# QUALITY STANDARDS

For

# Center-based Early Childhood Education Programs

*Updated January 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

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| **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. | ❑ 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 | ❑ 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. | ❑ One copy of a completed ERS self-assessment report (including overall and subscale scores)<br>❑ One copy of a written improvement or action plan for all subscales with a score below 3.25 | ❑ 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)<br>❑ Written improvement plan, with dates for completion for all sub-scale average scores below 3.25 | 8 |

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| *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 earn a 2 Star Active Rating.* | | | | | |
| **CE 3** | Program has an independent ERS assessment and achieves an overall score of 4.25 – 4.99. | An external observer can provide an unbiased assessment of the learning environment. | ***Program does not submit evidence for this Standard.***<br>*If applicable, completed ERS report(s) is automatically sent to QUALITYstarsNY from the independent observer.* | ***Program does not submit evidence for this Standard.*** | 30 |
| **CE 4** | Program has an independent 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. | ***Program does not submit evidence for this Standard.***<br>*If applicable, completed ERS report(s) is automatically sent to QUALITYstarsNY from the independent observer.* | ***Program does not submit evidence for this Standard.*** | 40 |
| **CE 5** | Program has an independent 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. | ***Program does not submit evidence for this Standard.***<br>*If applicable, completed ERS report(s) is automatically sent to QUALITYstarsNY from the independent observer.* | ***Program does not submit evidence for this Standard.*** | 50 |

## Child Observation & Assessment (COA) - 20 points

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| **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. | 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:<br>❑ The type(s) of child data collected | 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).<br>Evidence must explain all of the following: | 2 |

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| | | Assessment information should be kept confidential and only shared with those who need to know it (i.e., teachers, families and specialists). | ❑ How and when data are collected<br>❑ How data are held confidential<br>❑ How and when data are shared with families | ❑ The type(s) of child data that are collected<br>❑ How and when data are collected<br>❑ How data are held confidential (so that those who should not access it, do not)<br>❑ 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. | 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.<br>In addition to gathering information on any special needs, general information on children's preferences and background should also be collected. | ❑ Copies of a completed enrollment form for 3 different children, (**with identifying information removed – label submitted evidence as child 2, child 2, child 3)**.<br>*If information is collected on multiple forms, include an example of each completed form for each child.* | Evidence must reference all of the following:<br>❑ 3 children **(with identifying information removed - label submitted evidence as child 1, child 2, child 3)**<br>❑ Child's physical development<br>❑ Child's cognitive development<br>❑ Child's social-emotional development<br>❑ Home language(s) of child<br>❑ Child's dietary needs and preferences<br>❑ 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. | ❑ 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)**. | Evidence must reference all of the following:<br>❑ A completed screening form(s) for 3 different children **(with identifying information removed - label** | 2 |

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| | | | | **submitted evidence as child 1, child 2, child 3**).<br>❑ Start date (this MUST be added to the form if no space exists)<br>❑ Screening date occurs before enrollment date OR within 45 days of the enrollment date<br>*It is not necessary to submit the entire tool. A few pages showing completed information will suffice.* | |
| **COA 4** | Program uses a developmental screening tool that is valid and reliable. | 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.<br>**Valid**: A screening tool is valid when it measures what we want to measure and not something else.<br>**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. | ❑ 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.<br>• Ages and Stages Questionnaires<br>• Ages and Stages Questionnaires Social-Emotional<br>• Battelle Developmental Inventory Screening Test<br>• Bayley III Screening Test<br>• Bayley Infant Neurodevelopmental Screener (BIDS) | Evidence must include all of the following:<br>❑ Name of developmental screening tool<br>❑ Completed developmental screening form(s) for 3 different children **(with identifying information removed - label submitted evidence as child 1, child 2, child 3)**<br>*It is not necessary to submit the entire tool. A few pages showing completed information will suffice.*<br>If "**Other**" is selected, all of the following evidence must be submitted in addition to the items above:<br>❑ The tool is designed for the purpose of screening (not child assessment) | 1 |

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| | | | • Brigance Inventories System II<br>• Brigance Self-Help and Social-Emotional Scales<br>• Child Development Inventories (CDI)<br>• Denver Developmental Screening Test (DDST)<br>• Developmental Indicators for the Assessment of Early Learning (DIAL )<br>• Early Screening Inventory<br>• Infant-Toddler Developmental Assessment<br>• FirstSTEP Screening Test for Evaluating Preschoolers<br>• Kent Inventory of Developmental Skills (KIDS)<br>• Learning Accomplishment Profile-Diagnostic Screens<br>• Parents' Evaluation of Developmental Status (PEDS)<br>• Parents' Evaluation of Developmental Status-Developmental Milestones (PEDS:DM)<br>• Pediatric Symptom Checklist<br>• Preschool and Kindergarten Behavior Scales (PKBS)<br>• The Ounce Scale | ❑ The screening tool is appropriate for use with children between birth and age five<br>❑ The screening tool covers multiple developmental domains (i.e. physical/motor, cognitive, linguistic, and social-emotional) | |

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| | | | • Other – upload documentation from a tool that is not listed | | |
| **COA 5** | Program documents the developmental progress of each child at least quarterly using a child development assessment tool(s). | 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.<br><br>Authentic assessment tools can take many forms, including:<br>❑ Anecdotal records<br>❑ Observation notes<br>❑ Checklists<br>❑ Developmental scales<br>❑ Standardized assessment forms<br>❑ Work samples<br>❑ Child portfolios<br><br>In order to understand the whole child, providers should gather information about each child's development within all of the following domains:<br>❑ Physical well-being, health, and motor development<br>❑ Social and emotional development<br>❑ Approaches to learning | ❑ 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 | Evidence must include all of the following:<br>❑ 3 completed form(s)<br>❑ For 1 child **(with identifying information removed)**<br>❑ Conducted on 3 different dates, at most 3 months apart, within the 15 months prior to Standards Inventory submission<br><br>At least one of the assessment forms submitted must contain data regarding the following developmental domains;<br>❑ Physical well-being, health, and motor development<br>❑ Social and emotional development<br>❑ Approaches to learning<br>❑ Cognition and general knowledge<br>❑ Language, communication, and literacy<br><br>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**. | 2 |

