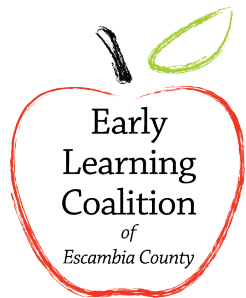


## Stars Over Escambia

Escambia County's Quality Rating and Improvement System

### FAMILY CHILD CARE HOMES



# Overview of Stars Over Escambia for Family Child Care Homes

The Stars Over Escambia program for Family Child Care Home providers is designed to look at FCCH programs according to clearly defined quality standards, work with the provider to develop a plan for improving their FCCH program, and then offer the support needed to help the provider reach those goals. This is a voluntary program.

## GOALS OF THE PROGRAM

1. Ensure that families in Escambia County who are receiving School Readiness funding are provided with the best possible early learning experience through high quality child care programs.
2. Provide information, training, and support to the FCCH providers to improve and maintain the quality of their programs.

## CONTINUOUS QUALITY IMPROVEMENT

This is the most important step! Providers participating in Stars Over Escambia will be asked to maintain an ongoing process of evaluation for your own program, reflecting on your quality goals, and continually making improvements. Top-notch providers in the field of child care are ALWAYS seeking new information, learning new techniques, and looking for ways to improve their programs. Participants in Stars Over Escambia will have learned many new techniques and ways of doing things. The Early Learning Coalition of Escambia will depend on you to maintain the level of quality that you achieved during your participation, and also continue to find ways to improve even more!

## RE-VALIDATION

Every 18-24 months, participants will be re-validated. This process includes participation in a variety of training opportunities, and minimal coaching to refresh and remind providers of the criteria and requirements for star-rating. A new star-rating will be awarded. The new star-rating could be higher or lower than the first star-rating that was awarded. The level of quality that the FCCH provider has been able to maintain will directly affect the new star-rating.

# QRIS IS DESIGNED TO BENEFIT

## PROVIDERS PRACTITIONERS

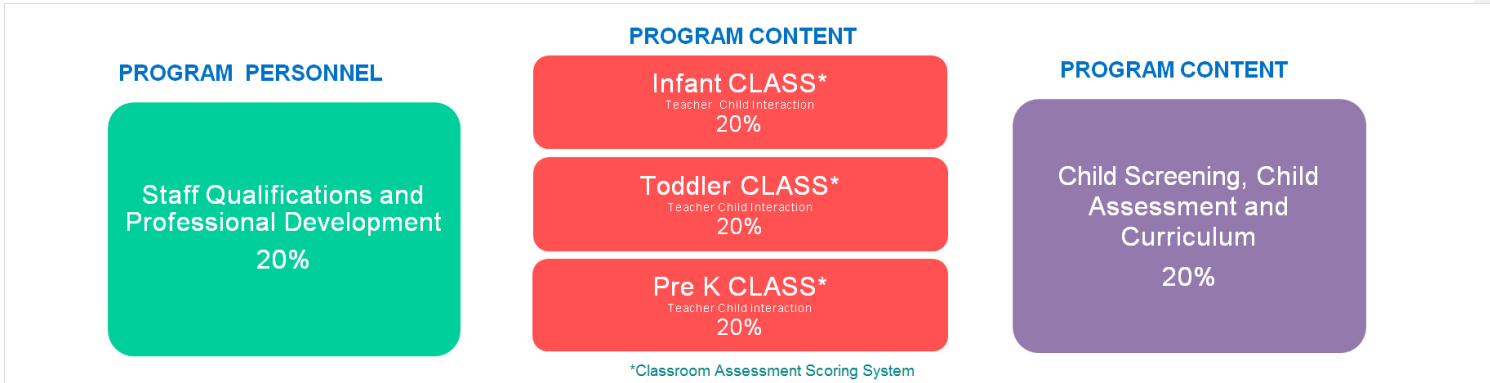
in order to provide high-quality care and early learning experiences to children.

## PARENTS CAREGIVERS

in order to find high-quality child care with an easy to understand rating system.

