



QUALITY STANDARDS

For

Center-based Early Childhood Education Programs

Updated April 2022

The QUALITYstarsNY Standards represent the best practices and policies in early childhood care and education. Developed by leading experts in the field of early childhood learning and development from across New York State and then validated by research, QUALITYstarsNY Standards are used to assess and rate the quality of an early childhood program.

Programs participating in QUALITYstarsNY earn points toward their rating for meeting these key quality indicators. Programs are rated 1-5 Stars with 4 and 5-Stars representing an exceptional level of quality.

LEARNING ENVIRONMENT

Research Rationale: There is substantial evidence that classroom environment features are central to program quality and some, though limited, research suggests that varied and appropriate classroom materials support children's development. Research shows that the quality of teacher-child interactions contributes to quality in early care and education settings and there is substantial evidence that children with involved and responsive caregivers fare better on a wide variety of child development measures. According to a significant body of evidence, the use of a developmentally appropriate curriculum is related to several measures of program quality and positive child outcomes. There is a moderate amount of evidence that developmentally-appropriate assessment is associated with improved child development outcomes.

Classroom Environment (CE) - 60 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
CE 1	Program administrative staff attends training on the Environment Rating Scales (ERS).	Supervisors and administrative staff are versed in the ERS so they can coach and support teaching staff.	<input type="checkbox"/> Evidence in The Aspire Registry that at least 1 administrator has attended training on the ERS within the previous 15 months, verified with training certificate	<input type="checkbox"/> Evidence in The Aspire Registry that at least 1 administrator has attended training on the ERS within the previous 15 months, verified with training certificate	2
CE 2	Program completes an ERS self-assessment using the appropriate scale(s) and writes an improvement plan to address subscale scores below 3.25.	Administrators and teachers are familiar with the ERS so they can go through the scales and identify ways to improve.	<input type="checkbox"/> One copy of a completed ERS self-assessment report (including overall and subscale scores) <input type="checkbox"/> One copy of a written improvement or action plan for all subscales with a score below 3.25	<input type="checkbox"/> Completed ERS Score Sheet including sub-scale average scores. Score sheet must show Date of Observation (dated within the 15 months prior to Standards Inventory submission) <input type="checkbox"/> Written improvement plan, with dates for completion for all sub-scale average scores below 3.25	8

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<p><i>Programs do not submit evidence for Standards CE 3 – CE 5. These Standards are only applicable after Standards Inventory submission for programs that earn a Provisional Rating of 3-5 Stars. For eligible programs, an ERS assessment will be conducted by QUALITYstarsNY’s independent assessment team and the average scores will be used to determine the points that will be calculated into the program’s Active Rating. If a program earns an average score below 4.25 on their ERS assessment, they will automatically decrease a Star level for their Active Rating.</i></p>					
CE 3	Program has an <u>independent</u> ERS assessment and achieves an overall score of 4.25 – 4.99.	An external observer can provide an unbiased assessment of the learning environment.	<p>Program does not submit evidence for this Standard.</p> <p><i>If applicable, completed ERS report(s) is automatically sent to QUALITYstarsNY from the independent observer.</i></p>	Program does not submit evidence for this Standard.	30
CE 4	Program has an <u>independent</u> ERS assessment using the appropriate scale(s) and achieves an overall score of 5.00 – 5.49.	An external observer can provide an unbiased assessment of the learning environment.	<p>Program does not submit evidence for this Standard.</p> <p><i>If applicable, completed ERS report(s) is automatically sent to QUALITYstarsNY from the independent observer.</i></p>	Program does not submit evidence for this Standard.	40
CE 5	Program has an <u>independent</u> ERS assessment using the appropriate scale(s) and achieves an overall score of 5.50 or higher.	An external observer can provide an unbiased assessment of the learning environment.	<p>Program does not submit evidence for this Standard.</p> <p><i>If applicable, completed ERS report(s) is automatically sent to QUALITYstarsNY from the independent observer.</i></p>	Program does not submit evidence for this Standard.	50

Child Observation & Assessment (COA) - 20 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
COA 1	Program has in place a child observation and assessment policy that includes the collection and protection of assessment results and sharing assessment results with families.	Program should have a written policy about the collection of observation and assessment information in order to ensure consistency throughout the program. The policy should include the rationale and procedures for collecting and sharing information.	<p>Written policy or practice statement (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a manual/handbook) that references:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The type(s) of child data collected 	<p>Written policy or practice statement (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a manual/handbook).</p> <p>Evidence must explain all of the following:</p>	2

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
		Assessment information should be kept confidential and only shared with those who need to know it (i.e., teachers, families and specialists).	<input type="checkbox"/> How and when data are collected <input type="checkbox"/> How data are held confidential <input type="checkbox"/> How and when data are shared with families	<input type="checkbox"/> The type(s) of child data that are collected <input type="checkbox"/> How and when data are collected <input type="checkbox"/> How data are held confidential (so that those who should not access it, do not) <input type="checkbox"/> How and when data are shared with families	
COA 2	Program collects information at enrollment on children's development, including social-emotional concerns, home language(s), preferences and any special needs.	<p>Programs should gather information about each child and family during enrollment, in order to inform curriculum planning, help guide children's learning, and understand family circumstances from day one.</p> <p>In addition to gathering information on any special needs, general information on children's preferences and background should also be collected.</p>	<input type="checkbox"/> Copies of a completed enrollment form for 3 different children, (with identifying information removed – label submitted evidence as child 2, child 2, child 3). <i>If information is collected on multiple forms, include an example of each completed form for each child.</i>	<p>Evidence must reference all of the following:</p> <input type="checkbox"/> 3 children (with identifying information removed - label submitted evidence as child 1, child 2, child 3) <input type="checkbox"/> Child's physical development <input type="checkbox"/> Child's cognitive development <input type="checkbox"/> Child's social-emotional development <input type="checkbox"/> Home language(s) of child <input type="checkbox"/> Child's dietary needs and preferences <input type="checkbox"/> Child's date of enrollment	2
COA 3	Program documents the developmental status of each child within 45 days of entering/starting the program using a child development screening tool.	Before or soon after starting a program, a child should be initially screened for basic developmental levels in order to help define individual learning goals and identify any potential special needs.	<input type="checkbox"/> Copies of a completed developmental screening form for 3 different children (with identifying information removed - label submitted evidence as child 1, child 2, child 3).	<p>Evidence must reference all of the following:</p> <input type="checkbox"/> A completed screening form(s) for 3 different children (with identifying information removed - label	2

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				<p>submitted evidence as child 1, child 2, child 3).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Start date (this MUST be added to the form if no space exists) <input type="checkbox"/> Screening date occurs before enrollment date OR within 45 days of the enrollment date <p><i>It is not necessary to submit the entire tool. A few pages showing completed information will suffice.</i></p>	
COA 4	Program uses a developmental screening tool that is valid and reliable.	<p>When programs use a developmental screening tool that has been researched, tested and shown to measure appropriate developmental milestones, they are assured that the results can be used for curriculum planning, as well as a basis to refer families for special educational services.</p> <p>Valid: A screening tool is valid when it measures what we want to measure and not something else.</p> <p>Reliable: A screening tool is reliable when the screening procedure is conducted accurately and consistently over time. The procedure would yield similar results if repeated or if done by different people.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Copies of a completed developmental screening form(s) for 3 different children (with identifying information removed – label submitted evidence as child 1, child 2, child 3) using a valid a reliable tool listed below. <ul style="list-style-type: none"> • Ages and Stages Questionnaires • Ages and Stages Questionnaires Social-Emotional • Battelle Developmental Inventory Screening Test • Bayley III Screening Test • Bayley Infant Neurodevelopmental Screener (BIDS) 	<p>Evidence must include all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name of developmental screening tool <input type="checkbox"/> Completed developmental screening form(s) for 3 different children (with identifying information removed - label submitted evidence as child 1, child 2, child 3) <p><i>It is not necessary to submit the entire tool. A few pages showing completed information will suffice.</i></p> <p>If “Other” is selected, all of the following evidence must be submitted in addition to the items above:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The tool is designed for the purpose of screening (not child assessment) 	1

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			<ul style="list-style-type: none"> • Brigance Inventories System II • Brigance Self-Help and Social-Emotional Scales • Child Development Inventories (CDI) • Denver Developmental Screening Test (DDST) • Developmental Indicators for the Assessment of Early Learning (DIAL) • Early Screening Inventory • Infant-Toddler Developmental Assessment • FirstSTEP Screening Test for Evaluating Preschoolers • Kent Inventory of Developmental Skills (KIDS) • Learning Accomplishment Profile-Diagnostic Screens • Parents' Evaluation of Developmental Status (PEDS) • Parents' Evaluation of Developmental Status- Developmental Milestones (PEDS:DM) • Pediatric Symptom Checklist • Preschool and Kindergarten Behavior Scales (PKBS) • The Ounce Scale 	<ul style="list-style-type: none"> <input type="checkbox"/> The screening tool is appropriate for use with children between birth and age five <input type="checkbox"/> The screening tool covers multiple developmental domains (i.e. physical/motor, cognitive, linguistic, and social-emotional) <input type="checkbox"/> The screening tool is valid and reliable 	

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			<ul style="list-style-type: none"> Other – upload documentation from a tool that is not listed 		
COA 5	<p>Program documents the developmental progress of each child at least quarterly using a child development assessment tool(s).</p>	<p>Authentic assessments are done regularly throughout the year, developmental progress is tracked and learning goals are adjusted. This is done for all children in the program, regardless of age, using an age-appropriate tool.</p> <p>Authentic assessment tools can take many forms, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anecdotal records <input type="checkbox"/> Observation notes <input type="checkbox"/> Checklists <input type="checkbox"/> Developmental scales <input type="checkbox"/> Standardized assessment forms <input type="checkbox"/> Work samples <input type="checkbox"/> Child portfolios <p>In order to understand the whole child, providers should gather information about each child's development within all of the following domains:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Physical well-being, health, and motor development <input type="checkbox"/> Social and emotional development <input type="checkbox"/> Approaches to learning 	<ul style="list-style-type: none"> <input type="checkbox"/> 3 completed assessment forms for 1 child (with identifying information removed). Forms must indicate that assessments were conducted on 3 different dates, at least 3 months apart, within the 15 months prior to Standards Inventory submission 	<p>Evidence must include all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3 completed form(s) <input type="checkbox"/> For 1 child (with identifying information removed) <input type="checkbox"/> Conducted on 3 different dates, at most 3 months apart, within the 15 months prior to Standards Inventory submission <p>At least one of the assessment forms submitted must contain data regarding the following developmental domains;</p> <ul style="list-style-type: none"> <input type="checkbox"/> Physical well-being, health, and motor development <input type="checkbox"/> Social and emotional development <input type="checkbox"/> Approaches to learning <input type="checkbox"/> Cognition and general knowledge <input type="checkbox"/> Language, communication, and literacy <p>If a program uses a variety of assessment tools throughout the period, a different form of assessment may be submitted for each timeframe. However programs must submit 3 forms of assessment for the same child.</p>	2