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| | | ❑ Cognition and general knowledge<br>❑ Language, communication, and literacy | | *The entire tool is not necessary. A few pages showing completed information are sufficient.* | |
| **COA 6** | Program uses a developmental assessment tool(s) that is valid and reliable. | 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.<br>**Valid**: An assessment is valid when it measures what we want to measure and not something else.<br>**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. | 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.<br>❑ Creative Curriculum Developmental Continuum Assessment<br>❑ Bayley Scale of Infant and Toddler Development<br>❑ Brigance Inventories<br>❑ Galileo Preschool Assessment Scales<br>❑ High Scope Child Observation Record (COR)<br>❑ Learning Accomplishment Profile-Diagnostic (English or Spanish)<br>❑ Mullen Scales of Early Learning<br>❑ Ounce Scale<br>❑ Work Sampling System | Evidence must include all of the following:<br>❑ Name of tool<br>❑ Completed developmental assessment form(s) for 3 different children **(with identifying information removed - label submitted evidence as child 1, child 2, child 3).**<br>*It is not necessary to submit the entire tool. A few pages showing completed information will suffice.*<br>❑ If Other is selected, copy of tool is provided with highlighted passages stating that:<br>• The tool is designed for the purpose of assessment (not screening)<br>• The assessment tool is appropriate for use with children between birth and age five | 1 |

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| | | | ❑ Teaching Strategies GOLD<br>❑ Other | • The assessment tool covers multiple developmental domains (i.e. physical/motor, cognitive, linguistic, social-emotional)<br>• 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.)<br>• 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). | ❑ 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) | ❑ 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 | Teaching staff should have regular training that develops and continuously refines all aspects of child development, | ❑ Evidence in The Aspire Registry must show that at least 60% of teaching staff have attended child | ❑ Evidence in The Aspire Registry must show that at least 60% of teaching staff have attended child | 3 |

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| | recognition of developmental milestones and identifying possible developmental delays and linking child observation and assessment to curriculum implementation. | child observation and assessment, and integrating assessment results into curriculum/learning goals, in order to be knowledgeable of and able to implement the latest recommended practices. | observation and assessment training within the 15 months prior to Standards Inventory submission, verified with training certificate | observation and assessment training within the 15 months prior to Standards Inventory submission, verified with training certificate | |
| **COA 9** | Program can document that assessment results are used to inform instruction that addresses the needs of individual children. | Observation and assessment results are used to guide instruction to support each child in reaching developmental milestones and adapting to special needs.<br><br>There should be a concrete connection between the child's needs and the learning opportunity.<br><br>Evidence of assessment results may include: conclusions drawn from observations, work samples, checklists, such as:<br><br>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. | Provide **ALL** of the following:<br>❑ A child's assessment results<br>**AND**<br>❑ Evidence of how instruction is tailored to address assessment results<br>**AND**<br>❑ Statement of how program uses assessment results to make appropriate adaptations | Evidence must contain **ALL** of the following:<br>❑ Assessment results for 1 child (with identifying information removed)<br>**AND**<br>❑ Written evidence of having tailored instruction to address assessment results (e.g., lesson plan showing modifications for child)<br>**AND**<br>❑ 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 program uses assessment results to individualize learning goals for children.<br><br>Policy must reference:<br>❑ Observations and assessments<br>❑ Assessment results | 3 |

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| | | | | ❑ 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:<br>❑ Aggregated data report(s)<br>**AND**<br>❑ Statement or improvement plan of how program uses assessment data to inform program-wide practices | Evidence must include information regarding:<br>❑ Data report(s) showing how developmental assessments are aggregated and analyzed<br>**AND**<br>❑ Statement or improvement plan of how program uses assessment data to inform program-wide practices<br>Examples of use include:<br>• Teacher training<br>• Policy changes<br>• Parent education | 2 |

## Curriculum Planning & Implementation (CPI) – 20 points

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| **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. | ❑ 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:<br>❑ Program's beliefs about how children learn<br>❑ 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 | The program's curriculum or curriculum framework is written, organized and references the five key | ❑ Curriculum or curriculum framework that references all key domains of child development | Curriculum/curriculum framework must reference all key domains of child development: | 3 |

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| | appropriate and addresses the key domains of child development. | domains of child development in order to promote optimal child development. | **AND**<br>❑ Evidence of program's use of curriculum or curriculum framework | ❑ Physical development<br>❑ Social-emotional development<br>❑ Approaches to learning<br>❑ Cognition<br>❑ Language, communication and literacy<br>**AND**<br>❑ 1 source of evidence of program's use of curriculum must be submitted.<br>Acceptable examples include:<br>• Lesson Plan(s)<br>• Schedule(s) and/or explicit statement of how curriculum is appropriately used in lesson plans or schedule<br>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.<br>*An explicit statement on how curriculum is appropriately transferred to lesson plans is expected.* | |
| **CPI 3** | Program uses a written curriculum or curriculum framework that is evidence-based, meaning research has been conducted regarding the relationship between the | 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 | Cover page of an evidence-based curriculum from list below:<br>❑ Before ABCs: Promoting School Readiness in Infants and Toddlers<br>❑ Caring for Infants and Toddlers in Groups: | Evidence must reference:<br>❑ Cover page of the curriculum, including title (if applicable).<br>If **Other** is selected, program **MUST** also include evidence of the | 3 |