## CHILDREN

in order to have high quality early learning experiences to help develop skills they need to be successful in life.



Department of Children and Families Licensing Compliance: Probationary status or other DCF violations will be evaluated for deduction of points, or temporary suspension from participation. Compliance history is available on the Department of Children and Families web site - [www.dcf.state.fl.us](http://www.dcf.state.fl.us)

**Benefits of participation:** Apart from the overall benefits to parents, providers and children, staff in star rated centers may also receive professional development incentives based on certain criteria. Information about star ratings of participating providers will also be posted on the ELC Escambia web site.

## PROGRAM PERSONNEL - STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT – 20%

Please read the indicators for each category carefully, and then proceed to the definition and worksheets for this domain.

If any of the requirements for Program Personnel indicators, 1.1A, 1.1B, 1.1C, 2.1, 3.1 or 4.1 are not met, the program will remain at a 1-star level

<b>STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT – 10 POINTS</b>				
Based on staff files and documentation review				
If a program does not meet the requirements for level 1 in this domain, the program will remain at a 1-star level.				
1	2	3	4	5
Meets licensing standards.	Meets licensing standards <b>AND</b> Provider completes a minimum of 15 hours annual in-service training  <b>Large FCCH</b> = same as above <b>AND</b> Assistant teacher has High School diploma or GED	Provider is enrolled in training for a DCF Staff Credential <b>AND</b> Provider has at least 2 yrs. early childhood education experience <b>AND</b> Provider completes 20 hours annual in-service training  <b>Large FCCH</b> = same as above <b>AND</b> Assistant teacher has all mandatory DCF training completed.	Provider has a DCF Staff Credential or higher <b>AND</b> Provider has at least 3 yrs. early childhood education experience <b>AND</b> Provider completes 25 hours annual in-service training.  <b>Large FCCH</b> = same as above <b>AND</b> Assistant teacher is enrolled in training for a DCF Credential.	Provider has a national CDA or at least 9 college credits in ECE <b>AND</b> Provider has at least 5 yrs. early childhood education experience. <b>AND</b> Provider completes 30 hours annual in-service training  <b>Large FCCH</b> = same as above <b>AND</b> Assistant teacher has DCF Staff Credential.
1 point	3 points	5 points	7 points	10 points

★ Providers and teachers must meet all the criteria in column 1 before moving to column 2, must meet all the criteria in column 2 before moving to column 3, etc.

**DOCUMENTATION CHECKLIST – STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT**

<b>1 point</b>	<p><b>1. Provider meets licensing standards – provider has completed the 30-hour DCF mandated basic training and the 5-hour Early Literacy course (in the allowable time frame). Documentation includes the following....</b></p> <p>_____ Copy of DCF training transcript</p>
<b>3 points</b>	<p><b>2. A. Provider completes a minimum of 15 hours annual in-service training. Documentation includes....</b></p> <p>_____ Copies of training certificates for any training not shown on DCF transcript (<i>15 hrs</i>)</p> <hr/> <p><b>2. B. Large FCCH = same as above PLUS Assistant teacher has High School diploma or GED.</b></p> <p>_____ (<i>Large FCCH</i>) – copy of assistant teacher’s High School diploma or GED</p>
<b>5 points</b>	<p><b>3. A. Provider is enrolled in training for a DCF Staff Credential. Documentation includes....</b></p> <p>_____ Copy of a completed “CF-FSP Form 5211, April 2006, Staff Credential Application” with date that it was submitted</p> <hr/> <p><b>3. B. Provider has at least 2 yrs. early childhood education experience. Documentation includes ONE of the following....</b></p> <p>_____ Copy of a current resume reflecting at least 2 yrs. experience in an early childhood setting</p> <p>_____ Copies of DCF child care licenses reflecting at least 2 years of FCCH operation</p> <hr/> <p><b>3. C. Provider completes 20 hours annual in-service training. Documentation includes....</b></p> <p>_____ Copies of training certificates for any training not shown on DCF transcript (<i>20 hrs</i>)</p> <hr/> <p><b>3. D. Large FCCH = same as above PLUS Assistant teacher has all mandatory DCF training completed. Documentation includes....</b></p> <p>_____ (<i>Large FCCH</i>) – copy of assistant teacher’s DCF training transcript which includes date of completion of all DCF mandated training</p>
<b>7 points</b>	<p><b>4. A. Provider has a DCF Credential or higher. Documentation includes....</b></p> <p>_____ Copy of current Staff Credential or copy of DCF training transcript which includes date of completion</p>