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		<input type="checkbox"/> Cognition and general knowledge <input type="checkbox"/> Language, communication, and literacy		<i>The entire tool is not necessary. A few pages showing completed information are sufficient.</i>	
COA 6	<p>Program uses a developmental assessment tool(s) that is valid and reliable.</p>	<p>Valid and reliable assessment tools have been shown to give meaningful information on child development and can effectively help identify developmental delays, if any exist.</p> <p>Valid: An assessment is valid when it measures what we want to measure and not something else.</p> <p>Reliable: A sound assessment is reliable when the assessment is conducted accurately and consistently over time. The procedure would yield similar results if repeated or if done by different people.</p>	<p>Copies of a completed developmental assessment form(s) for 3 children (with identifying information removed – label submitted evidence as child 1, child 2, child 3) using a valid and reliable assessment tool listed below.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creative Curriculum Developmental Continuum Assessment <input type="checkbox"/> Bayley Scale of Infant and Toddler Development <input type="checkbox"/> Brigance Inventories <input type="checkbox"/> Galileo Preschool Assessment Scales <input type="checkbox"/> High Scope Child Observation Record (COR) <input type="checkbox"/> Learning Accomplishment Profile-Diagnostic (English or Spanish)☒ <input type="checkbox"/> Mullen Scales of Early Learning <input type="checkbox"/> Ounce Scale <input type="checkbox"/> Work Sampling System 	<p>Evidence must include all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name of tool <input type="checkbox"/> Completed developmental assessment form(s) for 3 different children (with identifying information removed - label submitted evidence as child 1, child 2, child 3). <p><i>It is not necessary to submit the entire tool. A few pages showing completed information will suffice.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> If Other is selected, copy of tool is provided with highlighted passages stating that: <ul style="list-style-type: none"> • The tool is designed for the purpose of assessment (not screening) • The assessment tool is appropriate for use with children between birth and age five 	1

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			<input type="checkbox"/> Teaching Strategies GOLD <input type="checkbox"/> Other	<ul style="list-style-type: none"> The assessment tool covers multiple developmental domains (i.e. physical/motor, cognitive, linguistic, social-emotional) The assessment tool is available for use by early childhood practitioners (e.g., early education teachers, child care providers, primary care practitioners, mental health service providers, home visitors, early intervention providers, etc.) The assessment tool is valid and reliable 	
COA 7	Program has a plan to ensure that child screenings and assessments are done in a culturally and linguistically appropriate manner, including in the appropriate language.	All young children, including those from diverse cultural, racial, ethnic, linguistic, and ability backgrounds have the right to benefit from screenings and assessments conducted in a linguistically and culturally responsive manner (i.e., that is informed by children's specific cultural, racial, ethnic, linguistic, and ability groups).	<input type="checkbox"/> Written policy/statement that references accommodations made to ensure child screening and assessments are done in a culturally and linguistically appropriate manner, including in their home language (when applicable)	<input type="checkbox"/> Written policy or practice statement (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a parent/family handbook) that references accommodations made to both screen and assess children in their home language	2
COA 8	All teaching staff receives annual training in child observation and assessment that include recognition of developmental	Teaching staff should have regular training that develops and continuously refines all aspects of child development, child observation and assessment, and integrating	<input type="checkbox"/> Evidence in The Aspire Registry must show that at least 60% of teaching staff have attended child observation and assessment training within the 15 months	<input type="checkbox"/> Evidence in The Aspire Registry must show that at least 60% of teaching staff have attended child observation and assessment training within the 15	3

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	milestones and identifying possible developmental delays and linking child observation and assessment to curriculum implementation.	assessment results into curriculum/learning goals, in order to be knowledgeable of and able to implement the latest recommended practices.	prior to Standards Inventory submission, verified with training certificate	months prior to Standards Inventory submission, verified with training certificate	
COA 9	<p>Program can document that assessment results are used to inform instruction that addresses the needs of individual children.</p>	<p>Observation and assessment results are used to guide instruction to support each child in reaching developmental milestones and adapting to special needs.</p> <p>There should be a concrete connection between the child's needs and the learning opportunity.</p> <p>Evidence of assessment results may include: conclusions drawn from observations, work samples, checklists, such as:</p> <p>During an observation, teacher noticed 4 year old child shows interest in using scissors, but holds incorrectly and rips paper. The lesson plan would then indicate the individual child's learning goal and opportunity for cutting with scissors.</p>	<p>Provide ALL of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A child's assessment results <p>AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of how instruction is tailored to address assessment results (e.g., IEPs or lesson plans with modifications for individual children) <p>AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Statement of how program uses assessment results to make appropriate adaptations 	<p>Evidence must contain ALL of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assessment results for 1 child (with identifying information removed) <p>AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written evidence of having tailored instruction to address assessment results (e.g., lesson plan showing modifications for child) <p>AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written policy (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a parent/family handbook) referencing how instruction is tailored to address assessment results (e.g., IEPs or lesson plans with modifications for individual children) <p>Policy must reference:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observations and assessments <input type="checkbox"/> Assessment results 	3

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				<input type="checkbox"/> Individual child's learning goals	
COA 10	Program can document that aggregated assessment results are used to inform program-wide practice.	Regular reviews that tabulate and average across all of the children's assessment results will help the program understand its strengths and opportunities for improving the learning environment and supports for children and their families.	Provide ALL of the following: <input type="checkbox"/> Aggregated data report(s) AND <input type="checkbox"/> Statement or improvement plan of how program uses assessment data to inform program-wide practices	Evidence must include information regarding: <input type="checkbox"/> Data report(s) showing how developmental assessments are aggregated and analyzed AND <input type="checkbox"/> Statement or improvement plan of how program uses assessment data to inform program-wide practices Examples of use include: <ul style="list-style-type: none"> • Teacher training • Policy changes • Parent education 	2

Curriculum Planning & Implementation (CPI) – 20 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
CPI 1	Program has a written education philosophy or statement.	The program has a set understanding or theory about children's learning and how it supports this effort.	<input type="checkbox"/> Education philosophy or statement, self-written by the program, referencing the program's beliefs about how children learn and ways in which the program supports children's learning and needs.	One copy of a written policy or statement (or excerpt thereof) referencing: <input type="checkbox"/> Program's beliefs about how children learn <input type="checkbox"/> Ways in which the program supports children's learning and needs	2
CPI 2	Program uses a written curriculum or curriculum framework that is developmentally appropriate and	The program's curriculum or curriculum framework is written, organized and references the five key domains of child	<input type="checkbox"/> Curriculum or curriculum framework that references all key domains of child development	Curriculum/curriculum framework must reference all key domains of child development: <input type="checkbox"/> Physical development	3

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	addresses the key domains of child development.	development in order to promote optimal child development.	AND <input type="checkbox"/> Evidence of program's use of curriculum or curriculum framework	<input type="checkbox"/> Social-emotional development <input type="checkbox"/> Approaches to learning <input type="checkbox"/> Cognition <input type="checkbox"/> Language, communication and literacy AND <input type="checkbox"/> 1 source of evidence of program's use of curriculum must be submitted. Acceptable examples include: <ul style="list-style-type: none"> • Lesson Plan(s) • Schedule(s) and/or explicit statement of how curriculum is appropriately used in lesson plans or schedule Any submitted evidence must be completed and include references to the curriculum so that one can tell it is based on the curriculum. For example, if coding is used, a legend is noted. <i>An explicit statement on how curriculum is appropriately transferred to lesson plans is expected.</i>	
CPI 3	Program uses a written curriculum or curriculum framework that is evidence-based, meaning research has been conducted regarding the relationship between the curriculum and children's learning.	Using a curriculum or curriculum framework this is evidence-based, gives the program and families assurance that learning experiences that are guided by the curriculum will effectively support children's learning for each	Cover page of an evidence-based curriculum from list below: <input type="checkbox"/> Before ABCs: Promoting School Readiness in Infants and Toddlers <input type="checkbox"/> Caring for Infants and Toddlers in Groups:	Evidence must reference: <input type="checkbox"/> Cover page of the curriculum, including title (if applicable). If Other is selected, program MUST also include evidence of the research basis for the curriculum components.	3

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		<p>key domain of child development.</p> <p>Evidence-based means the relationship between the curriculum and child outcomes has been proven effective through published, scientifically-based studies.</p>	<p>Developmentally Appropriate Practice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creative Curriculum <input type="checkbox"/> Create Curriculum for Infants, Toddlers, and Two's <input type="checkbox"/> High Scope Curriculum <input type="checkbox"/> The Montessori Method <input type="checkbox"/> The Carolina Curriculum <input type="checkbox"/> Zero to Three Cradling Literacy <input type="checkbox"/> Other – program MUST also include evidence of the research basis for the curriculum components. Reference(s) to applicable studies and research is encouraged. 	<p><i>Reference(s) to applicable studies and research is encouraged.</i></p>	
CPI 4	<p>Program uses a written curriculum or curriculum framework that addresses the child development areas of learning outlined in State or Federal guidance resources: the NYS Early Learning Guidelines (2020) and/or The NYS PreKindergarten Learning Standards (2019) and/or the Head Start Early Learning Outcomes Framework: Ages Birth to Five</p>	<p>The written curriculum is aligned to major state initiatives that reference children's development and learning needs.</p>	<p>Provide ALL of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> One copy of a curriculum cover page or curriculum framework <p>AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> One copy of a completed curriculum crosswalk, statement, or chart demonstrating alignment between the curriculum/curriculum framework and every child development area of learning outlined in the chosen State or Federal guidance resource from list below. 	<p>Evidence must include ALL of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cover page of curriculum or curriculum framework <p>AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum/curriculum framework crosswalk completed for ALL child development areas of learning for the chosen State or Federal guidance resource. <i>If written statement or chart is submitted as evidence of alignment, it clearly notes how curriculum/framework aligns with ALL child development areas of learning.</i> 	4

