



# Quality Standards for Center-based Early Childhood Education Programs

*Updated April 2024*

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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 3-5 Stars representing an exceptional level of quality.

## Important Notes

### \* Evidence verified in The Aspire Registry\*

Documentation for Standards pertaining to professional qualifications and experiences are collected through The Aspire Registry for New York's early childhood workforce for verification. This applies to all Standards in the Qualifications & Experience category, as well as Standards CE1, COA8, CPI6, PH6, and FIS10. Program staff must ensure they upload all documentation relevant to these Standards to their individual profiles in The Aspire Registry, and the documentation is verified in Aspire BEFORE the program submits their Standards Inventory for rating. The information verified in Aspire, and the scores your program will receive for each of these Standards, is found in your program's Qualifications & Experience Report, available in your QUALITYstarsNY Profile.

*Please refer to the following checklist to confirm the accuracy of scores for these Standards:*

- Your program **MUST** review the information in your Qualifications & Experience Report available in your QUALITYstarsNY Profile (in the data system) and confirm that all information about your staff's trainings, experience, and education, is verified in The Aspire Registry and accurately reflected in the Qualifications & Experience Report.
- If not, **DO NOT SUBMIT** your Standards Inventory UNTIL the Qualifications & Experience Report is accurate.
- If you have an inquiry about your Qualification & Experience Report, please complete the [Qualifications & Experience Report Inquiry Form](#) for assistance, which you can access on our website, [qualitystarsny.org](http://qualitystarsny.org).

### \*Submitting a copy or excerpt of a policy or practice statement\*

When submitting a policy or practice statement as evidence, **it MUST be clear** that the written policy or practice statement is part of the program's official manual/handbook. *For example, submit a copy or excerpt of the policy or practice statement that visibly shows the page number from the program's manual/handbook or submit a copy of the table of contents from the program's manual/ handbook along with a copy of the written policy/practice statement.*

**Evidence Notes Box:** when uploading evidence for each Standard in the data system, you will find an "Evidence Notes" box where you can input a note about your uploaded documentation. **If submitting a large document, such as an official manual/handbook, you must enter a note in the Evidence Notes box indicating what page(s) shows the relevant information.** In the large document, it must be clear what page is being referred to and the relevant text must be highlighted.

### \*Conditional Standards\*

Conditional Standards are Standards that are dependent on whether a participating program serves a specific population of children. The Conditional Standards for center/school-based programs are CPI7, PH1, PH2, C1, FIS1, FIS9, FIS10, and FIS11.

- If your program is not serving the specific population indicated by a Conditional Standard at the time when you submit your Standards Inventory, then you are "Not Eligible" for the Standard. If your program is "Not Eligible" for a Standard, it does not negatively impact your score in the rating process. Programs that do not serve the population of children indicated by a Conditional Standard must select the "I do not serve this population" option when completing your Standards Inventory in the data system to indicate you are "Not Eligible" for that Standard.
- If your program **does** serve the population of children indicated by a Conditional Standard, you must select the option for whether you are uploading evidence for the Standard or if your program does not meet the Standard when you submit your Standards Inventory.
- Incorrectly responding to a Conditional Standard in the QUALITYstarsNY data system could result in your program not receiving the correct points for a Standard, or a Rater marking the Standard as "Incomplete" when they review your Standards Inventory.

## LEARNING ENVIRONMENT

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

### Classroom Environment (CE) - 60 points

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
CE 1	Program administrative staff attends training on the Environment Rating Scales (ERS).	Supervisors and administrative staff are versed in the ERS so they can coach and support teaching staff.	<input type="checkbox"/> Evidence in The Aspire Registry that at least 1 administrator has attended training on the ERS within the previous 15 months, verified with training certificate.  <b>Attention:</b> <i>*See Important Notes on page 2 for guidance on evidence verified in The Aspire Registry.</i>	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.	To meet this Standard, evidence MUST include: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>One copy</b> of a completed Environmental Rating Scale (ERS) Score Sheet.</li> <li><input type="checkbox"/> If applicable, include improvement plan or action plan developed by the program, with dates for goal completion, for all Average Scores below 3.25.</li> </ul> <b>Attention:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> The ERS Score Sheet MUST show the date of observation.</li> <li><input type="checkbox"/> Uploaded evidence MUST be dated within the 15 months prior to Standards Inventory submission (MUST include full date: month, day, year).</li> <li><input type="checkbox"/> All pages of the completed ERS Score Sheet MUST be submitted, including scores for each subscale section, and the last page showing the “Total” and “Average Scores” table.</li> </ul>	8