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| | curriculum and children's learning. | children's learning for each key domain of child development.<br><br>Evidence-based means the relationship between the curriculum and child outcomes has been proven effective through published, scientifically-based studies. | Developmentally Appropriate Practice<br><br>❑ Creative Curriculum<br><br>❑ Create Curriculum for Infants, Toddlers, and Two's<br><br>❑ High Scope Curriculum<br><br>❑ The Montessori Method<br><br>❑ The Carolina Curriculum<br><br>❑ Zero to Three Cradling Literacy<br><br>❑ Other – program MUST also include evidence of the research basis for the curriculum components. Reference(s) to applicable studies and research is encouraged. | research basis for the curriculum components.<br><br>*Reference(s) to applicable studies and research is encouraged.* | |
| **CPI 4** | 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 | The written curriculum is aligned to major state initiatives that reference children's development and learning needs. | Provide **ALL** of the following:<br><br>❑ One copy of a curriculum cover page or curriculum framework<br><br>**AND**<br><br>❑ 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. | Evidence must include **ALL** of the following:<br><br>❑ Cover page of curriculum or curriculum framework<br><br>**AND**<br><br>❑ Curriculum/curriculum framework crosswalk completed for **ALL** child development areas of learning for the chosen State or Federal guidance resource. *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.* | 4 |

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| | | | • NYS Early Learning Guidelines (2020)<br>• NYS PreKindergarten Learning Standards (2019)<br>• 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. | ❑ Copies of 3 different activity/lesson plans indicating use of culturally sensitive books, themes or projects | ❑ 3 different activity/lesson plans. Each activity/lesson plan references the use of culturally sensitive books, themes, or projects<br>Examples:<br>• Curriculum guides teachers in planning and implementing learning experiences related to diverse cultures<br>• Diverse elements of the world are incorporated into classroom and learning experiences<br>• 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. | ❑ 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. | ❑ 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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| *Program has currently enrolled children with IFSPs or IEPs* ❒ *If yes, continue* ❒ *If no, go to Physical Well-being & Health* | | | | | |
| **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:<br>❑ 1 currently enrolled child with an IFSP or IEP (with identifying information removed)<br>❑ Modifications made by program to accommodate child and/or child's family | Written statement that meets all of the following criteria:<br>❑ Self-written by program<br>❑ References at least 1 currently enrolled child (with identifying information removed) with an IFSP/IEP<br>❑ References modifications made for the child and/or family by the program<br>*The specific IEP/IFSP with the child's name should <u>not</u> be included.* | 3 |

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

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| *Program has currently enrolled children under 12 months of age* ❒ *If yes, continue* ❒ *If no, go to PH 2* | | | | | |
| **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).<br>*Acceptable types of evidence include reference in:*<br>❑ Parent/family handbook excerpt | Evidence must show exercise/movement opportunities, including all of the following:<br>❑ Daily<br>❑ Free movement on stomach while awake and alert<br>❑ Under supervision<br>❑ Indoor and outdoor | 1 |

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| | | | **OR**<br>❑ Curriculum<br>**OR**<br>❑ Daily schedules<br>**OR**<br>❑ Lesson plans or goal statements<br>**OR**<br>❑ Other | | |
| *Program has currently enrolled children 12 months of age and older* ❒ *Yes, continue* ❒ *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.<br>*Acceptable types of evidence include:*<br>❑ 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)<br>**OR**<br>❑ Daily schedule or plan<br>**OR**<br>❑ Other | Evidence must reference and specifically name opportunities for **ALL** of the following:<br>❑ Structured physical activity (name the specific structured activity or activities)<br>❑ Unstructured/free play<br>❑ Indoor play<br>❑ Outdoor play (weather permitting)<br>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 |