	<p><b>4. B. Provider has at least 3 yrs. early childhood education experience. Documentation includes ONE of the following....</b></p> <p>____ Copy of a current resume reflecting at least 3 yrs. experience in an early childhood setting  ____ Copies of DCF child care licenses reflecting at least 3 years of FCCH operation</p> <hr/> <p><b>4. C. Provider completes 25 hours annual in-service training. Documentation includes....</b></p> <p>____ Copies of training certificates for any training not shown on DCF transcript <i>(25 hrs)</i></p> <hr/> <p><b>4. D. Large FCCH = same PLUS Assistant teacher is working towards a DCF Staff Credential. Documentation includes....</b></p> <p>____ <b>(Large FCCH)</b> – A copy of a completed “CF-FSP Form 5211, April 2006, Staff Credential Application” with date that it was submitted by Assistant teacher.</p>
<p><b>10 points</b></p>	<p><b>5. A. Provider has a national CDA or at least 9 college credits in Early Childhood Education. Documentation includes ONE of the following....</b></p> <p>____ Original or copy of CDA which includes date of completion  ____ Transcript showing completion of 9 college credits in Early Childhood Education</p> <hr/> <p><b>5. B. Provider has at least 5 yrs. early childhood education experience. Documentation includes ONE of the following....</b></p> <p>____ Copy of a current resume reflecting at least 5 yrs. experience in an early childhood setting  ____ Copies of DCF child care licenses reflecting at least 5 years of FCCH operation</p> <hr/> <p><b>5. C. Provider completes 30 hours annual in-service training. Documentation includes....</b></p> <p>____ Copies of training certificates for any training not shown on DCF transcript <i>(30 hrs)</i></p> <hr/> <p><b>5. D. Large FCCH = same PLUS Assistant teacher has DCF Staff Credential. Documentation includes....</b></p> <p>____ <b>(Large FCCH)</b> – same as above <b>PLUS</b> copy of assistant teacher’s current Staff Credential or copy of DCF training transcript which includes date of completion</p>

	<p><b>5. B. Provider has at least 5 yrs. early childhood education experience. Documentation includes ONE of the following....</b></p> <p>_____ Copy of a current resume reflecting at least 5 yrs. experience in an early childhood setting</p> <p>_____ Copies of DCF child care licenses reflecting at least 5 years of FCCH operation</p>
	<p><b>5. C. Provider completes 30 hours annual in-service training. Documentation includes....</b></p> <p>_____ Copies of training certificates for any training not shown on DCF transcript (<i>30 hrs</i>)</p>
	<p><b>5. D. Large FCCH = same PLUS Assistant teacher has DCF Staff Credential. Documentation includes....</b></p> <p>_____ (<i>Large FCCH</i>) – same as above <i>PLUS</i> copy of assistant teacher's current Staff Credential or copy of DCF training transcript which includes date of completion</p>

**What is the Staff Credential?**

A Staff Credential is an official designation that means an individual's professional education meets or exceeds the professional criteria set by DCF. There are several ways to obtain professional education in the field of child care. Individuals can attend community college or university programs, can seek a National Early Childhood Credential, or can attend a state-approved Florida Child Care Professional Credential program in order to achieve higher education in child development. A Staff Credential is obtained by submitting copies of transcripts or a program certificate to the credential unit of the Department of Children and Families. If an individuals' professional education meets the criteria, a Staff Credential Verification (Form CF-FSP 5206) is issued.