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			<ul style="list-style-type: none"> • NYS Early Learning Guidelines (2020) • NYS PreKindergarten Learning Standards (2019) • Head Start Early Learning Outcomes Framework: Ages Birth to Five 		
CPI 5	Program uses a written curriculum or curriculum framework that is adapted to be culturally competent by incorporating into the classroom curriculum culturally sensitive, books, themes and projects.	Written curriculum recognizes the diversity of cultures, linguistic abilities, family units, disabilities, and religions that exist within the classroom and throughout the world and fosters a sense of awareness, empathy, understanding, and acceptance of these differences.	<input type="checkbox"/> Copies of 3 different activity/lesson plans indicating use of culturally sensitive books, themes or projects	<input type="checkbox"/> 3 different activity/lesson plans. Each activity/lesson plan references the use of culturally sensitive books, themes, or projects Examples: <ul style="list-style-type: none"> • Curriculum guides teachers in planning and implementing learning experiences related to diverse cultures • Diverse elements of the world are incorporated into classroom and learning experiences • Curriculum provides opportunities for children to confront biases 	2
CPI 6	All teaching staff receives annual training to implement the curriculum and supervision support is provided to staff to assist with curriculum implementation.	Ongoing training is needed to develop and continuously refine teachers' abilities to effectively implement curricula activities.	<input type="checkbox"/> Evidence in in The Aspire Registry must show that at least 60% of teaching staff have attended curriculum implementation training within the 15 months prior to Standards Inventory submission, verified with training certificate.	<input type="checkbox"/> Evidence in The Aspire Registry must show that at least 60% of teaching staff have attended curriculum implementation training within the 15 months prior to Standards Inventory submission, verified with training certificate	3

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<i>Program has currently enrolled children with IFSPs or IEPs</i> <input type="checkbox"/> <i>If yes, continue</i> <input type="checkbox"/> <i>If no, go to Physical Well-being & Health</i>					
CPI 7	Program implements appropriate modifications and provides additional supports to enable children with IFSPs or IEPs more effective inclusion in the full range of the program's activities.	When working with children with special needs, it is important that they are evaluated by a professional and receive an IFSP/IEP specifying what is needed for the child's learning and early childhood education experience. It is also important that the evaluation is followed to support the individual child's development and that the child is included in the classroom/group as an equal participant.	One copy of a written statement referencing: <ul style="list-style-type: none"> <input type="checkbox"/> 1 currently enrolled child with an IFSP or IEP (with identifying information removed) <input type="checkbox"/> Modifications made by program to accommodate child and/or child's family 	Written statement that meets all of the following criteria: <ul style="list-style-type: none"> <input type="checkbox"/> Self-written by program <input type="checkbox"/> References at least 1 currently enrolled child (with identifying information removed) with an IFSP/IEP <input type="checkbox"/> References modifications made for the child and/or family by the program <i>The specific IEP/IFSP with the child's name should <u>not</u> be included.</i>	3

Physical Well-being and Health (PH) - 8 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
<i>Program has currently enrolled children under 12 months of age</i> <input type="checkbox"/> <i>If yes, continue</i> <input type="checkbox"/> <i>If no, go to PH 2</i>					
PH 1	Program provides infants daily opportunities to move freely under adult supervision to explore indoor and outdoor environments, including tummy time when awake.	Infants need freedom of movement, including tummy time, to build strength and motor skills.	Evidence must reference daily, supervised exercise/movement opportunities that include free movement on the stomach while awake and alert, and other movement indoors and outdoors (weather permitting). <i>Acceptable types of evidence include reference in:</i> <ul style="list-style-type: none"> <input type="checkbox"/> Parent/family handbook excerpt 	Evidence must show exercise/movement opportunities, including all of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Daily <input type="checkbox"/> Free movement on stomach while awake and alert <input type="checkbox"/> Under supervision <input type="checkbox"/> Indoor and outdoor 	1

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			OR <input type="checkbox"/> Curriculum OR <input type="checkbox"/> Daily schedules OR <input type="checkbox"/> Lesson plans or goal statements		
<i>Program has currently enrolled children 12 months of age and older</i> <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to PH3					
PH 2	Program provides opportunities for toddlers and/or preschoolers to have at least 15 minutes of developmentally appropriate, structured and unstructured, moderate to vigorous physical activity (both inside and outside) for every hour they are in care. For example, in a 3 hour program, children should have at least 45 minutes of physical activity in total, not necessarily continuously.	Program should support the social-emotional, health, physical, and fine and gross motor development of children through active play. Multiple daily opportunities should be offered for structured and unstructured physical activity.	Documentation that references and specifically names the opportunities for structured and unstructured physical activities provided, and demonstrates that these activities occur both inside and outside. <i>Acceptable types of evidence include:</i> <input type="checkbox"/> Parent/family handbook excerpt or policy statement (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a manual/handbook) OR <input type="checkbox"/> Daily schedule or plan	Evidence must reference and specifically name opportunities for ALL of the following: <input type="checkbox"/> Structured physical activity (name the specific structured activity or activities) <input type="checkbox"/> Unstructured/free play <input type="checkbox"/> Indoor play <input type="checkbox"/> Outdoor play (weather permitting) Note: To meet the Standard, program provides at least 15 minutes of developmentally appropriate, structured and unstructured, moderate to vigorous physical activity (both inside and outside) for every hour children are in care.	1
PH 3	Program has a policy that details the use of screen time for children, including that screen time is never used for	Children's access to screen time should be nonexistent for infants and toddlers and limited to 30 minutes per	One copy of a written policy (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a	Evidence must show: <input type="checkbox"/> Written policy that references "no screen	2

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
	children birth to age 2. For children ages 2 to 5, there is no more than 30 minutes once a week of high quality educational or movement-based commercial-free programming and screen time is never used during nap and meal time.	week for preschoolers so as to reduce the harmful effects of screen time and commercial marketing on health, learning, behavior and sleep.	<p>manual/handbook) referencing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Program's screen time viewing policies. <input type="checkbox"/> How viewing policies are differentiated according to age group 	<p>time" is provided for any age group in the program</p> <p>OR</p> <p>Written policy that references all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> No screen time for children birth to age 2 (if applicable) <input type="checkbox"/> For children ages 2-5 (if applicable): <ul style="list-style-type: none"> <input type="checkbox"/> 30 minutes/week MAX of screen time <input type="checkbox"/> No screen time during naps <input type="checkbox"/> No screen time during meals <input type="checkbox"/> All screen time is quality educational and/or movement-based <input type="checkbox"/> No commercial advertising 	
PH 4	Program promotes the service or consumption of meals and snacks that meet the Child and Adult Care Food Program (CACFP) meal pattern for the ages served.	Nutrition is important to children's growth and development. Childhood is also a time to teach nutrition and healthy habits that will last a lifetime. Menus that comply with the CACFP meal pattern requirements meet children's nutrition and growth and development needs.	<p>PARTICIPATES IN CACFP</p> <ul style="list-style-type: none"> <input type="checkbox"/> Submit evidence of CACFP participation <p>DOES NOT PARTICIPATE IN CACFP</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 week of menus for all meals and snacks served <p>AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Statement of compliance with CACFP minimum meal pattern components 	<p>PARTICIPATES IN CACFP</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of participation in CACFP (i.e., CACFP billing, CACFP reimbursement checks, correspondence from CACFP Sponsor or CACFP contract) <p>DOES NOT PARTICIPATE IN CACFP</p>	2

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
		<p>There must be a clear link between CACFP guidelines and the meal pattern (portion size and components for meals and snacks) on menus.</p> <p>For more information about CACFP meal patterns, visit the USDA Food and Nutrition website for child day care centers.</p>	for all meals and snacks served	<p>Evidence must include all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 week of menus for all meals and snacks served <input type="checkbox"/> Statement of compliance with CACFP minimum meal pattern components for all meals and snacks served. 	
PH 5	Program implements a program-wide obesity prevention program.	It is important for programs to establish program-wide goals that instill in children, families, and staff, the importance of healthy, active living and to provide them with the tools to adopt healthy habits.	<p>Evidence must demonstrate adoption and implementation of a program-wide formal obesity prevention program for children, families, and staff</p> <p><i>Acceptable types of evidence include:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Program assessment(s) <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Action plan(s) <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Timeline(s) <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goal statement(s) 	<p>Evidence must demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adoption and implementation of a program-wide obesity prevention program for children, families, and staff 	1
PH 6	Teaching or administrative staff attends training regarding implementation of the program-wide obesity prevention program.	Staff is trained regularly to implement a program-wide obesity prevention program, using the latest research and resources.	<input type="checkbox"/> Evidence in The Aspire Registry that at least 60% of teaching or administrative staff have attended training regarding implementation of the program-wide obesity prevention program within the 15 months prior to Standards	<input type="checkbox"/> Evidence in The Aspire Registry that at least 60% of teaching or administrative staff have attended training regarding the implementation of the program-wide obesity prevention program within the 15 months prior to	1

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
			Inventory submission, verified with training certificate.	Standards Inventory submission, verified with training certificate	

FAMILY ENGAGEMENT

Research Rationale: There is substantial evidence that parent involvement and parent-provider communication is important for high quality early childhood education and that parent-involvement is related to child development outcomes. Parent-provider communication in the parent's dominant language is necessary for optimum results.