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| **PH 3** | Program has a policy that details the use of screen time for children, including that screen time is never used for 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. | Children's access to screen time should be nonexistent for infants and toddlers and limited to 30 minutes per week for preschoolers so as to reduce the harmful effects of screen time and commercial marketing on health, learning, behavior and sleep. | One copy of a written policy (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a manual/handbook) referencing:<br>❑ Program's screen time viewing policies.<br>❑ How viewing policies are differentiated according to age group | Evidence must show:<br>❑ Written policy that references "no screen time" is provided for any age group in the program<br>**OR**<br>Written policy that references all of the following:<br>❑ No screen time for children birth to age 2 (if applicable)<br>❑ For children ages 2-5 (if applicable):<br>❑ 30 minutes/week MAX of screen time<br>❑ No screen time during naps<br>❑ No screen time during meals<br>❑ All screen time is quality educational and/or movement-based<br>❑ No commercial advertising | 2 |
| **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 | **PARTICIPATES IN CACFP**<br>❑ Submit evidence of CACFP participation<br>**DOES NOT PARTICIPATE IN CACFP**<br>❑ 1 week of menus for all meals and snacks served | **PARTICIPATES IN CACFP**<br>❑ Evidence of participation in CACFP (i.e., CACFP billing, CACFP reimbursement checks, correspondence from CACFP Sponsor or CACFP contract) | 2 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
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| | | children's nutrition and growth and development needs.<br><br>There must be a clear link between CACFP guidelines and the meal pattern (portion size and components for meals and snacks) on menus.<br><br>For more information about CACFP meal patterns, visit the USDA Food and Nutrition website for child day care centers. | **AND**<br>❑ Statement of compliance with CACFP minimum meal pattern components for all meals and snacks served | **DOES NOT PARTICIPATE IN CACFP**<br>Evidence must include all of the following:<br>❑ 1 week of menus for all meals and snacks served<br>❑ 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. | Evidence must demonstrate adoption and implementation of a program-wide formal obesity prevention program for children, families, and staff<br>*Acceptable types of evidence include:*<br>❑ Program assessment(s)<br>**OR**<br>❑ Action plan(s)<br>**OR**<br>❑ Timeline(s)<br>**OR**<br>❑ Goal statement(s)<br>**OR**<br>❑ Other | Evidence must demonstrate:<br>❑ 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 | Staff is trained regularly to implement a the program-wide obesity prevention | ❑ Evidence in The Aspire Registry that at least 60% of teaching or administrative staff have | ❑ Evidence in The Aspire Registry that at least 60% of teaching or administrative staff have | 1 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
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| | the program-wide obesity prevention program. | program, using the latest research and resources. | attended training regarding implementation of the program-wide obesity prevention program within the 15 months prior to Standards Inventory submission, verified with training certificate. | attended training regarding the implementation of the program-wide obesity prevention program within the 15 months prior to 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 |
|---|---|---|---|---|---|
| *Program has currently enrolled children under 12 months of age* | | | ❒ *If yes, continue* | ❒ *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:<br>❑ 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<br>**AND**<br>❑ Written policy (i.e. program letterhead/logo is clearly | Evidence must include ALL of the following:<br>❑ 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:<br>❑ Feeding<br>❑ Sleeping | 3 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
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| | | | 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 | ❑ Diapering<br>**AND**<br>❑ Written policy or excerpt from staff or parent/family handbook (i.e. program letterhead/logo is clearly 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. | Evidence must include information on the program's history, philosophy, admissions policies and parent/family involvement opportunities.<br>*Acceptable types of evidence include:*<br>❑ Parent/family handbook excerpt<br>**OR**<br>❑ Handouts<br>**OR**<br>❑ Website posting(s)<br>**OR**<br>❑ Other | Evidence must reference **ALL** of the following:<br>❑ Program's history<br>❑ Program's philosophy<br>❑ Admissions policies<br>❑ 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. | ❑ 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 |
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| | | 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 | ❑ Outline the specific nature of general program events and child activities<br>❑ Were sent on 3 DIFFERENT dates<br>❑ 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<br>*Acceptable types of evidence include:*<br>❑ Meeting invitation<br>**OR**<br>❑ Calendar showing schedule of teachers' conferences<br>**OR**<br>❑ Conference announcement(s)<br>**OR**<br>❑ Parent/family handbook excerpt<br>**OR**<br>❑ Sign-in sheet(s)<br>**OR**<br>❑ Other | Evidence must demonstrate:<br>❑ Documentation for one child dated within the 15 months prior to Standards Inventory submission<br>❑ Meetings occurred on at least 2 different dates dated within the 15 months prior to Standards Inventory submission<br>❑ 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 | Families are informed, in writing, of the qualifications of the people who are taking | Evidence must clearly show staff qualifications and experiences for | Evidence must include:<br>❑ Written communication to families about staff | 3 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|---|---|---|---|---|---|
| | educational qualifications and professional experience. | care of and providing learning experiences to their children so they can trust and develop significant positive relationships. | at least 1 current administrator and 1 current teacher.<br>*Acceptable types of evidence include:*<br>❑ Parent/family handbook excerpt<br>**OR**<br>❑ Staff member profiles<br>**OR**<br>❑ Website<br>**OR**<br>❑ Other | qualifications and professional experience (e.g., memo, newsletter, handbook or website)<br>Educational qualifications and experience for:<br>❑ At least 1 current administrator<br>**AND**<br>❑ At least 1 current teacher | |
| **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. | Evidence must demonstrate that program communicates with families in a group setting about activities and policies.<br>*Acceptable types of evidence include:*<br>❑ Announcement<br>**OR**<br>❑ Agenda<br>**OR**<br>❑ Sign-in sheet<br>**OR**<br>❑ Other | Evidence must reference:<br>❑ Group setting (i.e., during a program orientation or back to school day/night)<br>❑ About program activities and policies | 3 |
| **C 7** | Program provides written information about family resources and supports, | It is helpful to families when programs provide information | Evidence must show that written information about relevant family | Evidence must include **ALL** of the following: | 5 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
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| | such as information on child development, oral health, child health insurance, tax credits, and child care financial assistance. | about family resources and supports in the community. | resources and supports is accessible to families.<br>Program must provide all of the following:<br>❑ Reference to the availability of resources<br>**AND**<br>❑ 3 sample resources/supports offered (e.g., information on child development, oral health, child health insurance, tax credits, child care financial assistance, and other) | ❑ Written statement such as a note to families or statement in family handbook referencing available resources and supports.<br>**AND**<br>❑ 3 sample resources/supports offered (e.g., information on child 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 |
|---|---|---|---|---|---|
| *Program has currently enrolled children under 12 months of age* | | | ❒ *If yes, continue* | ❒ *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**<br>❑ Completed and current (not expired) **CACFP Breastfeeding Friendly Certificate**<br>**DOES NOT PARTICIPATE IN CACFP**<br>❑ Completed **CACFP Self-Assessment** (must be specific to CACFP). | **PARTICIPATES IN CACFP**<br>❑ CACFP Breastfeeding Friendly Certificate is completed and current, not expired<br>**DOES NOT PARTICIPATE IN CACFP**<br>❑ CACFP Self-Assessment is completed (must be specific to CACFP). | 2 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
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| **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.)<br>*Acceptable types of evidence include:*<br>❑ Announcement or invitation<br>**OR**<br>❑ Calendar showing gathering(s)<br>**OR**<br>❑ Newsletter<br>**OR**<br>❑ Other | ❑ 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 |
| **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.<br>*Acceptable types of evidence include:*<br>❑ Announcement or invitation<br>**OR**<br>❑ Calendar showing gathering(s)<br>**OR**<br>❑ Newsletter<br>**OR**<br>❑ Other | Evidence must demonstrate that program offers:<br>❑ Family educational opportunities (i.e., workshops or trainings)<br>❑ Other events | 2 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
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| **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.<br>*Acceptable types of evidence include:*<br>❑ Policy Statement (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a written policy)<br>**OR**<br>❑ Memo<br>**OR**<br>❑ Announcement or invitation<br>**OR**<br>❑ Other | ❑ Evidence must demonstrate that program offers opportunities for family members to volunteer.<br>*Indication that families can initiate volunteer opportunities that will then be considered can also meet this Standard.* | 2 |
| **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:<br>❑ 3 copies of completed family surveys or other evaluations, dated within the 15 months prior to Standards Inventory submission.<br>**AND**<br>❑ One copy of a written improvement or action plan based on the results of these surveys or evaluations | Evidence must include:<br>❑ 3 completed family surveys or other evaluation tool(s), dated within the 15 months prior to Standards Inventory submission.<br>**AND**<br>❑ Improvement/action plan based on results from completed surveys or evaluations | 4 |
| **FIS 6** | Program provides regular opportunities for parents/guardians/families to | Families are actively engaged in program-level decision making and have | Written evidence of opportunities given to parents/guardians/families for | Evidence must clearly demonstrate:<br>❑ Opportunities for parents/guardians/families to | 4 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
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| | participate in program-level decisions. | some influence on program-level decisions. | participation in program-level decisions.<br>*Acceptable types of evidence include:*<br>❑ Parent Advisory Council member list<br>**OR**<br>❑ Governing Board member list<br>**OR**<br>❑ Hiring Board<br>**OR**<br>❑ Other | participate in program-level decisions<br>**AND**<br>❑ Evidence clearly indicates which members are parents/guardians/families. | |
| **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:<br>❑ Program assessment tool, at least 50% completed<br>**AND**<br>❑ One improvement/action plan based on assessment results | Evidence must include **BOTH**:<br>❑ Program assessment tool that is at least 50% completed<br>**AND**<br>❑ 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:<br>❑ One copy of a completed self-assessment<br>**AND**<br>❑ One copy of a written improvement or action plan based on assessment results<br>*Acceptable tools include:* | Evidence must include **BOTH**:<br>❑ Completed self-assessment<br>**AND**<br>Completed improvement plan or action plan based on assessment results | 3 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
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| | | | • The National Association for the Education of Young Children (NAEYC) Pathways to Cultural Competence Checklist<br>• Self-Assessment Checklist for Personnel Providing Services and Supports In Early Intervention<br>• Early Childhood Settings from the National Center on Cultural Competence<br>• Other | | |
| *Program currently has enrolled children whose home language is not English* ❒ *If yes, continue* ❒ *If no, go to Transitions* | | | | | |
| **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:<br>❑ One copy of a list of children's home language(s) other than English<br>**AND**<br>❑ 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**:<br>❑ List of language(s) other than English, which are spoken by children at home<br>**AND**<br>❑ 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 | ❑ Evidence in The Aspire Registry that at least 60% of teaching staff have attended training about supporting Emergent Multilingual Learners within | Evidence in The Aspire Registry that at least 60% of teaching staff have attended training about supporting Emergent Multilingual Learners | 4 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
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| | | 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). | the 15 months prior to Standards Inventory Submission | within the 15 months prior to Standards Inventory submission | |
| *The home language(s) of 50% or more of the enrolled children is a language other than English* ❒ *If yes, continue* ❒ *If no, go to Transitions* | | | | | |
| **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. | ❑ List of home languages of children/families<br>**AND**<br>One of the following demonstrating that staff speaks language(s) of majority of children:<br>❑ Resume(s) of current staff showing language fluency<br>OR<br>❑ Evidence of bi-lingual CDA<br>OR<br>❑ Staff transcripts<br>OR<br>❑ Program Information Report (Head Start)<br>OR | Evidence must include **ALL** of the following:<br>❑ List of primary languages of children/families<br>❑ Evidence that staff speaks language(s) of majority of children<br>Evidence that person(s) noted as "staff" is employed at the program | 4 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
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| | | | ❑ Other | | |