DCF Contact - Telephone: 1-888-FL-CCTIC (1-888-352-2842)

Staff Credential *must be applied* for. Download and complete the **Staff Credential Application**, CF-FSP 5211, March 2009 and mail to the address listed within the application. <http://www.myflfamilies.com/service-programs/child-care/staff-credential>



**PROGRAM CONTENT – TEACHER CHILD INTERACTION – CLASS OBSERVATIONS – 60%**

Please read the score ranges for each CLASS assessment, Infant CLASS, Toddler CLASS and Pre K CLASS.  
 If any of the requirements for 1.1, 2.1A, 2.1B, 3.1A, 3.1B and 3.1C are not met, the program will remain at a 1-star level.

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<b>DOMAIN 1 – TEACHER - CHILD INTERACTION – 20 POINTS</b>				
Based on observations in the classroom				
<b>Infant CLASS</b>				
<b>1.1</b>	<b>1.2</b>	<b>1.3</b>	<b>1.4</b>	<b>1.5</b>
Responsive Caregiving: 3.00 to 3.49	Responsive Caregiving: 3.50 to 3.99	Responsive Caregiving: 4.00 to 4.49	Responsive Caregiving: 4.50 to 4.99	Responsive Caregiving: 5.00+
<b>Toddler CLASS</b>				
<b>2.1A</b>	<b>2.2A</b>	<b>2.3A</b>	<b>2.4A</b>	<b>2.5A</b>
Emotional/Behavioral Support: 4.00 to 4.49	Emotional/Behavioral Support: 4.50 to 4.99	Emotional/Behavioral Support: 5.00 to 5.49	Emotional/Behavioral Support: 5.50 to 5.99	Emotional/Behavioral Support: 6.00+
<b>2.1B</b>	<b>2.2B</b>	<b>2.3B</b>	<b>2.4B</b>	<b>2.5B</b>
Engaged Support for Learning: 2.00 to 2.25	Engaged Support for Learning: 2.26 to 2.50	Engaged Support for Learning: 2.51 to 2.75	Engaged Support for Learning: 2.76 to 3.25	Engaged Support for Learning: 3.26+
<b>Pre-K CLASS</b>				
<b>3.1A</b>	<b>3.2A</b>	<b>3.3A</b>	<b>3.4A</b>	<b>3.5A</b>
Emotional Support: 4.00 to 4.49	Emotional Support: 4.50 to 4.99	Emotional Support: 5.00 to 5.49	Emotional Support: 5.50 to 5.99	Emotional Support: 6.00+
<b>3.1B</b>	<b>3.2B</b>	<b>3.3B</b>	<b>3.4B</b>	<b>3.5B</b>
Classroom Organization: 3.50 to 3.99	Classroom Organization: 4.00 to 4.49	Classroom Organization: 4.50 to 4.99	Classroom Organization: 5.00 to 5.49	Classroom Organization: 5.50+
<b>3.1C</b>	<b>3.2C</b>	<b>3.3C</b>	<b>3.4C</b>	<b>3.5C</b>
Instructional Support: 2.00 to 2.25	Instructional Support: 2.26 to 2.50	Instructional Support: 2.51 to 2.75	Instructional Support: 2.76 to 3.25	Instructional Support: 3.26+

## ORGANIZATION OF CLASSROOM ASSESSMENT SCORING SYSTEM

Infant CLASS <small>Birth to 18 months</small>	
DOMAIN	DIMENSIONS
<b>Responsive Caregiving</b>	Relational Climate
	Teacher Sensitivity
	Facilitated Exploration
	Early Language Support

Toddler CLASS <small>15 to 36 months</small>	
DOMAINS	DIMENSIONS
<b>Emotional and Behavioral Support</b>	Positive Climate
	Negative Climate
	Teacher Sensitivity
	Regard for Child Perspectives
	Behavior Guidance
<b>Engaged Support for Learning</b>	Facilitation of Learning and Development
	Quality of Feedback
	Language Modeling

Pre K CLASS <small>3 to 5 years</small>	
DOMAINS	DIMENSIONS
<b>Emotional Support</b>	Positive Climate
	Negative Climate
	Teacher Sensitivity
	Regard for Child Perspectives
<b>Classroom Organization</b>	Behavior Management
	Productivity
	Instructional Learning Formats
<b>Instructional Support</b>	Concept Development
	Quality of Feedback
	Language Modeling

## PROGRAM CONTENT – CHILD SCREENING, CHILD ASSESSMENT AND CURRICULUM – 20%

Please read the requirements of each indicator carefully, and then proceed to the documentation requirements.