Communication (C) - 25 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
<i>Program has currently enrolled children under 12 months of age</i> <input type="checkbox"/> If yes, continue <input type="checkbox"/> If no, go to C2					
C 1	Program communicates with parents of infants in writing on a daily basis about care giving routines such as feeding, sleeping, and diapering/toileting.	It is important to keep families informed as to the health and schedule of their child on a daily basis. Verbal communications are great, but not enough to ensure that parents have the information they need at the end of a busy day, when their infants might be fussy and need their full attention.	Provide ALL of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Copies of completed forms for 3 different children (with identifying information removed - label submitted evidence as child 1, child 2, child 3) communicating information and times of day for feeding, sleeping, diapering to families AND <ul style="list-style-type: none"> <input type="checkbox"/> Written policy (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a manual/handbook) stating how written care routine reports/forms are shared with families on a daily basis 	Evidence must include ALL of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Completed forms for 3 different children (with identifying information removed - label submitted evidence as child 1, child 2, child 3) that references the following care routines and times of day: <ul style="list-style-type: none"> <input type="checkbox"/> Feeding <input type="checkbox"/> Sleeping <input type="checkbox"/> Diapering AND <ul style="list-style-type: none"> <input type="checkbox"/> Written policy or excerpt from staff or parent/family handbook (i.e. program letterhead/logo is clearly 	3

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
				visible or it is clear that it is part of a manual/handbook) stating how written reports/forms are shared with families on a daily basis	
C 2	Program communicates with families in a comprehensive, written format about the program's history, philosophy, admissions policies, applicable regulations, parent involvement opportunities, and other policies.	Important program information and policies should be written down, periodically updated and distributed to families.	<p>Evidence must include information on the program's history, philosophy, admissions policies and parent/family involvement opportunities.</p> <p><i>Acceptable types of evidence include:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent/family handbook excerpt <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written policy (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a manual/handbook) <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Handouts <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Website posting(s) <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Other (written source, no pictures) 	<p>Evidence must reference ALL of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Program's history <input type="checkbox"/> Admissions policies <input type="checkbox"/> Parent/family involvement opportunities 	5
C 3	Program periodically communicates in writing with families about program and child activities and other pertinent information.	It is important to regularly share information about general program events and children activities with families so that they are aware and may prepare or plan to participate.	<ul style="list-style-type: none"> <input type="checkbox"/> Copies of 3 written communications sent on 3 DIFFERENT dates within the 15 months prior to Standards Inventory submission that outline the specific nature of general program events and 	3 written communications (e.g., newsletters, e-newsletters, e-mails, and website postings) to families that:	3

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
		Information should be presented in a format easily accessible to families and translated, if necessary.	child activities and clearly indicate that the information was communicated to families	<input type="checkbox"/> Outline the specific nature of general program events and child activities <input type="checkbox"/> Were sent on 3 DIFFERENT dates <input type="checkbox"/> All dated within the 15 months prior to Standards Inventory submission.	
C 4	Program meets one-on-one with parents about their individual child's developments at least twice a year.	Children grow fast and sometimes behave differently at home and school. Therefore, it is important for families and teachers to intentionally meet at least twice a year for a two-way discussion about their child's development, including physical well-being, health, and motor development; social and emotional development; approaches to learning; cognitive and general knowledge; and language, communication, and literacy. Teachers and families will be able to use this shared knowledge to support learning at home and school.	Evidence for one child that demonstrates that meetings with parent(s) occurred on at least 2 different dates within the 15 months prior to Standards Inventory submission <i>Acceptable types of evidence include:</i> <input type="checkbox"/> Meeting invitation OR <input type="checkbox"/> Calendar showing schedule of teachers' conferences OR <input type="checkbox"/> Conference announcement(s) OR <input type="checkbox"/> Parent/family handbook excerpt OR <input type="checkbox"/> Sign-in sheet(s)	Evidence must demonstrate: <input type="checkbox"/> Documentation for one child dated within the 15 months prior to Standards Inventory submission <input type="checkbox"/> Meetings occurred on at least 2 different dates dated within the 15 months prior to Standards Inventory submission <input type="checkbox"/> Between at least one parent and one teacher with regards to child's development	3
C 5	Program communicates with families in writing about staff member's educational qualifications and professional experience.	Families are informed, in writing, of the qualifications of the people who are taking care of and providing learning experiences to their children so they can trust and develop	Evidence must clearly show staff qualifications and experiences for at least 1 current administrator and 1 current teacher.	Evidence must include: <input type="checkbox"/> Written communication to families about staff qualifications and professional experience	3

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
		significant positive relationships.	<p><i>Acceptable types of evidence include:</i></p> <p><input type="checkbox"/> Parent/family handbook excerpt</p> <p>OR</p> <p><input type="checkbox"/> Staff member profiles</p> <p>OR</p> <p><input type="checkbox"/> Website</p>	<p>(e.g., memo, newsletter, handbook or website)</p> <p>Educational qualifications and experience for:</p> <p><input type="checkbox"/> At least 1 current administrator</p> <p>AND</p> <p><input type="checkbox"/> At least 1 current teacher</p>	
C 6	Program communicates with families about program activities and policies in a group setting.	Families are informed in a group about what they need to know about the program. This is important as it allows for feedback and also is more dynamic and informative than just providing passive literature on the subject(s). Group meetings allow for questions, comments and interactions between families.	<p>Evidence must demonstrate that program communicates with families in a group setting about activities and policies.</p> <p><i>Acceptable types of evidence include:</i></p> <p><input type="checkbox"/> Announcement, invitation, or flyer</p> <p>OR</p> <p><input type="checkbox"/> Agenda</p> <p>OR</p> <p><input type="checkbox"/> Sign-in sheet</p>	<p>Evidence must reference:</p> <p><input type="checkbox"/> <u>Group setting</u> (i.e., during a program orientation or back to school day/night)</p> <p><input type="checkbox"/> About program <u>activities</u> and <u>policies</u></p>	3
C 7	Program provides written information about family resources and supports, such as information on child development, oral health, child health insurance, tax credits, and child care financial assistance.	It is helpful to families when programs provide information about family resources and supports in the community.	<p>Evidence must show that written information about relevant family resources and supports is accessible to families.</p> <p>Program must provide all of the following:</p> <p><input type="checkbox"/> Reference to the availability of resources</p> <p>AND</p> <p><input type="checkbox"/> 3 sample resources/supports offered (e.g., information on child development, oral</p>	<p>Evidence must include ALL of the following:</p> <p><input type="checkbox"/> Written statement such as a note to families or statement in family handbook referencing available resources and supports.</p> <p>AND</p> <p><input type="checkbox"/> 3 sample resources/supports offered (e.g., information on child</p>	5

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
			health, child health insurance, tax credits, child care financial assistance, and other)	development, oral health, child health insurance, tax credits, child care financial assistance, and other)	

Family Involvement & Support (FIS) - 32 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
<i>Program has currently enrolled children under 12 months of age</i> <input type="checkbox"/> If yes, continue <input type="checkbox"/> If no, go to FIS 2					
FIS 1	Program supports breastfeeding.	There are proven health benefits and development advantages associated with breastfeeding. Programs should support mothers who desire to provide breast milk for their children.	PARTICIPATES IN CACFP <input type="checkbox"/> Completed and current (not expired) CACFP Breastfeeding Friendly Certificate DOES NOT PARTICIPATE IN CACFP <input type="checkbox"/> Completed CACFP Self-Assessment (must be specific to CACFP).	PARTICIPATES IN CACFP <input type="checkbox"/> CACFP Breastfeeding Friendly Certificate is completed and current, not expired DOES NOT PARTICIPATE IN CACFP <input type="checkbox"/> CACFP Self-Assessment is completed (must be specific to CACFP).	2
FIS 2	Program offers family social gatherings that intentionally include other family members, in addition to parents.	Engaging extended family members in the program's activities sends the message that every member of each child's family and communities are important to children's development.	Written evidence of intentionally having offered family social gatherings inclusive of all family members in addition to parents (e.g., grandparents, siblings, uncles, etc.) <i>Acceptable types of evidence include:</i> <input type="checkbox"/> Announcement, invitation, or flyer OR	<input type="checkbox"/> Written evidence of intentionally having offered family social gatherings that are inclusive of all family members in addition to parents (e.g., grandparents, siblings, uncles, etc.)	2

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
			<input type="checkbox"/> Calendar showing gathering(s) with event details OR <input type="checkbox"/> Newsletter		
FIS 3	Program provides workshops, training or other events for families on educational topics.	It is helpful for programs to support the ongoing education of families on topics relevant to their children's development.	Evidence must show that program provides educational opportunities to families. <i>Acceptable types of evidence include:</i> <input type="checkbox"/> Announcement, invitation, or flyer OR <input type="checkbox"/> Calendar showing gathering(s) with event details OR <input type="checkbox"/> Newsletter	Evidence must demonstrate that program offers: <input type="checkbox"/> Family educational opportunities (i.e., workshops or trainings) <input type="checkbox"/> Other events	2
FIS 4	Program offers volunteering opportunities for families, such as help with field trips and opportunities to share talents and expertise.	It is important to provide families with opportunities to participate in their child's program. Allowing family members to volunteer will enhance the trust and partnership between families and care givers.	Evidence must show that program offers opportunities for family members to volunteer. <i>Acceptable types of evidence include:</i> <input type="checkbox"/> Policy Statement (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a written policy) OR	<input type="checkbox"/> Evidence must demonstrate that program offers opportunities for family members to volunteer. <i>Indication that families can initiate volunteer opportunities that will then be considered can also meet this Standard.</i>	2

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
			<input type="checkbox"/> Memo OR <input type="checkbox"/> Announcement, invitation, or flyer		
FIS 5	Families complete a program evaluation or survey annually and results are used for program improvement.	Programs are looking to improve based on what their clients feel are their strengths and weaknesses. This information is analyzed and used to improve the program.	Provide ALL of the following: <input type="checkbox"/> 3 copies of completed family surveys or other evaluations, dated within the 15 months prior to Standards Inventory submission. AND <input type="checkbox"/> One copy of a written improvement or action plan based on the results of these surveys or evaluations	Evidence must include: <input type="checkbox"/> 3 completed family surveys or other evaluation tool(s), dated within the 15 months prior to Standards Inventory submission. AND <input type="checkbox"/> Improvement/action plan based on results from completed surveys or evaluations	4
FIS 6	Program provides regular opportunities for parents/guardians/families to participate in program-level decisions.	Families are actively engaged in program-level decision making and have some influence on program-level decisions.	Written evidence of opportunities given to parents/guardians/families for participation in program-level decisions. <i>Acceptable types of evidence include:</i> <input type="checkbox"/> Parent Advisory Council member list OR <input type="checkbox"/> Governing Board member list OR <input type="checkbox"/> Hiring Board	Evidence must clearly demonstrate: <input type="checkbox"/> Opportunities for parents/guardians/families to participate in program-level decisions AND <input type="checkbox"/> Evidence clearly indicates which members are parents/guardians/families.	4