## Transitions (T) - 15 points

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
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| **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 awareness about transitions and acknowledges its significance to both staff and family member in early care and learning settings. | Evidence must reference ways in which the program supports families when starting at the program, including providing information on separation and attachment.<br>*Acceptable types of evidence include:*<br>❑ Policy statement (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a manual/handbook)<br>**OR**<br>❑ Procedures | Evidence must reference:<br>❑ Ways program supports families when starting at the program<br>❑ Separation information<br>❑ Attachment information | 3 |
| **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 within the program.<br>*Acceptable types of evidence include:*<br>❑ Policy statement (i.e. program letterhead/logo is clearly visible or it is clear that it is part of a manual/handbook)<br>**OR**<br>❑ Procedures | Evidence must reference:<br>❑ Ways program supports families transitioning within the program | 3 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
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| **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 out of their program and into another.<br>*Acceptable types of evidence include:*<br>❑ 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)<br>**OR**<br>❑ Procedures<br>**OR**<br>❑ Sample of information given to families (e.g. kindergarten registration)<br>**OR**<br>❑ Evidence of meetings or other supports, such as partnership documentation, lesson plans, or parent meetings | Evidence must reference:<br>❑ Ways program supports families as children transition out of the program and into another program | 3 |
| **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 | Evidence must demonstrate how program promotes the quality and continuity of child-teacher relationships.<br>*Acceptable types of evidence include:*<br>❑ 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)<br>**OR**<br>❑ Sample written transition plan<br>**OR** | Evidence must demonstrate:<br>❑ How program promotes the quality and continuity of child-teacher relationships | 6 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
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| | | under three years of age. (The NYS Infant Toddler Resource Network recommends that children have only one caregiver from enrollment until age three). | ❑ Staffing schedule<br>**OR**<br>❑ Other | | |

