, and social-emotional development as they practice strategies for helping children learn self-regulation. Conscious Discipline was developed by Dr. Becky Bailey.

Curriculum Approaches

Administrators and Teaching Staff

Training and coaching are offered on five curriculum approaches: Adventures in Learning (developed in Arkansas); the Creative Curriculum for Preschool; the Creative Curriculum for Infants, Toddlers, and Twos; the Project Approach; and HighScope for Preschool.

Curriculum Forum

Administrators and Teaching Staff

In this forum, participants are introduced to five curriculum approaches, with opportunities to explore each curriculum in order to select a curriculum that is a good match for their program.

Developmentally Appropriate Physical Activities BB Level 1

Administrators and Teaching Staff

Three workshops are available (two clock hours each): Essentials of Developmentally Appropriate Physical Activities; Developmentally Appropriate Physical Experiences for Infants and Toddlers; and Developmentally Appropriate Physical Activities—Books and Movement.

Digging into the PAS BB Levels 1-3 + ABC Administrators

Administrators who have completed PAS Basics training are eligible to attend this six-hour Session to dig deeper into the *Program Administration Scale*. Additional workshops (2-3 clock hours each) are offered on items in the PAS, such as Using Technology and Risk Management.

New Director's Orientation (DO) BB Levels 1-3 + ABC New Administrators

Required of center directors during the first six months of employment. The 18 clock hours of training help new directors learn about *Minimum Licensing Requirements*, find resources they need, and develop a network of peers. Training content and materials are continually updated based on feedback from the DCCECE Licensing Unit.

Dollars and Sense BB Levels 1-3 + ABC Administrators

This seven-hour training teaches basic financial principles and organization to administrators of

programs for children. The training is offered in both face-to-face and online formats. Administrators learn to accurately interpret their financial condition in order to make sound decisions to ensure continuity and quality of their programs.

Early Care and Education DIRECT

BB Levels 1

Staff New to ECE

A component of the Continuum for Effective Teaching

This 20-hour orientation to child care is offered in five online modules: child development, the learning environment, language and positive guidance, planning activities for children, and professionalism. ECE DIRECT is also suitable as a refresher of basic child development principles and current best practices. When requested, this course can be provided in face-to-face workshops.

Emergency Preparedness

Getting Ready status

Administrators

Based on NACCRRA disaster preparation materials, this training helps administrators establish effective emergency procedures. Resources are provided to help facilities revise existing procedures and develop new procedures for the types of disasters that are most likely to occur in their area.

ERS New Teacher Training

New ABC Staff

This 6-hour training provides new ABC teaching staff with an overview of the ECERS-R for preschool staff, ITERS-R for infant-toddler staff or FCCERS-R for family child care providers. The training is designed to acquaint new teaching staff with the environment rating scales and the assessment/improvement process.

ERS Refresher

Returning ABC Staff

Returning ABC teaching staff attends this annual 3-hour training on the ECERS-R, ITERS-R or FCCERS-R. The refresher training is designed to extend the teachers' knowledge of the environment rating scales and to inform them of any modifications to the ABC environmental assessment process.

ERS – The Basics

BB Level 1

Administrators/Staff

ERS–The Basics is a 3-hour workshop designed to introduce child care providers to the environment rating scales used to assess program quality in Better Beginnings facilities. ERS–The Basics helps providers use the ERS to complete the self-assessment required at BB Level 1.

Essentials of Mentoring and Coaching

BB Level 3 + ABC

Supervisors/Coaches

This blended course provides 24 clock hours of professional development through a combination of seminars and online modules. Topics include building the professional relationship, adult development, effective communication, and the coaching process. The course is appropriate for directors, supervisors, lead teachers, trainers, mentors, and coaches.

Family Child Care Business Management

Getting Ready

New Family Child Care

This project works with individual potential providers to help them determine the type of child care business they want to pursue, and reviews resources available to support them. ACQUIRE partners with CHILDREN of North Central Arkansas to provide business training, materials, and supplies for new licensed family child care providers.