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

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

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
COA 1	Program has in place a child observation and assessment policy that includes the collection and protection of assessment results and sharing assessment results with families.	<p>Program should have a written policy about the collection of observation and assessment information in order to ensure consistency throughout the program. The policy should include the rationale and procedures for collecting and sharing information.</p> <p>Assessment information should be kept confidential and only shared with those who need to know it (i.e., teachers, families and specialists).</p>	<p>To meet this Standard, submit a written policy or practice statement that references <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The type(s) of child observation and assessment data that are collected.</li> <li><input type="checkbox"/> Explain how and when child observation and assessment data are collected.</li> <li><input type="checkbox"/> Explain how child observation and assessment data are held confidential (how confidential data is protected or safely stored).</li> <li><input type="checkbox"/> Explain how and when observation and assessment data are shared with families.</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed written policy or practice statement in parent/family handbook.</li> </ul> <p><b>Attention:</b></p>	2

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
COA 2	<p>Program collects information at enrollment on children’s development, including social-emotional concerns, home language(s), preferences and any special needs.</p>	<p>Programs should gather information about each child and family during enrollment, in order to inform curriculum planning, help guide children’s learning, and understand family circumstances from day one.</p> <p>In addition to gathering information on any special needs, general information on children’s preferences and background should also be collected.</p>	<p><i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></p> <p>To meet this Standard, submit copies of completed questionnaires and/or enrollment forms for <b>3 different children.</b></p> <p>Questionnaires and/or enrollment forms <b>MUST</b> reference <b>ALL</b> of the following specific to the child:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copies of <b>3 completed</b> questionnaires and/or enrollment forms for <b>3 different children.</b></li> <li><input type="checkbox"/> Specific questions/examples regarding physical development.</li> <li><input type="checkbox"/> Specific questions/examples regarding cognitive development.</li> <li><input type="checkbox"/> Specific questions/examples regarding social and emotional development.</li> <li><input type="checkbox"/> Home language(s) of child.</li> <li><input type="checkbox"/> Child’s dietary needs and preferences.</li> <li><input type="checkbox"/> Child’s date of enrollment.</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Questionnaires and/or enrollment forms.</li> </ul> <p><b>Attention:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Redact/remove identifying information (names, addresses, etc.).</li> <li><input type="checkbox"/> Label all forms as Child #1, Child #2, and Child #3.</li> <li><input type="checkbox"/> If information is collected on multiple forms, include an example of each completed form for each child.</li> </ul>	2
COA 3	<p>Program documents the developmental status of each child within 45 days of entering/starting the program using a child development screening tool.</p>	<p>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.</p>	<p>To meet this Standard, submit completed developmental screening forms that include <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copies of completed and dated developmental screening forms for <b>3 different children.</b></li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Include the date the child started/entered the program on each form (this <b>MUST</b> be added to the form if no space exists).</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developmental screening tools.</li> </ul>	2