# 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 |
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| *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. | One of the following is indicated and verified in The Aspire Registry:<br>**Bachelor's degree in:**<br>❑ Early Childhood Education (ECE) (12 points)<br>❑ ECE-related field with 24 or more ECE credits (12 points)<br>❑ ECE-related field with 18-23 ECE credits (10 points) | 2-12 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|---|---|---|---|---|---|
| | | | | ❑ ECE-related field with 0-17 ECE credits (8 points)<br>❑ Field unrelated to ECE (6 points)<br>**Associate's degree in:**<br>❑ ECE (6 points)<br>❑ ECE-related field with 12 or more ECE credits (6 points)<br>❑ ECE-related field with 9-11 ECE credits (4 points)<br>❑ ECE-related field with 0-8 ECE credits (2 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. | One of the following is indicated and verified in The Aspire Registry:<br>**Master's degree or higher in:**<br>❑ ECE (8 points)<br>❑ ECE-related field with 15 or more ECE credits (8 points)<br>❑ ECE-related field with 5-14 ECE credits (6 points)<br>❑ ECE-related field with 0-4 ECE credits (4 points)<br>❑ Field unrelated to ECE (2 points)<br>**College credits in ECE-related leadership, administration or management:**<br>❑ 9 or more credits (4 points)<br>❑ 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. | One of the following is indicated and verified in The Aspire Registry:<br>❑ CPAC<br>❑ NYS School Building Leader Certificate<br>❑ 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. | ❑ 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 |
|---|---|---|---|---|---|
| *Points for all TSQ Standards are based on the weighted average of program's teaching staff.* | | | | | |
| **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:<br>❑ First Aid and CPR training or certificate cards obtained within the last two years | 1 |
| *TSQ 2 and TSQ 3 each award points once per teacher for their highest applicable degree type.* | | | | | |
| **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:<br>**Bachelor's degree in:**<br>❑ ECE (34 points)<br>❑ ECE-related field with at least 24 ECE credits (34 points)<br>❑ ECE-related field with 18-23 ECE credits (32 points)<br>❑ ECE-related field with 0-17 ECE credits (30 points)<br>❑ Field unrelated to ECE with at least 18 ECE credits (27 points)<br>**Associate's degree in:**<br>❑ ECE (28 points)<br>❑ ECE-related field with 12 or more ECE credits (28 points)<br>❑ ECE-related field with 9-11 ECE credits (27 points)<br>❑ ECE-related field with 0-8 ECE credits (26 points) | 24-34 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|---|---|---|---|---|---|
| | | | | ❑ Field unrelated to ECE with 12 or more ECE credits (24 points) | |
| **TSQ 3** | Teaching staff has graduate level or higher education to provide developmentally appropriate and high quality care. | Teaching staff has graduate level or higher 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:<br>**Master's degree or higher in:**<br>❑ ECE (8 points)<br>❑ ECE-related field with 15 or more ECE credits (8 points)<br>❑ ECE-related field with 5-14 ECE credits (6 points)<br>ECE-related field with 0-4 ECE credits (4 points) | 4-8 |

| *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.* | | | | | **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. | ❑ NYS Infant Toddler Care & Education Credential (ITCEC) | 26 | 6 |
| | | | | ❑ American or International Montessori Infant/Toddler or Early Childhood Credential | 23 | 4 |
| | | | | ❑ Child Development Associate (CDA) with Infant-Toddler or Preschool specialization | 20 | 2 |
| | | | | ❑ 12 ECE college credits in ECE/Child Development | 12 | 0 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|---|---|---|---|---|---|
| *TSQ 5 and TSQ 6 each award points only once per Standard, regardless of the number of certifications held in each category.* | | | | | |
| **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:<br>❑ NYS Early Childhood Teacher (B-Gr 2) Certificate | 4 |

| | | | | | |
|---|---|---|---|---|---|
| | | | | ❑ B-2 Extension<br>❑ NYS Students with Disabilities (B-Gr 2) Certificate<br>❑ NYS Teacher (N-6) Certificate | |
| **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:<br>❑ NYS Literacy B-Gr 6<br>❑ NYS PreK-6<br>❑ NYS Bilingual<br>❑ National Board Teacher Certification | 2 |

## 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 | ❑ 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:<br>❑ Completed PAS Item Summary Form and Profile<br>**OR**<br>❑ NAEYC Candidacy Report<br>**OR**<br>❑ NAEYC Annual Accreditation Assessment<br>**OR**<br>❑ Head Start Self-Assessment<br>**OR**<br>❑ Other self-assessment tool, including the full tool AND an additional summary cover sheet | Evidence must include **ONE** of the following:<br>PAS Submission Requires:<br>❑ Completed PAS Item Summary Form<br>❑ Completed PAS Profile<br>**OR**<br>❑ NAEYC Candidacy Report<br>**OR**<br>❑ NAEYC Annual Accreditation Assessment<br>**OR**<br>Head Start Self-Assessment submission requires an additional cover sheet describing:<br>❑ Who was on the self-assessment team<br>❑ What areas they reviewed<br>❑ A summary of the findings<br>**OR** | 5 |