If any of the requirements for 1.1 are not met, the program will remain at a 1-star level.

<p style="text-align: center; margin: 0;"><b>1.1</b></p> <p style="font-size: small; margin: 0;">ASQ Developmental Screening is completed for all enrolled birth to 5 School Readiness children.</p>	<p style="text-align: center; margin: 0;"><b>1.2</b></p> <p style="font-size: small; margin: 0;">ASQ Developmental Screening is completed for all enrolled birth to 5 children.</p>	<p style="text-align: center; margin: 0;"><b>1.3</b></p> <p style="font-size: small; margin: 0;">A developmentally appropriate curriculum is fully implemented in each classroom AND 50% of SR children are assessed twice yearly using TS Gold</p>	<p style="text-align: center; margin: 0;"><b>1.4</b></p> <p style="font-size: small; margin: 0;">A system for ongoing child observation is in place and ALL SR children are assessed twice yearly using TS Gold</p>	<p style="text-align: center; margin: 0;"><b>1.5</b></p> <p style="font-size: small; margin: 0;">Child assessments on ALL children guide differentiated program planning and communicating with families.</p>
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### Documentation which must be available for review for indicators 1.1, 1.2, 1.3, 1.4 and 1.5

1. Individual portfolios of all enrolled children (School Readiness and Non School Readiness children) through March of the validation year
2. Summary sheet for ALL enrolled children separated by classroom must be available on the day of validation – please see table below
3. Teaching Strategies GOLD
4. Teaching Strategies GOLD
5. Teaching Strategies GOLD

### Process

25% of the portfolios from one third of the classrooms by care level / age group will be randomly selected on the day of validation and will be used to review indicators 1.1, 1.2, 1.4 and 1.5.

<b>1.1 - Developmental Screening is completed for all enrolled birth to 5 School Readiness children.</b>	<b>1 point</b>
<b>1.2 - Developmental Screening is completed for ALL enrolled birth to 5 children.</b>	<b>1 point</b>

### Documentation for 1.1 and 1.2:

- At the 1.1 and 1.2 levels, the verification entails a cross reference of the screenings for the children whose portfolios were randomly selected, to the summary sheet.

Indicator 1.1 must be met to move to indicator 1.2, and indicator 1.2 must be met to move to indicator 1.3.

**CLASSROOM NAME/AGE GROUP:** \_\_\_\_\_ **TEACHER(S):** \_\_\_\_\_



<p><b>____ 1.3 - A developmentally appropriate curriculum is fully implemented in each classroom.</b></p>	<p><b>2 points</b></p>									
<p><b>Documentation for 1.3:</b> All of the following items must be available prior to the start of the assessment</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 10%; text-align: center;">_____</td> <td style="width: 80%;">1.3a - Written daily schedule for each classroom is posted and followed</td> <td style="width: 10%; text-align: right;">0.5 point</td> </tr> <tr> <td style="text-align: center;">_____</td> <td>1.3b -CURRENT dated lesson plans for classroom is posted and followed, or available and followed.</td> <td style="text-align: right;">0.5 point</td> </tr> <tr> <td style="text-align: center;">_____</td> <td>1.3c – 50% SR children are assessed twice yearly using TSGold Use worksheet in 1.4a for this indicator (next worksheet)</td> <td style="text-align: right;">1 point</td> </tr> </table> <p><b>Indicators 1.3a, 1.3b and 1.3c must be met to move to indicator 1.4, but points can be earned for meeting only one or two of the indicators at the 1.3 level.</b></p>		_____	1.3a - Written daily schedule for each classroom is posted and followed	0.5 point	_____	1.3b -CURRENT dated lesson plans for classroom is posted and followed, or available and followed.	0.5 point	_____	1.3c – 50% SR children are assessed twice yearly using TSGold Use worksheet in 1.4a for this indicator (next worksheet)	1 point
_____	1.3a - Written daily schedule for each classroom is posted and followed	0.5 point								
_____	1.3b -CURRENT dated lesson plans for classroom is posted and followed, or available and followed.	0.5 point								
_____	1.3c – 50% SR children are assessed twice yearly using TSGold Use worksheet in 1.4a for this indicator (next worksheet)	1 point								
<p><b>____ 1.4 - A system for ongoing child observation is in place.</b></p>	<p><b>3 points</b></p>									