Framework Basics—Infant and Toddler

BB Level 2

I/T Teaching Staff

The 90-minute Webinar provides an orientation to the *Arkansas Framework for Infant and Toddler Care*, and was created to meet Better Beginnings requirement 2.B.5. Webinars are

scheduled at different times of day to accommodate the diverse needs of participants.

Framework Basics—Preschool

BB Level 2

Preschool Teaching Staff

Designed to meet Better Beginnings Requirement 2.B.5, this 90-minute session introduces preschool teaching staff to the *Arkansas Early Childhood Education Framework Handbook*. Offered online every month. A trainer’s guide for face-to-face delivery is available upon request from the Division of Child Care and Early Childhood Education and from ASU Childhood Services.

Hands-On Routine Care

Infant/Toddler Teaching Staff

A Component of the Continuum for Effective Teaching

This online course is a set of 10 one-hour modules, each focusing on practical skills needed for responsive caregiving. On-site coaching visits are scheduled after a participant completes five modules.

Intentional Teaching

I/T and Preschool Teaching Staff

A component of the Continuum for Effective Teaching

A series of nine workshops (face-to-face and online), Intentional Teaching guides intermediate level teachers into more purposeful and effective teaching practices, based on the book *Intentional Teaching*. On-site coaching visits follow the workshops.

Leadership Credential

BB Level 3 + ABC

Administrators/Supervisors, Lead Teachers, Trainers

The Leadership Credential expands the Mentor Endorsement Essentials of Leadership course, providing advanced professional development for emerging leaders. The 60 clock hour curriculum includes seminars, online assignments, and independent projects. Topics include dimensions of leadership, the historical perspective of early education, effective communication, and ethical leadership.

Making Every Day Count

BB level 1 + ABC

Teaching Staff

Participants learn to make every day count for children by increasing their skill in creating developmentally appropriate daily activity plans. Workshops are scheduled each month for three months. Weekly coaching visits following the workshops support application of workshop concepts in the participant's classroom. Designed for teachers with limited previous training.

Making First Experiences Count

BB Level 1-3 + ABC

Administrator/Staff /Parents

First relationships and first experiences in a child's life have a long-lasting and dramatic impact on brain growth and development. In six clock hours of training, participants explore how the brain develops and how they can provide essential experiences to support optimal development.

Making Your Workshops Active and Engaging

TAPP Trainers

This three clock hour course is offered online for less experienced trainers who want to learn more about meeting the needs of adult learners, types of workshop activities, and managing the logistics of training.

NAP SACC (Nutrition and Physical Activity Self-Assessment for Child Care)

BB Level1

Administrators

This program is designed to help prevent childhood obesity. Administrators use project materials to identify strengths and challenges to healthy eating and physical activity in child care settings.

PAS Basics

Getting Ready, BB Level 1

Administrators

This four clock hour workshop provides an overview of the Better Beginnings certification process and the Program *Administration Scale*. PAS Basics is offered in face-to-face workshops throughout the year and is available online every month.

Powerful Interactions

Teaching Staff and Administrators

A component of the Continuum for Effective Teaching

Based on the NAEYC book *Powerful Interactions*, these workshops (four clock hours or six clock hours) introduce a 3-step process to help teachers connect with children to extend learning. Participants learn about the importance of teacher-child interactions and how they can make their everyday interactions more effective.

Presenting and Facilitating Workshops

TAPP Trainers

Experienced trainers may enroll in this three clock hour online course. Topics include presentation techniques, facilitation strategies, and dealing with difficult behavior from workshop participants.

TAPP Trainer Orientation 1

New TAPP Trainers

This three clock hour session introduces trainers to the TAPP Registry procedures for Registering new trainings and reporting attendance and to the responsibilities of TAPP

Trainers.

Wrapping Up Quality: Arkansas Framework for Infant and Toddler Care

BB Level 2

Infant/Toddler Teaching Staff

This 20 clock hour course introduces participants to the *Arkansas Framework for Infant and Toddler Care*. Using an adapted case study approach and then assists them in applying the knowledge of the Framework to planning activities for infants and toddlers.

An adapted case study approach allows some individualization of course content.

Work Sampling System Administrator

ABC Administrators

This session overviews the administrative interface of the online Work Sampling System assessment tool. The training is offered in both face-to-face and online formats.