| | | | | | |
|---|---|---|---|---|---|
| | | | | If submitting other self-assessment tool, required documents include:<br>❑ The full tool<br>❑ A cover sheet describing:<br>❑ Who was on the self-assessment team<br>❑ What areas they reviewed<br>❑ 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. | ❑ 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:<br>❑ Indicates it is based on program management self-assessment results<br>❑ Outlines at least 3 indicators in need of improvement<br>❑ 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.)<br>*Acceptable types of evidence include:*<br>❑ Insurance declaration page<br>**OR** | Evidence demonstrates program's liability insurance is:<br>❑ Current, expires no less than 1 month after the Standards Inventory submission date<br>❑ Documentation must show the effective dates of the policy | 2 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|---|---|---|---|---|---|
| | | | ❑ Proof of payment<br>**OR**<br>❑ Other | | |
| **FAS 2** | Payroll and payroll taxes are paid on time. | Program pays employees and pays appropriate taxes. | One of the following must be provided as evidence of paid payroll taxes dated within the 15 months prior to Standards Inventory submission.<br>*Acceptable types of evidence include:*<br>❑ One copy of a voided check indicating payment to appropriate state/federal entity<br>**OR**<br>❑ One copy of a report from a payroll management company indicating payment<br>**OR**<br>❑ Written evidence of having paid employees and payroll taxes (i.e., Social Security, Medicare, income tax withholdings, or unemployment taxes) | Evidence must meet the following criteria:<br>❑ Demonstrates that program paid employees and respective payroll taxes<br>❑ 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. | Evidence must demonstrate:<br>❑ **Paid** federal income taxes<br>**AND**<br>❑ **Paid** State income taxes<br>**AND**<br>❑ Documents are dated within the 15 months prior to Standards Inventory submission | 2 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|---|---|---|---|---|---|
| **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). | ❑ One copy of a current program/operating budget dated within the 15 months prior to Standards Inventory submission | Evidence must meet the following criteria:<br>❑ Budget clearly indicates program revenues<br>❑ Budgets indicates program expenses<br>❑ 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:<br>❑ Copies of quarterly financial reports comparing actual and projected income and expenses<br>**OR**<br>❑ 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:<br>❑ Reports compare actual and projected income and expenses<br>❑ If program operates more than 9 months per year: 4 financial reports are submitted. Otherwise, 3 must be provided.<br>❑ Dated within the 15 months prior to Standards Inventory submission<br>**OR**<br>Policy statement must reference that the program has a system to:<br>❑ Generate income<br>❑ 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 known to staff and can be continued. Also, written policies promote | ❑ 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 management of income, expenses and payroll | 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) that reference the management of:<br>❑ Income<br>❑ Expenses | 5 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|---|---|---|---|---|---|
| | | transparency of fiscal practices. | | ❑ 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:<br>❑ Written evidence of an external financial review reconciling accounting records to bank statements<br>**AND**<br>❑ Written statement regarding the reviewer's relationship to program | Evidence must include **ALL** of the following:<br>❑ Written evidence demonstrating external review reconciling accounting records to bank statements<br>**AND**<br>❑ Statement featuring:<br>❑ Name of reviewer<br>❑ Relationship to program<br>**AND**<br>❑ 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:<br>❑ 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)<br>**AND**<br>❑ One copy of a marketing tool | Evidence must include all of the following:<br>❑ 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)<br>**AND**<br>❑ 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:<br>❑ Copy of a program's written job description for 1 administrator<br>**AND**<br>❑ Copy of program's written job description for 1 teacher | Evidence must include all of the following:<br>❑ Job descriptions, including:<br>❑ Job title<br>❑ List of responsibilities<br>For at least:<br>❑ 1 administrator<br>**AND**<br>❑ 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:<br>❑ One copy of employee handbook with signed employee receipts from at least 1 administrator (identify administrator) and 1 teacher (identify teacher).<br>**OR**<br>❑ One copy of hiring procedures that reference the sharing of employee handbook with new hires | Evidence must include **ONE** of the following:<br>❑ One copy of employee handbook with signed receipts demonstrating that employees are given access to employee handbook when hired<br>From at least:<br>❑ 1 administrator (identify administrator)<br>**AND**<br>❑ 1 teacher (identify teacher)<br>**OR**<br>❑ 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 |
|---|---|---|---|---|---|
| | • Review of job description<br>• Discussion/review of regulations applicable to the program<br>• Review of evacuation and emergency procedures<br>• Review of curriculum/curriculum framework | | ❑ Job description/ responsibilities<br>❑ Regulations applicable to program<br>❑ Evacuation and emergency Procedures<br>❑ Curriculum/curriculum framework<br>Acceptable documentation includes:<br>❑ Staff orientation checklist<br>**OR**<br>❑ Description of orientation process | ❑ Review of job description/ responsibilities<br>❑ Discussion/review of regulations applicable to program<br>❑ Review of evacuation and emergency procedures<br>❑ 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. | ❑ 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:<br>❑ Children<br>❑ Families<br>❑ 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.<br>*Acceptable types of evidence include:*<br>❑ Dated staff meeting attendance lists<br>**OR** | Evidence must reference **ALL** of the following:<br>❑ Program all-staff (teachers and administrators) meeting<br>❑ 4x/ program year<br>❑ Dated within the 15 months prior to Standards Inventory submission | 2 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|---|---|---|---|---|---|
| | | | ❑ Program calendar indicating staff meetings<br>**OR**<br>❑ Dated meeting notes<br>**OR**<br>❑ Dated meeting agendas<br>**OR**<br>❑ Other | | |
| **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.<br>❑ Staff meeting notes from 2 meetings<br>**AND**<br>❑ Email, memo, or statement referencing the sharing of notes | Evidence must include **ALL** of the following:<br>❑ 2 staff meeting notes<br>**AND**<br>❑ Email, memo or statement demonstrating how meeting notes are shared with staff<br>**AND**<br>❑ 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:<br>❑ 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<br>**OR**<br>❑ One copy of a written staff recruitment strategy statement that describes or | Evidence must include **ONE** of the following:<br>❑ 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.<br>**OR**<br>❑ Staff recruitment strategy statement that | 2 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|---|---|---|---|---|---|
| | | | reflects upon the program's community | describes/reflects upon the program's community | |
| **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. | Provide **ALL** of the following:<br>❑ 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<br>**AND**<br>❑ Completed performance assessment for 1 administrative staff position AND 1 teaching staff position dated within the 15 months prior to Standards Inventory submission | Evidence must include all of the following:<br>For policy statement:<br>❑ All staff are assessed at least 1x/ program year<br>**AND**<br>For performance assessments:<br>❑ Criteria are objective, behavior-based and related to the job functions<br>❑ Dated within the 15 months prior to Standards Inventory submission<br>❑ For 1 administrative staff AND 1 teaching staff position | 4 |