**Documentation:**

\_\_\_\_\_ 1.4a - The same randomly selected 25% of portfolios will be reviewed for evidence which tells the story of a child's progress over time. Please refer to table below.

3 points

Child's Enrollment Date	For children enrolled on or before Nov. 7 <sup>th</sup> of the validation year	For children enrolled between Nov. 8 <sup>th</sup> and Feb. 4 <sup>th</sup> of the validation year	For children enrolled between Feb. 5 <sup>th</sup> and March 9 <sup>th</sup> of the validation year
Examples of required evidence (must have the full name of the child and must be dated in mm/dd/yy format) <ul style="list-style-type: none"><li>• art work</li><li>• scribbling or writing samples</li><li>• informal observations – sample child observation and planning form included in the guide</li><li>• anecdotal notes**</li><li>• skills and concepts checklist - such as fine motor / gross motor /self-help / letters / numbers / shapes / colors</li></ul>	Two pieces of evidence for Fall (through Oct 15) + Two pieces of evidence for Winter (Oct 15 – Feb 28) + Two pieces of evidence for Spring (Feb 28 – May 28)	Two pieces of evidence for Fall or Winter (through Feb 28) + Two pieces of evidence for Spring (Feb – May 28)	Two pieces of evidence for Winter or Spring (through May 28)

Credit will be given if the requirement is met for a range between 20% and 25%.

\*\* An anecdotal record is a written record or note of what a child says or does within the context of classroom activities and routines. The use of these notes is one way to collect information about children's development and learning. These records or notes are one way to document your observations.

<http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/teaching/docs/Collecting-and-Using-Anecdotal-Records-rev.pdf>

\_\_\_\_\_ For TSG, evidence must be in the form of Class Profile Report or Individual Child Report.

- Credit will be given if the requirement is met for a range between 20% and 25%.

**Both indicators 1.4a and 1.4b must be met to move to indicator 1.5, but points can be earned for meeting only one of the two indicators at the 1.4 level.**

<b>1.5 - Child assessment or screening guides differentiated program planning and communicating with families.</b>		<b>3 points</b>
<b>Documentation:</b>		
_____	1.5a - There is evidence of ongoing planning to connect the results of formal screenings / assessments or informal observations, for children with concerns, to the individualized activities, such as a section on the lesson plan for individualized lessons or a separate individualized planning form that documents this information (example – Sample Child Observation and Planning Form included at the end of this section).  <ul style="list-style-type: none"> <li>• Credit will be given for a range between 20% and 25%.</li> </ul>	1.5 points
_____	1.5b - One written parent conference form with screening / observation results documented for all children must be signed and dated by parents.  <ul style="list-style-type: none"> <li>• Credit will be given for a range between 20% and 25%.</li> </ul>	1.5 points
<b>Partial points can be earned for meeting only 1.5a or 1.5b.</b>		

Illustration to represent the timeline associated with screening / assessment, individualized planning and follow up

**Illustration to represent the timeline associate with TSG, individualized planning and follow up**



**Documents which should be in Minnie's portfolio:**

- Two observations (indicators 1.1 or 1.2, and 1.4b, Two pieces of evidence as listed in 1.4a above for Fall, Winter, and Spring
- A fully completed Individualized Planning Form (sample provided in the guide) (indicator 1.5a) since there are some fine motor concerns for Minnie OR activities to support Minnie, must be on the lesson plan (sample in this guide)
- Fully completed Parent Conference Form (indicator 1.5b)