Work Sampling System Curriculum Connections

ABC Teaching Staff

WSS Curriculum Connections (6 hours) focuses on the connection between the WSS assessment and curriculum, and strategies for using assessment information in program improvement. The workshop includes in-depth training on the WSS individualized and group planning tools.

Work Sampling System Introduction

ABC Preschool Teaching Staff

This two-day training (12 clock hours) is an introduction to the Work Sampling System (WSS), an instructional performance-based and curriculum- neutral assessment system. The training helps teachers use WSS to document and assess children's skills, knowledge, behavior and

accomplishments across a variety of curriculum areas on multiple occasions in order to enhance teaching and learning.

Work Sampling System/Ounce Mentoring

ABC Administrators/Teaching Staff

A mentor makes an initial site visit to all ABC locations to assist with yearly account updates and rollover. All new ABC teachers work with a mentor for two years, including site visits and support via phone, email, and online assessment data checks. The mentoring service is available veteran staff upon request.

Work Sampling System Online Portfolio

BB Level 3

ABC Preschool Teaching Staff

In this six-hour workshop ABC staff are introduced to the Work Sampling online portfolio component, a structured and systematic approach to the online storage collection of digital samples of children’s work that represents development over time and across the curriculum.

Work Sampling System Refresher

ABC Veteran Teaching Staff

This six-hour training is for veteran ABC staff focusing on updated Work Sampling System information, reviewing and networking regarding the assessment tool.

Web-based Professional Development Opportunities

Selected ACPAC Credential modules

AOSN Webinars

Arkansas Youth Development Institute
Dollars and Sense
BAS Basics
CHS DIRECT courses
Developmental Assets
Early Care and Education DIRECT
Essentials of Mentoring and Coaching
Framework Basics—Infant and Toddler
Framework Basics—Preschool
Selected Leadership Credential modules
PAS Basics
School Age Nutrition Training
School Age Physical Activities Training
Specialist Certificate—School Age



Professional Development Opportunities for Infant/Toddler Practitioners

Ages and Stages Questionnaires
Arkansas Children's Week
CHS DIRECT
Curriculum Approaches
Early Care and Education DIRECT
ERS—The Basics



Framework Basics—Infant and Toddler

Making Every Day Count

Making 1st Experiences Count

Infant/Toddler Extravaganza

Ounce Mentoring

Ounce Technical Assistance

Wrapping Up Quality:

Arkansas Framework for Infant and Toddler Care

Professional Development Opportunities for School Age Practitioners

Arkansas Youth Development Institute and

Youth Worker Orientation Certificate

AOSN Webinars and TA Calls

AOSN Youth Policy Summit

Best Practices Academies

Developmental Assets

YPQA External Assessor Refresher Training

School Age Credential

School Age Essentials

School Age Nutrition Training

School Age Physical Activities Training

Specialist Certificate—School Age

Statewide School Age Conference

YPQA Assessment

YPQA: Introduction

YPQA: Basics

YPQA Planning with Data

YPQA Youth Methods



Language and Literacy Development



HEALTHY BEGINNINGS	HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK	COMMON CORE for ENGLISH LANGUAGE ARTS	WHAT IS THE SAME AND DIFFERENT ABOUT THESE STANDARDS?
THREE-YEAR-OLD STANDARD	DOMAIN ELEMENT FOR 3- AND 4-YEAR-OLDS	END OF PRE-KINDERGARTEN EXPECTATIONS	
Listening and Understanding Entering into Conversations	Receptive Language: The ability to comprehend and understand language	Standards for Speaking and Listening: Cluster: Comprehension and collaboration Standards for Reading Informational Text: Cluster: Range of reading and level of text complexity Standards for Language: Clusters: - Conventions of Standard English - Vocabulary Acquisition and Use	Language and early literacy skills are critical aspects of early childhood development and learning. Language, for example, is key to development across most domains, and early language skills are predictive of later success in reading and writing. Language development typically involves aspects of receptive language skills (the ability to understand) and expressive language skills (the ability to be understood). Children's receptive and expressive oral language skills form the foundations necessary for understanding and communicating using written language (i.e., reading and writing). Early literacy skills are also crucial pillars in supporting later reading and writing skills. Research suggests that the early literacy skills that are most predictive of later literacy achievement are alphabet knowledge (knowledge of letters and their corresponding sounds), phonological awareness (the ability to perceive and manipulate the sounds of spoken language), print concepts (understanding of the form and function of print), early writing (familiarity with writing implements, conventions, and skills), and book knowledge and appreciation (interest in reading, the process of how books are read, and comprehension of content). (continued)
<ul style="list-style-type: none"> Show understanding and respond to simple directions and requests Demonstrate active listening skills 	<ul style="list-style-type: none"> Attends to language during conversations, songs, stories, or other learning experiences 	<ul style="list-style-type: none"> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support 	
<ul style="list-style-type: none"> Understand abstract concepts 	<ul style="list-style-type: none"> Comprehends increasingly complex and varied vocabulary 	<ul style="list-style-type: none"> With modeling and support from adults, explore word relationships and nuances in word meaning! <ul style="list-style-type: none"> With modeling and support, sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent With modeling and support, demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) Identify real-life connections between words and their use (e.g., note objects in classroom that are small) Determine or clarify the meaning of unknown words and phrases based on <i>pre-kindergarten reading and content</i>. 	

¹When examining the Common Core Standards in this alignment, Common Core standards are indicated with a bullet (•) and the standards' corresponding sub-standards are indicated with a plus (+).

Continued on page 9

Commissioners

Name	Represents
(b)(6)	Education Professional
	Department of Education
	Hamburg Public School District
	Head Start
	Business
	Department of Career Education
	Business
	NLR Public School District
	HIPPY
	House Committee Children & Youth
	Senate Committee on Education
	Provider
	Family Child Care Provider
	Provider
	Parent
	House Committee on Education
	Head Start Collaboration
	Migrant & Seasonal Head Start
	Early Head Start
	Academy of Pediatrics
Academy of Family Physicians	
Department of Health	
Social/Emotional Clinical Provider	
Senate Committee on Children & Youth	

Section B

Better Beginnings

Quality Rating Improvement System



Arkansas Department of Human Services
Division of Child Care and Early Childhood Education

Licensing and Accreditation Unit
Better Beginnings
P.O. Box 1437, Slot S-150
Little Rock, AR 72203-1437
(501) 682-8590

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ARKANSAS BETTER BEGINNINGS – FAMILY CHILD CARE REQUIREMENTS

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

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

SITUATION: DHS is introducing Better Beginnings to the public.

HOME BASE MESSAGE

QUESTION: Why should I care about Better Beginnings?

Children deserve the very best care and education possible **as early as possible**. Better Beginnings connects Arkansas families with information and care that helps their children experience a safe, happy, healthy childhood.