| **PP 9** | Teaching staff have individual professional development plans that match the Core Body of Knowledge: New York State's Core Competencies for Early Childhood Educators (CBK) competency areas. | 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.<br>The Core Body of Knowledge (CBK) outlines recommended practices for professionals who work directly with young children. These practices offer a road | Provide **ONE** of the following for 1 teaching staff position completed within the 15 months prior to Standards Inventory Submission.<br>❑ One copy of CBK Professional Development Planning Tool Plan<br>**OR**<br>❑ One copy of a Paula Jorde Bloom Staff Development Action Plan<br>**OR**<br>❑ One copy of:<br>❑ Another professional development plan | Evidence must reference all of the following:<br>❑ Completed copy of one of the following for 1 teaching staff position:<br>❑ CBK Professional Development Planning Tool Plan<br>❑ Paula Jorde Bloom Staff Development Action Plan,<br>❑ Other plan **AND** statement of how the plan refers to at least 2 CBK areas<br>❑ Dated within the 15 months prior to Standards Inventory submission | 5 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|---|---|---|---|---|---|
| | | map for building meaningful relationships with children, families and colleagues; for creating nurturing, stimulating environments; and for developing oneself as a professional in an incredibly important field.<br><br>The CBK is structured to consider all areas established by NYS as being essential competencies for early childhood educators. | **AND**<br><br>❑ Written statement referencing how plan(s) refer to at least two of the CBK competencies | <u>CBK COMPETENCY AREAS:</u><br><br>1. Child Growth and Development;<br><br>2. Family and Community Partnerships;<br><br>3. Observation and Assessment;<br><br>4. Environment and Curriculum;<br><br>5. Health, Safety, and Nutrition;<br><br>6. Professionalism and Leadership; and<br><br>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:<br><br>❑ Copy of a completed performance assessment for 1 teaching staff position that includes observation(s), assessment criteria and comments/feedback<br><br>**AND**<br><br>❑ Professional development plan with at least 2 goal statements highlighted with link to performance assessments clearly demonstrated<br><br>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>**:<br><br>Performance assessment:<br><br>❑ Indication of completion (no BLANK templates)<br><br>❑ Observation(s)<br><br>❑ Other assessment(s) criteria<br><br>❑ Feedback on observations and/or other assessment criteria<br><br>**Professional development plan:**<br><br>❑ At least 2 goal statements<br><br>❑ 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. | ❑ 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:<br>❑ Position<br>❑ Education<br>❑ Certificates/Credentials<br>❑ 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)<br>❑ Paid holidays<br>❑ Paid time off (sick, vacation, personal)<br>❑ Health insurance<br>❑ 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.<br>*Acceptable types of evidence include:*<br>❑ Employee handbook detailing benefits<br>**OR**<br>❑ Compensation package<br>**OR**<br>❑ Employee policy<br>**OR**<br>❑ Other<br>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)<br>❑ Paid holidays offered as a benefit option (2 points)<br>❑ Paid time off (sick, vacation, personal) offered as a benefit option (2 points)<br>❑ Health insurance offered as a benefit option (2 points)<br>❑ Professional development offered as a benefit option (2 points)<br>If submitting details from a large document, evidence | 2-8 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|---|---|---|---|---|---|
| | | | | must be clearly labeled, refer to specific page numbers, or highlight relevant information. | |
| **SCB 3** | Program offers full-time staff a compensation package with at least 3 of the following benefit options:<br>❑ Information on accessing state family leave benefits<br>❑ Flexible scheduling<br>❑ Retirement<br>❑ Life insurance<br>❑ Flexible spending account<br>❑ Dependent care assistance plan<br>❑ Tuition discounts for employee's children<br>❑ Tuition reimbursement for education<br>❑ Employee assistance program<br>❑ Dental insurance<br>❑ Vision care plan<br>❑ Bereavement leave<br>❑ Vision care plan<br>• Bereavement leave | Staff is provided with a comprehensive benefits package to support personal and professional needs including support for other family members. | Evidence must indicate that the program offers at least 3 of the listed benefit options for full time staff.<br>*Acceptable types of evidence include:*<br>❑ Employee handbook detailing benefits<br>**OR**<br>❑ Compensation package<br>**OR**<br>❑ Employee policy<br>**OR**<br>❑ Other<br>❑ If submitting details from a large document, evidence must be clearly labeled, refer to specific page numbers, or highlight relevant information | Evidence must reference the following:<br>❑ All full-time staff<br>❑ At least 3 of the following benefit options:<br>❑ Information on accessing state family leave benefits<br>❑ Flexible scheduling<br>❑ Retirement<br>❑ Life insurance<br>❑ Flexible spending account<br>❑ Dependent care assistance plan<br>❑ Tuition discounts for employee's children<br>❑ Tuition reimbursement for education<br>❑ Employee assistance program<br>❑ Dental insurance<br>❑ Vision care plan<br>❑ Bereavement leave | 3 |
| **SCB 4** | Program offers part-time staff a pro-rated compensation package that includes, at a minimum, paid time off. | Part-time staff is provided with some employment benefits, including paid time off, at a minimum. | Evidence must reference some or all of the listed benefit options for part-time staff. | Evidence must reference:<br>❑ Part-time staff compensation package<br>❑ Pro-rated | 1 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|---|---|---|---|---|---|
| | | | *Acceptable types of evidence include:*<br>❑ Employee handbook detailing benefits<br>**OR**<br>❑ Compensation package<br>**OR**<br>❑ Employee policy<br>**OR**<br>❑ Other | ❑ **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. | ❑ Plan for absences, both planned and unplanned | Evidence must reference **BOTH**:<br>❑ Planned staff absences<br>**AND**<br>❑ 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<br>*Acceptable types of evidence include:*<br>❑ Staffing plan<br>**OR**<br>❑ 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)<br>**OR** | Evidence must reference:<br>❑ Lead teachers<br>❑ Provided at least 1 hour/week<br>❑ **PAID** planning time | 4 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|---|---|---|---|---|---|
| | | | ❑ Other | | |
| **SP 3** | Program provides at least 1 hour every other week of paid planning time for classroom staff to plan together (away from children). | The program supports teachers to come together and collaborate on planning for children's learning. | Evidence must indicate that classroom staff are provided at least one hour of paid collaborative planning time away from children every other week.<br>*Acceptable types of evidence include:*<br>❑ 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)<br>**OR**<br>❑ Staffing plan<br>**OR**<br>❑ Evidence of staff meeting<br>**OR**<br>❑ Other | Evidence must reference:<br>❑ Classroom staff<br>❑ Provision of at least 1 hour of paid collaborative planning time every other week<br>❑ Planning time is without/away from children | 4 |
| **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. | Evidence must demonstrate that all teaching staff has internet access during planning time.<br>*Acceptable types of evidence include:*<br>❑ 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)<br>**OR**<br>❑ Staff emails<br>**OR**<br>❑ Other | Evidence must reference **ALL** of the following:<br>❑ Internet access<br>❑ During planning time<br>❑ For all teaching staff | 2 |