## SAMPLE CHILD OBSERVATION AND PLANNING FORM\*\*

Child's Full Name: \_\_\_\_\_ Child's DOB: \_\_\_\_\_

Date	Observation	Domain		
		<input type="checkbox"/> Social-Emotional <input type="checkbox"/> Language <input type="checkbox"/> Literacy <input type="checkbox"/> Science <input type="checkbox"/> Physical <input type="checkbox"/> Social Studies <input type="checkbox"/> Cognitive <input type="checkbox"/> Art <input type="checkbox"/> Math <input type="checkbox"/> English Language Acquisition		
Date	Skill Area	Individualized Lesson	Date	Progress
				<input type="checkbox"/> Not Yet <input type="checkbox"/> Emerging <input type="checkbox"/> Met
<b>Additional notes about progress:</b>				
<b>Teacher's Initials</b> _____				

\*\*If Individualized planning form is not available, evidence must be available on the lesson plan in the form of initials of the children or names on the back of the lesson plans to preserve confidentiality.

## SAMPLE INFANT-TODDLER WEEKLY LESSON PLAN

Week of: \_\_\_\_\_ Classroom: \_\_\_\_\_

### Relationships (Social/Emotional) Experiences

Standard:  
Lesson Title or Description:

Page #:

### Sensory/Art Experiences

Standard:  
Lesson Title or Description:

Page #:

### Music/Movement Experiences

Standard:  
Lesson Title or Description:

Page #:

### Language Experiences

Standard:  
Lesson Title or Description:

Page #:

### Individualized Experiences

Child's Initials	Domain	Activity
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### CLASS (Classroom Assessment Scoring System) Focus

Infant CLASS Domain:

Toddler CLASS Domain:

## SAMPLE LESSON PLAN WITH THE INITIALS OF CHILDREN

9:20 a.m. to 10:00 a.m.	Center Time / Free Play / Work – Art Center <ul style="list-style-type: none"> <li>Sit with children who choose the Art center</li> <li>Talk about different shapes, sizes as they freely explore and create using play dough</li> </ul>	Materials  Cookie cutters, plastic knives, rolling pins and play dough	Child(ren) goals  SC, KT: follow two step directions DG: Attributes of shapes
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## SAMPLE CHILD PORTFOLIOS TRACKING FORM

Center \_\_\_\_\_ Classroom \_\_\_\_\_ Teacher(s): \_\_\_\_\_ # Children \_\_\_\_\_

Child's First Name/ Last Initial	DOB	DOE	Screening #1 (indicators 1.1 and 1.2)	Screening / Assessment #2 (indicator 1.4)	Art work, scribbling or writing samples, informal observations – sample child observation and planning form included in the guide, anecdotal notes, skills and concepts checklist - such as fine motor / gross motor /self-help / letters / numbers /shapes / colors	Individualized Instruction for child based on screening / assessment and results included on the individualized planning form or activities on lesson plans	One Parent Teacher Conference form Dated and Signed with screening results
NOTES:							