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
FIS 7	Program completes a program assessment using a tool on family responsive practices such as the Center for the Study of Social Policy's Family Strengthening Self-Assessment tool and results are used for program improvement.	Program is actively working to assess and improve upon its family responsive practices. This is a process that should be in-depth, spread over many weeks, and result in meaningful action plans.	Provide ALL of the following: <input type="checkbox"/> Program assessment tool, at least 50% completed AND <input type="checkbox"/> One improvement/action plan based on assessment results	Evidence must include BOTH : <input type="checkbox"/> Program assessment tool that is at least 50% completed AND <input type="checkbox"/> One improvement/action plan based on assessment results	3
FIS 8	Program completes a self-assessment of cultural awareness/Anti-Bias Education using an evidence-based tool. The results are used for program improvement.	Program is actively working to improve its cultural and linguistic competency so that it can support and work with diverse families.	Provide ALL of the following: <input type="checkbox"/> One copy of a completed self-assessment AND <input type="checkbox"/> One copy of a written improvement or action plan based on assessment results <i>Acceptable tools include:</i> <ul style="list-style-type: none"> • The National Association for the Education of Young Children (NAEYC) Pathways to Cultural Competence Checklist • Self-Assessment Checklist for Personnel Providing Services and Supports In Early Intervention • Early Childhood Settings from the National Center on Cultural Competence • Other 	Evidence must include BOTH : <input type="checkbox"/> Completed self-assessment AND Completed improvement plan or action plan based on assessment results	3
Program currently has enrolled children whose home language is not English <input type="checkbox"/> If yes, continue <input type="checkbox"/> If no, go to Transitions					

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
FIS 9	Program staff greets children and families in the home languages of the children and parents.	Staff supports the needs of children and families whose home language is not English.	Provide ALL of the following: <input type="checkbox"/> One copy of a list of children's home language(s) other than English AND <input type="checkbox"/> One copy of a written policy or practice statement (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a manual/handbook) discussing how program greets children and families in their home language(s)	Evidence must include BOTH : <input type="checkbox"/> List of language(s) other than English, which are spoken by children at home AND <input type="checkbox"/> Policy or practice statement (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a manual/handbook) that discusses how program staff greet children and families in their home language(s)	2
FIS 10	Program staff is trained to address the needs of Emergent Multilingual Learners (EML).	Staff will be more capable of supporting the needs of children and families whose home language is not English, if they participate in regular training to develop and refine their knowledge of practices related to Emergent Multilingual Learners (ELM). In some programs, this population may be referred to as Dual Language Learners (DLL).	<input type="checkbox"/> Evidence in The Aspire Registry that at least 60% of teaching staff have attended training about supporting Emergent Multilingual Learners within the 15 months prior to Standards Inventory Submission	Evidence in The Aspire Registry that at least 60% of teaching staff have attended training about supporting Emergent Multilingual Learners within the 15 months prior to Standards Inventory submission	4
The home language(s) of 50% or more of the enrolled children is a language other than English <input type="checkbox"/> If yes, continue <input type="checkbox"/> If no, go to Transitions					

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
FIS 11	Program employs at least one staff member who speaks the home language(s) of the children.	To support the needs of children who speak a home language other than English and communicate with families about their children, a program needs to have someone who speaks both the primary language and the language spoken by the family.	<input type="checkbox"/> List of home languages of children/families AND One of the following demonstrating that staff speaks language(s) of majority of children: <input type="checkbox"/> Resume(s) of current staff showing language fluency OR <input type="checkbox"/> Evidence of bi-lingual CDA OR <input type="checkbox"/> Staff transcripts OR <input type="checkbox"/> Program Information Report (Head Start) OR <input type="checkbox"/> Other	Evidence must include ALL of the following: <input type="checkbox"/> List of primary languages of children/families <input type="checkbox"/> Evidence that staff speaks language(s) of majority of children Evidence that person(s) noted as "staff" is employed at the program	4

Transitions (T) - 15 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
T 1	Program has a written policy and/or procedures for transitioning children into the program, which includes providing information on separation and attachment to families.	Separation is difficult for both young children and their parents/families. Program staff should be knowledgeable about the meaning of separation at different ages and have the skills to help both children and parents/families to understand and cope with separation. Having a specific written policy demonstrates a program's	Evidence must reference ways in which the program supports families when <u>starting</u> at the program, including providing information on separation and attachment. <i>Acceptable types of evidence include:</i> <input type="checkbox"/> Policy statement (i.e. program letterhead/logo is clearly visible or it	Evidence must reference: <input type="checkbox"/> Ways program supports families when <u>starting</u> at the program <input type="checkbox"/> Separation information	3

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
		awareness about transitions and acknowledges its significance to both staff and family member in early care and learning settings.	is clear that it is part of a manual/handbook) OR <input type="checkbox"/> Procedures	<input type="checkbox"/> Attachment information	
T 2	Program has a written policy and/or procedures to support children and families during transitions within the program (i.e. moving from the threes class to the fours class or when a teacher leaves and a new one is hired).	A program should aim to reduce the number of transitions that children experience. However, some changes are inevitable and the program should follow careful procedures to help children and their families adjust to new routines. When possible, families should be included in the planning for changes in their child's routine or primary caregiver. Time should also be allowed to support the changes with gradual implementation.	Evidence must reference ways in which the program supports families transitioning <u>within</u> the program. <i>Acceptable types of evidence include:</i> <input type="checkbox"/> Policy statement (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a manual/handbook) OR <input type="checkbox"/> Procedures	Evidence must reference: <input type="checkbox"/> Ways program supports families transitioning <u>within</u> the program	3
T 3	Program supports children and families transitioning out of the program including when children transition to another educational setting (e.g., other center, kindergarten).	A program should follow procedures to help children and their families adjust to new routines. Careful implementation and clarity in written policies and procedures reduce the trauma and upset. When possible, families should be included in the planning for changes in their child's routine or primary caregiver. Additionally, in the case of children going to Kindergarten, programs should have resources to aid families in making this large transition to school.	Evidence must show that program supports families as children transition <u>out</u> of their program and into another. <i>Acceptable types of evidence include:</i> <input type="checkbox"/> Policy statement or parent/family handbook excerpt (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a manual/handbook) OR <input type="checkbox"/> Procedures OR <input type="checkbox"/> Sample of information given to families (e.g. kindergarten registration)	Evidence must reference: <input type="checkbox"/> Ways program supports families as children transition <u>out</u> of the program and into another program	3

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
			OR <input type="checkbox"/> Evidence of meetings or other supports, such as partnership documentation, lesson plans, or parent meetings		
T 4	Program promotes the quality and continuity of teacher-child relationships through teacher training, teacher scheduling or other policies such as ensuring no more than one transition within the child's first two years.	In order for children to thrive and learn in early childhood settings, they must feel secure and relaxed and have a strong sense of connection with their caregivers. The teacher-child relationship requires time and consistency to develop. The better a teacher knows the children and families in her program, the better she will be able to understand the individual child, interpret behaviors, and support development. This is particularly important for children under three years of age. (The NYS Infant Toddler Resource Network recommends that children have only one caregiver from enrollment until age three).	Evidence must demonstrate how program promotes the quality and continuity of child-teacher relationships. <i>Acceptable types of evidence include:</i> <input type="checkbox"/> Policy statement or parent/family handbook excerpt (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a manual/handbook) OR <input type="checkbox"/> Sample written transition plan OR <input type="checkbox"/> Staffing schedule	Evidence must demonstrate: <input type="checkbox"/> How program promotes the quality and continuity of child-teacher relationships	6

QUALIFICATIONS AND EXPERIENCE

Research Rationale: There is substantial evidence that teacher education and training are related to other measures of program quality and child outcomes. Similarly, research shows that director professional development is related to other measures of program quality and some, though limited, evidence suggests that director professional development is related to child outcomes. While there is limited and conflicting evidence that staff experience is related to other measures of program quality or child development outcomes, staff experience is valued by consumers.

Note: A program can earn points in both the administrator and the teaching staff categories. Points are earned for the degrees and coursework completed AND for each of several credentials AND for experience. **For Standards in the Qualifications & Experience category, teaching staff points are weighted by part-time or full-time status and averaged** (to account for programs with different numbers of staff). Documentation pertaining to professional qualifications and experiences are collected and verified through The Aspire Registry for New York's early childhood workforce. Programs must review their Qualifications & Experience Report, available in their QUALITYstarsNY Profile, and confirm that it reflects all qualifications, education, and trainings for their staff BEFORE submitting their Standards Inventory for rating.