Providers <small>Staff • Administrators</small>	Families, Parents, Grandparents, Public, Media	Field Staff: <small>Directors, Executives, Trainers, Practice Ambassadors, Coordinators, #1000 and — Learning, Practice Highlights, Social Media, etc.</small>	Employers, Community Stakeholders	Elected Officials	DHS/Internal
Help providers understand the value and benefits of Better Beginnings	Help families, parents, the media and the public understand the benefits and value of Better Beginnings	As front line communicators we need field staff to understand how Better Beginnings complements their job and helps providers be more compliant with state regulations	We want to help community stakeholders understand the benefits of Better Beginnings and know how it affects their workforce and their community	Ensure that elected officials and legislators have been communicated with regarding Better Beginnings	Ensure that DHS employees, particularly those who may be answering external inquiries, understand the benefits of Better Beginnings and can direct inquiries to the correct place
<p>Proof Points</p> <p>Tools and Training—We will give you the tools, guidance and training that you need to participate in Better Beginnings. Step-by-step information and guidance to get you started are on the website.</p> <p>Grant money is available. Grant money is available when you achieve certain levels. It is also available for every year you maintain level 1, 2 or 3 status.</p> <p>Voluntary—It's your choice to pursue a quality rating.</p> <p>Don't be afraid of the PAS. As you work with it, one step at a time you will find that it will strengthen your management practices and make your job easier.</p> <p>Current status doesn't really matter. We have tools for every level to help you get to the rating level you want.</p> <p>Better Beginnings requirements are naturally complimentary with your desire to create happy, healthy, safe environments for your children.</p> <p>Validation—When you display Better Beginnings materials, parents can recognize your status as a quality program.</p> <p>Visit ARBetterBeginnings.com for resources.</p>	<p>Proof Points</p> <p>Insist on quality—For your child's sake, you have to look beyond cost and convenience and know what to look for when assessing your child care choices.</p> <p>Those early months and years following birth really do matter. Maximum brain development occurs during the first 5 years. Children need opportunities for quality learning as early as possible.*</p> <p>Make your job easier—Better Beginnings ratings mean fewer infractions, better staff retention and more satisfied staff and families.</p> <p>Encourage participation in Better Beginnings with programs that are not quality rated. Their compliance will make your job easier.</p> <p>Current status doesn't really matter. We have tools for every level to help you reach the rating level you want.</p> <p>Lots of help is available. Better Beginnings offers a variety of support, training and technical assistance to help providers.</p> <p>Visit ARBetterBeginnings.com for answers to many provider questions.</p> <p>Questions? Call the Better Beginnings help line at 1-800-445-3316.</p>	<p>Proof Points</p> <p>Those early months and years following birth really do matter. Maximum brain development occurs during the first 5 years. Children need opportunities for quality learning as early as possible.*</p> <p>Make your job easier—Better Beginnings ratings mean fewer infractions, better staff retention and more satisfied staff and families.</p> <p>Encourage participation in Better Beginnings with programs that are not quality rated. Their compliance will make your job easier.</p> <p>Current status doesn't really matter. We have tools for every level to help you reach the rating level you want.</p> <p>Lots of help is available. Better Beginnings offers a variety of support, training and technical assistance to help providers.</p> <p>Visit ARBetterBeginnings.com for answers to many provider questions.</p> <p>Questions? Call the Better Beginnings help line at 1-800-445-3316.</p>	<p>Proof Points</p> <p>Access to quality child care for your workforce is a human resources issue.</p> <p>Achievement gaps begin before kindergarten.* Children need quality learning experiences long before age 5.</p> <p>Tax Credit—parents are eligible for a refundable state tax credit for 2- and 3-star facilities</p> <p>Workforce quality—Productivity and absenteeism improve dramatically when parents choose high quality child care.*</p> <p>You can help employees make better choices by learning more about Better Beginnings and then communicating that information to your employees.</p> <p>Economic development is affected by lack of quality child care. Investing in early childhood development is a fiscally responsible way to reduce costs and create economic growth.</p> <p>Visit ARBetterBeginnings.com for resources.</p>	<p>Proof Points</p> <p>More taxpayer money is required to remediate. Investing in early learning can increase academic achievement and result in savings on remedial education, grade retention, and special education services.*</p> <p>Achievement gaps begin before kindergarten.* Children need to have quality care and learning experiences long before age 5.</p> <p>Access to quality child care for the workforce is a human resources and economic development issue.</p> <p>Workforce quality—Productivity and absenteeism improve dramatically when parents choose high quality care.</p> <p>Arkansas is on the leading edge of the national trend toward child care quality improvement. Your ongoing support and leadership for Better Beginnings is important and appreciated.</p>	<p>Proof Points</p> <p>Fewer licensing infractions—Quality improvement initiatives like Better Beginnings reduce the incidence of child care licensing infractions.</p> <p>Birth to 5 years old—Maximum brain development is happening during the first 5 years.* Better Beginnings supports quality learning opportunities as early as possible.</p> <p>Connections with caregivers in the early months and years influence a child's social-emotional development. Children need to be in the highest quality care possible.*</p> <p>Training—Providers have been given multiple opportunities to receive training on the new rating system. Education and support for providers is ongoing.</p> <p>We are sharing Better Beginnings information with consumers, legislators and employers.</p> <p>You will see broadcast messages helping the public understand the importance and value of Better Beginnings.</p> <p>ARBetterBeginnings.com is the best place to start. We have built a website full of resources for parents, caregivers, providers and the public. New content is added frequently.</p> <p>Questions? Call the Better Beginnings help line at 1-800-445-3316.</p>
<p>Components</p> <p>Training sessions • Webinars • Customizable print ads—for provider use • Counter cards • Window decals • Online provider content • Allstars • Allstars • Letters • Recognition awards • Special events • Progress report • Website</p>	<p>Components</p> <p>New website content • New broadcast materials • Focus group testing • Collateral materials • Media schedule • News releases and feature stories • Special events • Research on website</p>	<p>Components</p> <p>Training • New website content • News release • Informal focus groups • Research on website</p>	<p>Components</p> <p>Direct mail • Letters • Brochure • In person meetings • News release • Allstars • Special events • Speaking engagements • New website content • Research on website</p>	<p>Components</p> <p>Letter • Progress report • Brochure • Face-to-face as requested • New website content • Research on website</p>	<p>Components</p> <p>Meetings • Phone scripts for provider and public questions • New website content • Progress report • Research on website</p>