## ADDITIONAL BONUS POINTS

<p><b>BP1: At least 1 time a year, families are invited to attend scheduled family-teacher conferences to review child's progress and needs, and set goals for the child.</b></p> <p><b>Documentation for family-teacher conferences must include <u>ALL</u> of the following:</b></p> <p>_____ Dated notices, fliers, sign in sheets or letters to parents/guardians inviting them to attend scheduled parent/teacher conference to discuss their child's progress.</p> <p>_____ Dated and signed parent conference forms for each child that include information about the child's progress, needs and goals for the child. (Providers will have 30% of enrolled children's conference forms available for verification; Credit will be given for a range between 25% and 30%). Copies of the parent conference forms must be made and the originals must be left with the portfolios.</p>	0.5
<p><b>BP 2: Developmental Screening occurs for all children and a referral process is in place. Activity suggestions are developed with staff and families for children identified with potential delays.</b></p> <p><b>Documentation must include <u>ALL</u> of the following: new enrollee – within 45 days:</b></p> <p>_____ Center has written referral policy and procedure, which contains information on <u>ALL</u> of the following:</p> <ol style="list-style-type: none"> <li>1. Purpose of Screening</li> <li>2. Obtaining Parent Consent</li> <li>3. How parents will be informed of results</li> <li>4. Referral for further evaluation of services</li> <li>5. Follow up to referral process</li> <li>6. Accountability procedures (safeguards to protect against misidentification)</li> </ol> <p>_____ Sample of written activity suggestions <b>developed with staff and families</b> related to results and provided to parents. (Providers will have 30% of enrolled children's conference forms available for verification; Credit will be given for a range between 25% and 30%). Copies of the parent conference forms must be made and the originals must be left with the portfolios.</p>	0.5
<p><b>BP3: Resources are available to communicate with families in their primary language.</b></p> <p><b>Documentation that supports center's resources available to non-English speaking families must include <u>ALL</u> of the following:</b></p> <p>_____ Family / Parent Handbook in other languages</p> <p>_____ Family / Parent Resource Area for resource materials provided in other languages</p> <p>_____ Family / Parent Forms provided in other languages - Original or Copies</p>	0.5
<p><b>BP4: Ratio and Group Size</b></p> <p>Meet these ratio requirements or better (verification by validators) – on the days of validation visit Age / Ratio / Max Group Size - Infants - 1:4 / 8; Ones - 1:5 / 10; Twos - 1:7 / 14; Threes - 1:10 / 20; 4s / 5s - 1:11 / 20</p>	0.5

# Sample Parent-Teacher Conversations

Child's Full Name \_\_\_\_\_ DOB \_\_\_\_\_

Developmental Screening	
Name of Screening:	Date Given:
Results: <input type="checkbox"/> no concerns OR <input type="checkbox"/> concerns in the area(s) of _____	
<input type="checkbox"/> Copies of Suggested Activities Given to Family for Area(s) of Concerns	

Assessments
<input type="checkbox"/> Observation(s):
<input type="checkbox"/> Formal Assessment(s):

	Areas of Strength		Areas for Growth
1.		1.	
2.		2.	

	Goals for School		Goals for Home
1.		1.	
2.		2.	

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

## CALCULATION OF STAR RATING POINTS

If any of the requirements for Program Personnel indicators, 1.1a, 1.1b, 1.1c, 2.1, 3.1 and 4.1, Program Content - Teacher Child Interaction indicators, 1.1, 2.1a, 2.1b, 3.1a, 3.1b and 3.1c, and Program Content - Screening & Assessment indicator 1.1, are not met, the program will remain at a 1-star level.

<b>Program Personnel</b>	<b>10 (20%)</b>
<b>Program Content - Teacher Child Interaction</b>	<b>30 (60%)</b>
<b>Program Content - Child Screening, Child Assessment &amp; Curriculum</b>	<b>10 (20%)</b>
<b>TOTAL</b>	<b>50 points</b>

## BONUS POINTS

<b>Family Engagement</b>	<b>1.5</b>
Family-teacher conference forms; screening results based activities for children developed with families; resources in different languages	
<b>Ratio and Group Size</b>	<b>0.5</b>
Age / Ratio / Max Group Size	
Infants - 1:4 / 8; Ones - 1:5 / 10; Twos - 1:7 / 14; Threes - 1:10 / 20; 4s / 5s - 1:11 / 20	

## STAR RATING POINTS DISTRIBUTION

**4 to 18 points** - meets requirements which exceed health and safety requirements, and meets few of the quality benchmarks for program personnel, program content and teacher child interaction.



**19 to 28 points** - meets requirements which exceed health and safety requirements and meets some of the quality benchmarks of program personnel, program content, and teacher child interaction.



**29 to 37 points** - meets requirements which exceed health and safety requirements and meets several of the quality benchmarks of program personnel, program content, and teacher child interaction.



**38 to 44 points** - meets requirements which exceed health and safety requirements and meets many of the quality benchmarks of program personnel, program content, and teacher child interaction.



**45 points and above** - meets requirements which exceed health and safety requirements and meets majority of the quality benchmarks of program personnel, program content, and teacher child interaction.