Administrator Qualifications (AQ) – 24 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
AQ 1 and AQ 2 each award points only ONCE for the highest applicable degree or credit category. Points are based on Admin staff average.					
AQ 1	Administrator has undergraduate degree to manage a high quality program.	Administrator has educational background to manage a high quality program.	As indicated in The Aspire Registry, verified with transcript.	<p>One of the following is indicated and verified in The Aspire Registry:</p> <p>Bachelor's degree in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Early Childhood Education (ECE) (12 points) <input type="checkbox"/> ECE-related field with 24 or more ECE credits (12 points) <input type="checkbox"/> ECE-related field with 18-23 ECE credits (10 points) <input type="checkbox"/> ECE-related field with 0-17 ECE credits (8 points) <input type="checkbox"/> Field unrelated to ECE (6 points) <p>Associate's degree in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ECE (6 points) <input type="checkbox"/> ECE-related field with 12 or more ECE credits (6 points) <input type="checkbox"/> ECE-related field with 9-11 ECE credits (4 points) <input type="checkbox"/> ECE-related field with 0-8 ECE credits (2 points) 	2-12

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
AQ 2	Administrator has graduate-level degree or college credits in ECE-related leadership, administration or management to manage a high quality program.	Administrator has graduate-level degree or relevant college credits to manage a high quality program.	As indicated in The Aspire Registry, verified with transcript.	<p>One of the following is indicated and verified in The Aspire Registry:</p> <p>Master's degree or higher in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ECE (8 points) <input type="checkbox"/> ECE-related field with 15 or more ECE credits (8 points) <input type="checkbox"/> ECE-related field with 5-14 ECE credits (6 points) <input type="checkbox"/> ECE-related field with 0-4 ECE credits (4 points) <input type="checkbox"/> Field unrelated to ECE (2 points) <p>College credits in ECE-related leadership, administration or management:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9 or more credits (4 points) <input type="checkbox"/> 6-8 credits (1 point) 	1-8
AQ 3	Administrator has relevant certificate or credential in management, supervision, leadership, and/or administration to manage a high quality program.	Administrator has a relevant certificate or credential in management, supervision, leadership, and/or administration to manage a high quality program.	As indicated in The Aspire Registry, verified with certificate/credential.	<p>One of the following is indicated and verified in The Aspire Registry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> CPAC <input type="checkbox"/> NYS School Building Leader Certificate <input type="checkbox"/> School Administrator/Supervisor Certificate 	4

Administrator Experience (AE) - 3 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
AE 1	At least 3 years of experience in supervision or management in an early care or education program.	Administrator has experience supervising or managing an ECE program.	As indicated in The Aspire Registry employee profile.	<input type="checkbox"/> 3 years of experience in supervision or management in an ECE program	3

Teaching Staff Qualifications (TSQ) - 55 point

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
<i>Points for all TSQ Standards are based on the weighted average of program's teaching staff.</i>					
TSQ 1	First Aid/CPR training.	Staff is adequately prepared to administer First Aid and CPR in the event of an emergency.	As indicated in The Aspire Registry, verified with training or certification card.	Indicated and verified in The Aspire Registry: <input type="checkbox"/> First Aid and CPR training or certificate cards obtained within the last two years	1
<i>TSQ 2 and TSQ 3 each award points once per teacher for their highest applicable degree type.</i>					
TSQ 2	Teaching staff has undergraduate education to provide developmentally appropriate and high quality care.	Teaching staff has undergraduate education to provide developmentally appropriate and high quality care.	As indicated in The Aspire Registry, verified with transcript.	One of the following is indicated and verified in The Aspire Registry: Bachelor's degree in: <input type="checkbox"/> ECE (34 points) <input type="checkbox"/> ECE-related field with at least 24 ECE credits (34 points) <input type="checkbox"/> ECE-related field with 18-23 ECE credits (32 points) <input type="checkbox"/> ECE-related field with 0-17 ECE credits (30 points) <input type="checkbox"/> Field unrelated to ECE with at least 18 ECE credits (27 points) Associate's degree in: <input type="checkbox"/> ECE (28 points) <input type="checkbox"/> ECE-related field with 12 or more ECE credits (28 points) <input type="checkbox"/> ECE-related field with 9-11 ECE credits (27 points) <input type="checkbox"/> ECE-related field with 0-8 ECE credits (26 points) <input type="checkbox"/> Field unrelated to ECE with 12 or more ECE credits (24 points)	24-34
TSQ 3	Teaching staff has graduate level or higher education to provide developmentally	Teaching staff has graduate level or higher education to provide developmentally	As indicated in The Aspire Registry, verified with transcript.	One of the following is indicated and verified in The Aspire Registry: Master's degree or higher in: <input type="checkbox"/> ECE (8 points)	4-8

CODE		STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS		POINTS	
		appropriate and high quality care.	appropriate and high quality care.		<input type="checkbox"/> ECE-related field with 15 or more ECE credits (8 points) <input type="checkbox"/> ECE-related field with 5-14 ECE credits (6 points) ECE-related field with 0-4 ECE credits (4 points)			
<i>TSQ 4 awards full points to staff that DO NOT hold higher education degrees and conditional points to staff that do hold higher education degrees. Points are only awarded once for the highest applicable category, regardless of the number of credits or certifications earned.</i>							POINTS (If no degree in TSQ 2 or TSQ 3)	POINTS (If has degree in TSQ 2 or TSQ 3)
TSQ 4	Teaching staff has relevant credential(s) and/or ECE college credits apart from their completed degrees to provide developmentally appropriate and high quality care.	Teaching staff has relevant credential(s) and/or ECE college credits apart from their completed degrees to provide developmentally appropriate and high quality care.	As indicated in The Aspire Registry, verified with transcript, certificate, or credential.	<input type="checkbox"/> NYS Infant Toddler Care & Education Credential (ITCEC)	26	6		
				<input type="checkbox"/> American or International Montessori Infant/Toddler or Early Childhood Credential	23	4		
				<input type="checkbox"/> Child Development Associate (CDA) with Infant-Toddler or Preschool specialization	20	2		
				<input type="checkbox"/> 12 ECE college credits in ECE/Child Development	12	0		

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
<i>TSQ 5 and TSQ 6 each award points only once per Standard, regardless of the number of certifications held in each category.</i>					
TSQ 5	Teaching staff has relevant early childhood credentials or teaching certificates.	Teaching staff has relevant credentials to provide developmentally appropriate and high quality care.	As indicated in The Aspire Registry, verified with certificate.	One of the following credential is indicated in The Aspire Registry staff profile and verified with certificate: <input type="checkbox"/> NYS Early Childhood Teacher (B-Gr 2) Certificate <input type="checkbox"/> B-2 Extension <input type="checkbox"/> NYS Students with Disabilities (B-Gr 2) Certificate <input type="checkbox"/> NYS Teacher (N-6) Certificate	4

TSQ 6	Teaching staff has relevant, specialized certificates or teaching credentials.	Teaching staff has relevant credentials to provide developmentally appropriate and high quality care.	As indicated in The Aspire Registry, verified with certificate.	One of the following credential is indicated in The Aspire Registry staff profile and verified with certificate: <input type="checkbox"/> NYS Literacy B-Gr 6 <input type="checkbox"/> NYS PreK-6 <input type="checkbox"/> NYS Bilingual <input type="checkbox"/> National Board Teacher Certification	2
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Teaching Staff Experience (TSE) - 4 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
TSE 1	At least 3 years of experience teaching in an early childhood education program.	Teaching staff has experience working in an ECE program to provide developmentally appropriate and high quality care.	As indicated in The Aspire Registry employment tab	<input type="checkbox"/> At least 3 years of experience teaching in an ECE program documented in The Aspire Registry	4

Retention (R) - 4 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
R 1	The overall retention rate for teaching staff is 80% or above.	The program maintains a healthy work environment that encourages staff to continue employment.	Calculated automatically based on employment information in The Aspire Registry	Calculated automatically based on employment information in The Aspire Registry	4

MANAGEMENT AND LEADERSHIP

Research Rationale: There is some evidence that implementation of program policies and procedures is related to other measures of quality and child development outcomes.

Note: For multi-site organizations, this section may need to be completed by staff in the central office. Documentation must apply to the program submitting for rating.

Administrative Self-Assessment (ASA) - 10 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
ASA 1	Program conducts a program management self-assessment using a tool, such as the Program Administration Scale (PAS), the National Association for the Education of Young Children (NAEYC) self-study or Head Start Self-Assessment or another administrative/management assessment tool.	Program is systematically looking to improve its management and business practices.	Provide a copy of ONE of the following: <input type="checkbox"/> Completed PAS Item Summary Form and Profile OR <input type="checkbox"/> NAEYC Candidacy Report OR <input type="checkbox"/> NAEYC Annual Accreditation Assessment OR <input type="checkbox"/> Head Start Self-Assessment OR <input type="checkbox"/> Other self-assessment tool, including the full tool AND an additional summary cover sheet	Evidence must include ONE of the following: PAS Submission Requires: <input type="checkbox"/> Completed PAS Item Summary Form and Profile OR <input type="checkbox"/> NAEYC Candidacy Report OR <input type="checkbox"/> NAEYC Annual Accreditation Assessment OR Head Start Self-Assessment submission requires an additional cover sheet describing: <input type="checkbox"/> Who was on the self-assessment team <input type="checkbox"/> What areas they reviewed <input type="checkbox"/> A summary of the findings	5

				OR If submitting other self-assessment tool, required documents include: <ul style="list-style-type: none"> <input type="checkbox"/> The full tool <input type="checkbox"/> A cover sheet describing: <ul style="list-style-type: none"> <input type="checkbox"/> Who was on the self-assessment team <input type="checkbox"/> What areas they reviewed <input type="checkbox"/> A summary of the findings 	
ASA 2	Program demonstrates progress on a plan aligned to the administrative/management self-assessment.	After an evaluation, it is important that management follows through on area(s) identified as needing improvement in order to improve the program.	<input type="checkbox"/> Plan indicating progress made for at least 3 indicators identified as needing improvement, with concrete steps to make improvements for each.	Submit a plan that meets the following criteria: <ul style="list-style-type: none"> <input type="checkbox"/> Indicates it is based on program management self-assessment results <input type="checkbox"/> Outlines at least 3 indicators in need of improvement <input type="checkbox"/> Outlines steps taken to achieve improvement 	5

Financial Accountability & Sustainability (FAS) - 27 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
FAS 1	Liability insurance is current to date.	Programs must protect themselves in the case of accidents, other occurrences and from the risks of liabilities imposed by lawsuits and similar claims.	Program must submit written evidence referencing its liability insurance, which must be current and expire no less than 1 month after the Standards Inventory submission date. (Documentation must show the effective dates of the policy.) <i>Acceptable types of evidence include:</i>	Evidence demonstrates program's liability insurance is: <ul style="list-style-type: none"> <input type="checkbox"/> Current, expires no less than 1 month after the Standards Inventory submission date <input type="checkbox"/> Documentation must show the effective dates of the policy 	2