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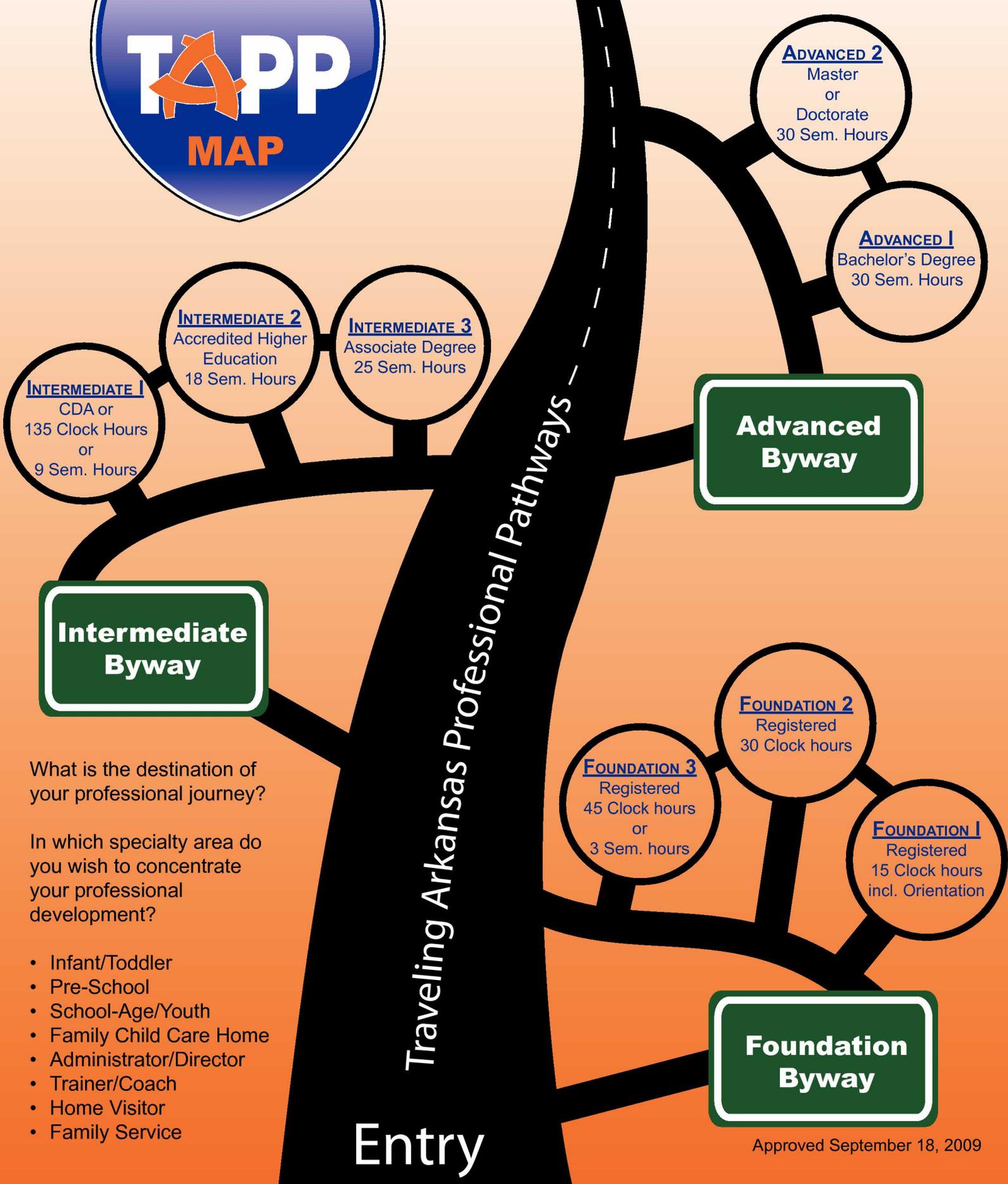
PAS/BAS Validity

Program Administration Scale (PAS) (Talan& Bloom, 2004). PAS is designed to measure the overall quality of administrative practices in center-based early care and education programs. It measures 25 items clustered in 10 subscales that measure leadership and management functions on a 7-point scale. Content validity was established by a panel of ten early childhood experts and informally by other administrators, consultants, and trainers. “A reliability and validity study of the PAS was conducted in 2003 involving 67 center-based early childhood programs. Data generated from the reliability and validity study were used to make revisions in the wording of different indicators, delete redundant items, and streamline the data-collection protocol” (p. 69). Among eight assessors, overall inter-rater reliability was 90%. Coefficient alpha for the Total PAS was .85. Pearson’s r correlational analysis showed subscaleintercorrelations with a median value of .33, confirming that the subscales for the most part, measure distinct characteristics of organizational administration. Concurrent validity was determined by a correlational analysis with two other instruments that measure early childhood organizational effectiveness.

Business Administration Scale for Family Child Care (BAS) (Talan& Bloom, 2009).

BAS is designed to complement FCCERS-R by measuring the quality of business practices in family child care programs. It includes 35 indicator strands clustered in 10 items using a 7-point scale. Content validity was established by a panel of seven early childhood experts. The sample for the reliability and validity study was drawn from 83 family child care providers in four states selected for variation in stringency of licensing regulations. Among 21 assessors average interrater reliability was 94%. “Coefficient alpha for the total 10-item scale (n=65) was calculated at .77, and for the 9-item scale (n=83) at .73, indicating that the BAS has acceptable internal consistency among items and that the items reliably measure the construct” (p. 39). Results of Pearsons’ r correlational analysis between items showed coefficients “ranged from .01 to .44,confirming that individual items on the BAS measure distinct yet somewhat related characteristics of family child care business practices” (p. 40). Correlational analysis confirmed that BAS is related to but not redundant of FCCERS-R.

Section C



Advanced Byway

Intermediate Byway

Foundation Byway

What is the destination of your professional journey?

In which specialty area do you wish to concentrate your professional development?

- Infant/Toddler
- Pre-School
- School-Age/Youth
- Family Child Care Home
- Administrator/Director
- Trainer/Coach
- Home Visitor
- Family Service

Entry

Learning²C methodology of the KSRC process improvement consultants has been designed to facilitate teams, enabling them to map their own work processes, analyze the processes for value-added vs. non-value-added work, identify the undesirable effects of their processes, and to design and implement their own process improvements.

All of these capacity building efforts have provided DCCECE with the ability to continue the growth and development of the professional development system for Arkansas early care and education professionals. Therefore, it is essential for a committed leadership within DHS/DCCECE to spearhead all future efforts and to determine any need for additional outside facilitation, consultation, or technical assistance so that the efforts will be supported and the momentum maintained for organizational learning and continuous quality improvement.

4.2 Recommendations

In our discussion of next steps above, there were a number of items identified as areas needing improvement. Below, we provide more specifics with regard to a number of these improvement efforts.