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
			<input type="checkbox"/> Insurance declaration page (copy of policy with effective dates clearly showing) OR <input type="checkbox"/> Proof of payment		
FAS 2	Payroll and payroll taxes are paid on time.	Program pays employees and pays appropriate taxes.	<p>One of the following must be provided as evidence of paid payroll taxes dated within the 15 months prior to Standards Inventory submission.</p> <p><i>Acceptable types of evidence include:</i></p> <input type="checkbox"/> One copy of a voided check indicating payment to appropriate state/federal entity OR <input type="checkbox"/> One copy of a report from a payroll management company indicating payment OR <input type="checkbox"/> Written evidence of having paid employees and payroll taxes (i.e., Social Security, Medicare, income tax withholdings, or unemployment taxes)	<p>Evidence must meet the following criteria:</p> <input type="checkbox"/> Demonstrates that program paid employees and respective payroll taxes <input type="checkbox"/> Dated within the 15 months prior to Standards Inventory submission	2
FAS 3	State and federal taxes are paid or IRS Form 990 is filed on time.	Fiscal responsibilities, including the payment of taxes, should be maintained at all times.	Evidence must demonstrate that state and federal income taxes were paid on time. Documents must be dated within the 15 months prior to Standards Inventory submission.	<p>Evidence must demonstrate:</p> <input type="checkbox"/> Paid federal income taxes AND <input type="checkbox"/> Paid State income taxes AND	2

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
				<input type="checkbox"/> Documents are dated within the 15 months prior to Standards Inventory submission	
FAS 4	Program has a current-year operating budget related to the early care and education program showing revenues and expenses.	Programs should plan for future expenditures by creating a regular budget (usually annually).	<input type="checkbox"/> One copy of a current program/operating budget dated within the 15 months prior to Standards Inventory submission	Evidence must meet the following criteria: <ul style="list-style-type: none"> <input type="checkbox"/> Budget clearly indicates program revenues <input type="checkbox"/> Budgets indicates program expenses <input type="checkbox"/> Budget is dated within the 15 months prior to Standards Inventory submission 	4
FAS 5	Program generates at least quarterly income and expense statements, comparing actual revenues and expenses to budget.	The program should periodically investigate its finances by comparing revenues to expenses so that it can plan accordingly.	Provide ONE of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Copies of quarterly financial reports comparing actual and projected income and expenses OR <ul style="list-style-type: none"> <input type="checkbox"/> One copy of a written policy or practice statement (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a manual/handbook.) that program has a system to generate income and expense statements 	If financial reports are submitted: <ul style="list-style-type: none"> <input type="checkbox"/> Reports compare actual and projected income and expenses <input type="checkbox"/> If program operates more than 9 months per year: 4 financial reports are submitted. Otherwise, 3 must be provided. <input type="checkbox"/> Dated within the 15 months prior to Standards Inventory submission OR Policy statement must reference that the program has a system to: <ul style="list-style-type: none"> <input type="checkbox"/> Generate income <input type="checkbox"/> Generate expense statements 	4
FAS 6	Program has written fiscal policies and procedures that detail the management of funds and payroll.	Fiscal policies and procedures should be documented so that in the case of changes in management, these important policies are	<input type="checkbox"/> One copy of written fiscal policies and procedures (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a manual/handbook) outlining	Written fiscal policies and procedures (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a	5

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
		known to staff and can be continued. Also, written policies promote transparency of fiscal practices.	management of income, expenses and payroll	manual/handbook) that reference the management of: <input type="checkbox"/> Income <input type="checkbox"/> Expenses <input type="checkbox"/> Payroll	
FAS 7	There is an independent review of accounting records (reconciliation of bank statements to the general ledger) by someone with accounting or bookkeeping expertise who is not an employee of the organization.	An external review of accounting records is needed to insure that a non-biased review is conducted and that accountability for finances can be maintained.	Provide ALL of the following dated within the 15 months prior to Standards Inventory submission: <input type="checkbox"/> Written evidence of an external financial review reconciling accounting records to bank statements AND <input type="checkbox"/> Written statement regarding the reviewer's relationship to program	Evidence must include ALL of the following: <input type="checkbox"/> Written evidence demonstrating external review reconciling accounting records to bank statements AND <input type="checkbox"/> Statement featuring: <input type="checkbox"/> Name of reviewer <input type="checkbox"/> Relationship to program AND <input type="checkbox"/> Evidence and statement are dated within the 15 months prior to Standards Inventory submission	5
FAS 8	Program has established procedures to market and fill open child care seats (slots).	Program should have a plan in place to market open slots.	Provide ALL of the following: <input type="checkbox"/> One copy of written procedures used to market and fill open child care seats/slots (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a manual/handbook) AND <input type="checkbox"/> One copy of a marketing tool	Evidence must include all of the following: <input type="checkbox"/> Procedures discussing the marketing and filling of open child care seats/slots (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a manual/handbook) AND <input type="checkbox"/> One copy of a marketing tool. Acceptable marketing tools include bulletin, billboard sign, advertisement, and business cards	3

Policies and Procedures (PP) - 27 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
PP 1	Program has written job descriptions for all positions.	Job descriptions should be clearly defined so that roles and responsibilities are clearly known throughout the organization.	Provide ALL of the following: <input type="checkbox"/> Copy of a program's written job description for 1 administrator AND <input type="checkbox"/> Copy of program's written job description for 1 teacher	Evidence must include all of the following: <input type="checkbox"/> Job descriptions, including: <input type="checkbox"/> Job title <input type="checkbox"/> List of responsibilities For at least: <input type="checkbox"/> 1 administrator AND <input type="checkbox"/> 1 teacher	1
PP 2	Employees are given access to an employee handbook when hired.	Employees are informed of policies, rights, and expectations at the start. This information is written and compiled in one place.	Provide ONE of the following: <input type="checkbox"/> One copy of employee handbook with signed employee receipts from at least 1 administrator (identify administrator) and 1 teacher (identify teacher). OR <input type="checkbox"/> One copy of hiring procedures that reference the sharing of employee handbook with new hires	Evidence must include ONE of the following: <input type="checkbox"/> One copy of employee handbook with signed receipts demonstrating that employees are given access to employee handbook when hired From at least: <input type="checkbox"/> 1 administrator (identify administrator) AND <input type="checkbox"/> 1 teacher (identify teacher) OR <input type="checkbox"/> One copy of hiring procedures that reference the sharing of employee handbook with new hires	2
PP 3	Program provides new employees with an orientation that includes:	New staff are provided with pertinent information regarding employment during orientation.	Evidence must indicate that the ALL of the following topics are reviewed during staff orientation for new employees:	Evidence must demonstrate that program provides new employees with an orientation that includes ALL of the following:	2

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
	<ul style="list-style-type: none"> Review of job description Discussion/review of regulations applicable to the program Review of evacuation and emergency procedures Review of curriculum/curriculum framework 		<input type="checkbox"/> Job description/responsibilities <input type="checkbox"/> Regulations applicable to program <input type="checkbox"/> Evacuation and emergency Procedures <input type="checkbox"/> Curriculum/curriculum framework Acceptable documentation includes: <input type="checkbox"/> Staff orientation checklist OR <input type="checkbox"/> Description of orientation process	<input type="checkbox"/> Review of job description/responsibilities <input type="checkbox"/> Discussion/review of regulations applicable to program <input type="checkbox"/> Review of evacuation and emergency procedures <input type="checkbox"/> Review of curriculum/curriculum framework	
PP 4	Program has a written employee confidentiality policy that dictates how child, family and employee information are kept confidential.	It is important to maintain confidentiality regarding children, families and employees.	<input type="checkbox"/> Confidentiality policy describing how employees maintain confidential information on children, families, and other employees	Policy must reference how employees maintain confidentiality of information for ALL of the following: <input type="checkbox"/> Children <input type="checkbox"/> Families <input type="checkbox"/> Employees	2
PP 5	All program staff participates in at least 4 staff meetings during operational months.	Staff come together periodically to discuss program-related issues and engage in professional development activities.	Evidence must be dated within the 15 months prior to Standards Inventory submission and indicate that all-program staff meetings occur at least 4 times throughout the program year. <i>Acceptable types of evidence include:</i> <input type="checkbox"/> Dated staff meeting attendance lists OR	Evidence must reference ALL of the following: <input type="checkbox"/> Program all-staff (teachers and administrators) meeting <input type="checkbox"/> 4x/ program year <input type="checkbox"/> Dated within the 15 months prior to Standards Inventory submission	2

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
			<input type="checkbox"/> Program calendar indicating staff meetings OR <input type="checkbox"/> Dated meeting notes OR <input type="checkbox"/> Dated meeting agendas		
PP 6	Written notes are taken at program staff meetings and then shared with staff.	Distributed notes keep everyone in the loop and make sure everyone gets the same information from meetings. Also, notes are important for keeping record of events, increasing accountability, and facilitating communication.	Provide ALL of the following dated within the 15 months prior to Standards Inventory submission. <input type="checkbox"/> Staff meeting notes from 2 meetings AND <input type="checkbox"/> Email, memo, or statement referencing the sharing of notes	Evidence must include ALL of the following: <input type="checkbox"/> 2 staff meeting notes AND <input type="checkbox"/> Email, memo or statement demonstrating how meeting notes are shared with staff AND <input type="checkbox"/> All dated within the 15 months prior to Standards Inventory submission	2
PP 7	Program philosophy and staff recruitment strategies demonstrate commitment to diversity, equity, and inclusion, and having staff reflect its community.	Programs that are committed to recruiting and hiring culturally diverse staff demonstrate their respect for the families they serve by having staff with similar backgrounds who can appreciate the impact that family and community culture has on young children.	Provide ONE of the following: <input type="checkbox"/> Written philosophy or policy statement (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a manual/handbook) referencing program's commitment to diversity, equity, and inclusion OR <input type="checkbox"/> One copy of a written staff recruitment strategy statement that describes or reflects upon the program's community	Evidence must include ONE of the following: <input type="checkbox"/> Philosophy or policy statement (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a manual/handbook) referencing the program's commitment to diversity, equity, and inclusion. OR <input type="checkbox"/> Staff recruitment strategy statement that describes/reflects upon the program's community	2