4.2.1 Registries

As mentioned above, the full potential of the registries cannot be achieved without some modifications to the data structure and the implementation of quality control measures to ensure the integrity of the data that is maintained within the registries. Specifically, we recommend, at a minimum, that these improvements be made:

- The policies and procedures of the Registry administrative office should ensure that the titles and/or acronyms of training programs as recorded in either the Training Registry or on a practitioner transcript correspond **exactly** to what they are within the SPECTRUM. Also, for the training programs that have similar names—such as the Arkansas Children’s Program Administrator Orientation, Certificate, and Credential—we recommend that a better way of distinguishing among them be used. For example, ACPA-I; ACPA-II, and ACPA-III would be used, which would indicate the sequential nature of these training programs.

Also, it appeared that practitioners were taking a number of similar training courses/workshops (e.g., ECERS training), which are not part of the SPECTRUM training programs. The state may want to think about how to incorporate into the SPECTRUM any of the training that is required for QA, ABC, and/or HIPPIY practitioners

- The policies and procedures of the Registry administrative office should include a standardized way of registering multi-session training across all training organizations/trainers, so that there is no confusion regarding whether a training event/module listed on the Training Registry is, or is not, part of a SPECTRUM training program. Specifically, we recommend this way to title individual training events/modules: use the name of training program (e.g., Pre-K ELLA), along with the specific module name that is part of the training program (e.g., Overview of Pre-K Literacy Ages 3 and 4). In addition to this, the specific number of training hours for that module, as specified in SPECTRUM material (e.g., 2 hours, for the Overview Module) needs to be consistently recorded. Therefore, if a specific module is to be 4 hours, then 3.5 hours should not be recorded on a practitioner's transcript.⁸ To ensure that this standardized way of entering titles happens, the database should have drop-down menus with these titles. By using drop-down menus in data entry screens (wherever possible, not just on the titles of training), rather than allow typed-in entries, a lot of the quality issues with respect to the data maintained in the records will be eliminated.
- Once the standardized way of titling events/modules is established, the way in which these separate training events are listed on the Training Registry should reflect the sequential nature of the events and that they are all part of a more comprehensive training program. Hence, for the 60 hours for the Early Care and

⁸ If some of these anomalies occur because participants do not stay for the entire training or trainers do not provide the standard hours of training, then ACEPDS should have policies in place that discourage either of these from happening or have policies in place that allow some leeway regarding this, while still allowing the participant to earn the full hours for a training.

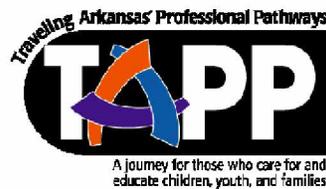
Education Specialist Certificate, a practitioner should be able to search the Training Registry using that title, to find out which of the modules that comprise that certificate are scheduled over the year (or half year, if that is the pattern for scheduling training events), along with when and where they are being offered. Having this capability will enable practitioners and their ECE programs do better professional development planning.

- The actual transcript record should include additional information, some of which is already included in the Practitioner Registry data base (e.g., degrees earned and major), and some of which is not included (e.g., the CDA and Child Care Apprenticeship Certificate). Furthermore, once a practitioner successfully completes a training program, then this needs to be recorded and printed out on their transcript. By having this data consistently entered into practitioner records, it can provide opportunities for the state to create and run routine reports that give a clearer picture of the ECE workforce with respect to their degrees, certificates, credentials, and endorsements earned. As it exists now, individual training organizations may have their own internal record of who completes an entire training program, but it is very difficult, if not impossible, to extract this information from the current Practitioner Registry database—and to have confidence that the data is accurate.
- The Training Registry data elements need to be modified to ensure that specific information is recorded, so that DCCECE and other stakeholders can have routine reports prepared that will give them an overall picture of the delivery of ECE professional development opportunities within the state. These reports will serve dual purposes. First, they will help DCCECE make informed decisions with respect to the what, were, when, and how regarding the delivery of professional development opportunities to the ECE workforce (i.e., the reports can help identify gaps that exist in the current delivery system, or imbalances in what is delivered to which group of practitioners or trainers). Second, the reports will serve as a monitoring tool for DCCECE to review the contractual

requirements of the different training organizations. These reports should include aggregate data for each training event (e.g., Pre-K Ella: Overview of Pre-K Literacy Ages 3 and 4) and each trainer/training organization.

Arkansas' Key Content Areas and Core Competencies

for Early Care and Education Professionals



2009

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