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
PP 8	All employees have formal, written performance assessments annually.	Program leadership provides structured communication about employee's performance of job functions, establishes ways for further development, and highlights goals and achievements. This process is provided by program leadership for all teaching staff, management and administration, and other support roles.	<p>Provide ALL of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Policy statement (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a manual/handbook) indicating all staff (including direct and non-direct care staff) are formally assessed at least 1x/program year <p>AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed performance assessment for <u>1 administrative staff position AND 1 teaching staff position</u> dated within the 15 months prior to Standards Inventory submission 	<p>Evidence must include all of the following:</p> <p>For policy statement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All staff are assessed at least 1x/program year <p>AND</p> <p>For performance assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Criteria are objective, behavior-based and related to the job functions <input type="checkbox"/> Dated within the 15 months prior to Standards Inventory submission <input type="checkbox"/> For 1 administrative staff AND 1 teaching staff position 	4
PP 9	Teaching staff have individual professional development plans that match the <u>Core Body of Knowledge: New York State's Core Competencies for Early Childhood Educators</u> (CBK) competency areas.	<p>Every member of the professional staff will benefit personally and professionally from having an individual, written professional development plan in order to effectively track each individual's course for gaining knowledge and skills on all topics related to early childhood education.</p> <p>The Core Body of Knowledge (CBK) outlines recommended practices for professionals who work directly with young children. These practices offer a road map for building meaningful relationships with children,</p>	<p>Provide ONE of the following for 1 teaching staff position completed within the 15 months prior to Standards Inventory Submission.</p> <ul style="list-style-type: none"> <input type="checkbox"/> One copy of CBK Professional Development Planning Tool Plan <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> One copy of a Paula Jorde Bloom Staff Development Action Plan <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> One copy of: <ul style="list-style-type: none"> <input type="checkbox"/> Another professional development plan <p>AND</p>	<p>Evidence must reference all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed copy of one of the following for 1 teaching staff position: <ul style="list-style-type: none"> <input type="checkbox"/> CBK Professional Development Planning Tool Plan <input type="checkbox"/> Paula Jorde Bloom Staff Development Action Plan, <input type="checkbox"/> Other plan AND statement of how the plan <u>aligns with at least 2 CBK areas</u> <input type="checkbox"/> Dated within the 15 months prior to Standards Inventory submission <p><u>CBK COMPETENCY AREAS:</u></p> <p>1. Child Growth and Development;</p>	5

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
		families and colleagues; for creating nurturing, stimulating environments; and for developing oneself as a professional in an incredibly important field. The CBK is structured to consider all areas established by NYS as being essential competencies for early childhood educators.	<input type="checkbox"/> Written statement referencing how plan(s) align with at least two of the CBK competencies	2. Family and Community Partnerships; 3. Observation and Assessment; 4. Environment and Curriculum; 5. Health, Safety, and Nutrition; 6. Professionalism and Leadership; and 7. Administration and Management.	
PP 10	Performance assessment, including observations and feedback, informs individual professional development plans.	Assessments that are based in part on observations are not a stand-alone solution but are used as a part of a continuous performance management and development process.	Provide ALL of the following: <input type="checkbox"/> Copy of a completed performance assessment for 1 teaching staff position that includes observation(s), assessment criteria and comments/feedback AND <input type="checkbox"/> Professional development plan with at least 2 goal statements highlighted with link to performance assessments clearly demonstrated CBK Professional Development Planning Tool Plan, Paula Jorde Bloom Staff Development Action Plan, or other plans qualify.	Evidence must reference ALL of the following for <u>1 teaching staff position</u> : Performance assessment: <input type="checkbox"/> Indication of completion (no BLANK templates) <input type="checkbox"/> Observation(s) <input type="checkbox"/> Other assessment(s) criteria <input type="checkbox"/> Feedback on observations and/or other assessment criteria Professional development plan: <input type="checkbox"/> At least 2 goal statements <input type="checkbox"/> Demonstrates link to assessments (via referencing assessment criteria, such as observations)	5

Staff Compensation and Benefits (SCB) -13 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
SCB 1	Program has an up-to-date written wage scale that is based on position, education, certificates/credentials, and years of relevant experience.	Staff is paid wages in line with qualifications and experience.	<input type="checkbox"/> Wage scale that is based upon position, education, certificates/credentials, and years of relevant experience	Evidence must include a wage scale that is based upon: <ul style="list-style-type: none"> <input type="checkbox"/> Position <input type="checkbox"/> Education <input type="checkbox"/> Certificates/Credentials <input type="checkbox"/> Years of relevant experience 	1
SCB 2	Program offers full-time staff a compensation package with benefit options: (2 POINTS PER BENEFIT OPTION, UP TO 8 POINTS MAXIMUM) <ul style="list-style-type: none"> <input type="checkbox"/> Paid holidays <input type="checkbox"/> Paid time off (sick, vacation, personal) <input type="checkbox"/> Health insurance <input type="checkbox"/> Professional development days 	Staff is provided with a comprehensive benefits package to support personal and professional needs.	Evidence of benefit options program offers full-time staff. <i>Acceptable types of evidence include:</i> <ul style="list-style-type: none"> <input type="checkbox"/> Employee handbook detailing benefits OR <ul style="list-style-type: none"> <input type="checkbox"/> Compensation package OR <ul style="list-style-type: none"> <input type="checkbox"/> Employee policy If submitting details from a large document, evidence must be clearly labeled, refer to specific page numbers, or highlight relevant information.	Evidence program provides one or more of the following benefits must reference all full-time staff. (Program earns 2 points for each benefit offered for a potential total of 8 points) <ul style="list-style-type: none"> <input type="checkbox"/> Paid holidays offered as a benefit option (2 points) <input type="checkbox"/> Paid time off (sick, vacation, personal) offered as a benefit option (2 points) <input type="checkbox"/> Health insurance offered as a benefit option (2 points) <input type="checkbox"/> Professional development offered as a benefit option (2 points) If submitting details from a large document, evidence must be clearly labeled, refer to specific page numbers, or	2-8

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
				highlight relevant information.	
SCB 3	<p>Program offers full-time staff a compensation package with at least 3 of the following benefit options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Information on accessing state family leave benefits <input type="checkbox"/> Flexible scheduling <input type="checkbox"/> Retirement <input type="checkbox"/> Life insurance <input type="checkbox"/> Flexible spending account <input type="checkbox"/> Dependent care assistance plan <input type="checkbox"/> Tuition discounts for employee's children <input type="checkbox"/> Tuition reimbursement for education <input type="checkbox"/> Employee assistance program <input type="checkbox"/> Dental insurance <input type="checkbox"/> Vision care plan <input type="checkbox"/> Bereavement leave <input type="checkbox"/> Vision care plan • Bereavement leave 	<p>Staff is provided with a comprehensive benefits package to support personal and professional needs including support for other family members.</p>	<p>Evidence must indicate that the program offers at least 3 of the listed benefit options for full time staff.</p> <p><i>Acceptable types of evidence include:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Employee handbook detailing benefits <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compensation package <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Employee policy <p>If submitting details from a large document, evidence must be clearly labeled, refer to specific page numbers, or highlight relevant information</p>	<p>Evidence must reference the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All full-time staff <input type="checkbox"/> At least 3 of the following benefit options: <ul style="list-style-type: none"> <input type="checkbox"/> Information on accessing state family leave benefits <input type="checkbox"/> Flexible scheduling <input type="checkbox"/> Retirement <input type="checkbox"/> Life insurance <input type="checkbox"/> Flexible spending account <input type="checkbox"/> Dependent care assistance plan <input type="checkbox"/> Tuition discounts for employee's children <input type="checkbox"/> Tuition reimbursement for education <input type="checkbox"/> Employee assistance program <input type="checkbox"/> Dental insurance <input type="checkbox"/> Vision care plan <input type="checkbox"/> Bereavement leave 	3
SCB 4	<p>Program offers part-time staff a pro-rated compensation package that includes, at a minimum, paid time off.</p>	<p>Part-time staff is provided with some employment benefits, including paid time off, at a minimum.</p>	<p>Evidence must reference some or all of the listed benefit options for part-time staff.</p> <p><i>Acceptable types of evidence include:</i></p>	<p>Evidence must reference:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Part-time staff compensation package <input type="checkbox"/> Pro-rated 	1

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
			<input type="checkbox"/> Employee handbook detailing benefits OR <input type="checkbox"/> Compensation package OR <input type="checkbox"/> Employee policy OR <input type="checkbox"/> Other	<input type="checkbox"/> PAID time off, at minimum	

Staff Planning (SP) - 13 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
SP 1	Program has a written general plan to cover planned and unplanned absences.	The program has deliberately considered and formalized a process to address absences to ensure that program activities proceed as usual.	<input type="checkbox"/> Plan for absences, both planned and unplanned	Evidence must reference BOTH : <input type="checkbox"/> Planned staff absences AND <input type="checkbox"/> Unplanned staff absences	3
SP 2	Program provides lead teachers with at least 1 hour of paid planning time per week.	The program supports teachers in preparing for class time activities.	Evidence must indicate that at least 1 hour of paid planning time each week is provided for lead teachers <i>Acceptable types of evidence include:</i> <input type="checkbox"/> Staffing plan OR <input type="checkbox"/> Policy statement or staff handbook excerpt (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a manual/handbook)	Evidence must reference: <input type="checkbox"/> Lead teachers <input type="checkbox"/> Provided at least 1 hour/week <input type="checkbox"/> PAID planning time	4
SP 3	Program provides at least 1 hour every other week of paid planning time for classroom staff to plan	The program supports teachers to come together and	Evidence must indicate that classroom staff are provided at least one hour of	Evidence must reference: <input type="checkbox"/> Classroom staff	4

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
	together (away from children).	collaborate on planning for children's learning.	<p>paid collaborative planning time away from children every other week.</p> <p><i>Acceptable types of evidence include:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Policy statement or staff handbook excerpt (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a manual/handbook) <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staffing plan <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of staff meeting 	<ul style="list-style-type: none"> <input type="checkbox"/> Provision of at least 1 hour of paid collaborative planning time every other week <input type="checkbox"/> Planning time is without/away from children 	
SP 4	Staff has access to computers and the Internet during planning time.	The program supports teachers' access to and use of technology in lesson-planning.	<p>Evidence must demonstrate that all teaching staff has internet access during planning time.</p> <p><i>Acceptable types of evidence include:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Policy statement or staff handbook excerpt (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a manual/handbook) <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Other 	<p>Evidence must reference ALL of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Internet access <input type="checkbox"/> During planning time <input type="checkbox"/> For all teaching staff 	2