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
			<p><b>Attention:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Screening date <b>MUST</b> occur before enrollment date <b>OR</b> within 45 days of the enrollment date. (MUST include full screening date on forms: month, day, year).</li> <li><input type="checkbox"/> Child's start date <b>MUST</b> be on each form (MUST include full date: month, day, year).</li> <li><input type="checkbox"/> Redact/remove identifying information (names, addresses, etc.).</li> <li><input type="checkbox"/> Label forms as Child #1, Child #2, and Child #3.</li> <li><input type="checkbox"/> All pages of the developmental screening form <b>MUST</b> be uploaded; no partial copies.</li> </ul>	
COA 4	<p>Program uses a developmental screening tool that is valid and reliable.</p>	<p>When programs use a developmental screening tool that has been researched, tested and shown to measure appropriate developmental milestones, they are assured that the results can be used for curriculum planning, as well as a basis to refer families for special educational services.</p> <p><b>Valid:</b> A screening tool is valid when it measures what we want to measure and not something else.</p> <p><b>Reliable:</b> A screening tool is reliable when the screening procedure is conducted accurately and consistently over time. The procedure would yield similar results if repeated or if done by different people.</p>	<p>To meet this Standard: If submitting copies of one of the valid and reliable developmental screening tools from the list below, submit:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copies of completed developmental screening form(s) for <b>3 different children</b>.</li> </ul> <p><b>OR</b></p> <p>If selecting "<b>Other</b>", submit <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copies of completed developmental screening form(s) for 3 different children.</li> <li><input type="checkbox"/> Show evidence that the tool is designed for the purpose of screening (not assessment).</li> <li><input type="checkbox"/> Show evidence that the screening tool is appropriate for use with children between birth and age five.</li> <li><input type="checkbox"/> Show evidence that the screening tool covers multiple developmental domains (e.g. physical, social and emotional, cognitive, and language).</li> <li><input type="checkbox"/> Show evidence that the screening tool is valid and reliable (<b>information must be provided about the screening tool's reliability AND validity</b>).</li> </ul> <p><b>Attention:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>MUST</b> be a child screening tool (not child assessment tool).</li> <li><input type="checkbox"/> Redact/remove identifying information (names,</li> </ul>	1

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			<p>addresses, etc.).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Label all forms as Child #1, Child #2, and Child #3.</li> <li><input type="checkbox"/> All pages of the developmental screening form MUST be uploaded; no partial copies.</li> </ul> <p><b>List of accepted valid AND reliable developmental screening tools:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ages and Stages Questionnaires.</li> <li><input type="checkbox"/> Ages and Stages Questionnaires Social-Emotional.</li> <li><input type="checkbox"/> Battelle Developmental Inventory Screening Test.</li> <li><input type="checkbox"/> Bayley III Screening Test.</li> <li><input type="checkbox"/> Bayley Infant Neurodevelopmental Screener (BIDS).</li> <li><input type="checkbox"/> Brigance Inventories System II.</li> <li><input type="checkbox"/> Brigance Self-Help and Social-Emotional Scales.</li> <li><input type="checkbox"/> Child Development Inventories (CDI).</li> <li><input type="checkbox"/> Denver Developmental Screening Test (DDST).</li> <li><input type="checkbox"/> Developmental Indicators for the Assessment of Early Learning (DIAL).</li> <li><input type="checkbox"/> Early Screening Inventory.</li> <li><input type="checkbox"/> Infant-Toddler Developmental Assessment.</li> <li><input type="checkbox"/> FirstSTEP Screening Test for Evaluating Preschoolers.</li> <li><input type="checkbox"/> Kent Inventory of Developmental Skills (KIDS).</li> <li><input type="checkbox"/> Learning Accomplishment Profile-Diagnostic Screens.</li> <li><input type="checkbox"/> Parents' Evaluation of Developmental Status (PEDS).</li> <li><input type="checkbox"/> Parents' Evaluation of Developmental Status-Developmental Milestones (PEDS:DM).</li> <li><input type="checkbox"/> Pediatric Symptom Checklist.</li> <li><input type="checkbox"/> Preschool and Kindergarten Behavior Scales (PKBS)The Ounce Scale.</li> <li><input type="checkbox"/> Other - Additional documentation is required when submitting a tool that is not listed, see details above.</li> </ul>	
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.	<p>To meet this Standard, evidence MUST include <b>ALL</b> of the following for <b>1 child</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3 completed assessment tools or forms for <b>1 child</b>. <b>MUST be designed for the purpose of assessment (not screening).</b></li> <li><input type="checkbox"/> Assessments conducted on 3 different dates within the 15 months prior to Standards Inventory submission.</li> </ul>	2



CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
		<p>Authentic assessment tools can take many forms, including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anecdotal records</li> <li><input type="checkbox"/> Observation notes</li> <li><input type="checkbox"/> Checklists</li> <li><input type="checkbox"/> Developmental scales</li> <li><input type="checkbox"/> Standardized assessment forms</li> <li><input type="checkbox"/> Work samples</li> <li><input type="checkbox"/> Child portfolios</li> </ul> <p>In order to understand the whole child, providers should gather information about each child’s development within all of the following domains:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Physical well-being, health, and motor development</li> <li><input type="checkbox"/> Social and emotional development</li> <li><input type="checkbox"/> Approaches to learning</li> <li><input type="checkbox"/> Cognition and general knowledge</li> <li><input type="checkbox"/> Language, communication, and literacy</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Each form <b>MUST</b> be dated at least 3 months apart.</li> <li><input type="checkbox"/> At least <b>ONE</b> of the assessment tools or forms <b>MUST</b> contain data regarding <b>ALL</b> of the following developmental domains: <ul style="list-style-type: none"> <li>o Physical well-being, health, and motor development.</li> <li>o Social and emotional development.</li> <li>o Cognition and general knowledge.</li> <li>o Language, communication, and literacy.</li> </ul> </li> </ul> <p><b>Attention:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uploaded evidence <b>MUST</b> be dated within the 15 months prior to Standards Inventory submission (<b>MUST</b> include full date: month, day, year).</li> <li><input type="checkbox"/> Redact/remove identifying information (names, addresses, etc.).</li> <li><input type="checkbox"/> If a program uses a variety of assessment tools throughout the period, a different assessment may be submitted for each timeframe. However, the program <b>MUST</b> submit <b>3 assessments</b> for the <b>same child</b>.</li> <li><input type="checkbox"/> All pages of the assessment tool <b>MUST</b> be uploaded; no partial copies.</li> </ul>	
COA 6	Program uses a developmental assessment tool(s) that is valid and reliable.	<p>Valid and reliable assessment tools have been shown to give meaningful information on child development and can effectively help identify developmental delays, if any exist.</p> <p><b>Valid:</b> An assessment is valid when it measures what we want to measure and not something else.</p> <p><b>Reliable:</b> A sound assessment is reliable when the assessment is conducted accurately and consistently over time. The procedure would yield similar</p>	<p>To meet this Standard:</p> <p>If submitting copies of one of the valid and reliable developmental assessment tools from the list below, submit:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copies of completed developmental assessment tool(s) for <b>3 different children</b>.</li> </ul> <p><b>OR</b></p> <p>If selecting "<b>Other</b>", submit <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copies of completed developmental assessment form(s) for 3 different children.</li> <li><input type="checkbox"/> The tool is designed for the purpose of assessment (not screening).</li> <li><input type="checkbox"/> Show evidence that the assessment tool is appropriate for use with children between birth and</li> </ul>	1



CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
		results if repeated or if done by different people.	<p>age five.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show evidence that the assessment tool covers multiple developmental domains (e.g. physical, social and emotional, cognitive, and language).</li> <li><input type="checkbox"/> Show evidence that the assessment tool is valid and reliable (<b>e.g. reference(s) to applicable studies AND research</b>).</li> </ul> <p><b>Attention:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> MUST be a child assessment tool (not child screening tool).</li> <li><input type="checkbox"/> Redact/remove identifying information (names, addresses, etc.).</li> <li><input type="checkbox"/> Label all forms as Child #1, Child #2, and Child #3.</li> <li><input type="checkbox"/> All pages of the developmental assessment tool MUST be uploaded; no partial copies.</li> </ul> <p><b>List of accepted valid AND reliable developmental assessment tools:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Creative Curriculum Developmental Continuum Assessment.</li> <li><input type="checkbox"/> Bayley Scale of Infant and Toddler Development.</li> <li><input type="checkbox"/> Brigance Inventories.</li> <li><input type="checkbox"/> Galileo Preschool Assessment Scales.</li> <li><input type="checkbox"/> High Scope Child Observation Record (COR).</li> <li><input type="checkbox"/> Learning Accomplishment Profile-Diagnostic (English or Spanish).</li> <li><input type="checkbox"/> Mullen Scales of Early Learning.</li> <li><input type="checkbox"/> Ounce Scale.</li> <li><input type="checkbox"/> Work Sampling System.</li> <li><input type="checkbox"/> Teaching Strategies GOLD.</li> <li><input type="checkbox"/> Other - Additional documentation is required when submitting a tool that is not listed, see details above.</li> </ul>	
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	<p>To meet the Standard, submit a written policy or practice statement that explains <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Program's procedures for <b>SCREENING</b> children in their home language (including examples of accommodations made to screen children).</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Program's procedures for conducting <b>ASSESSMENTS</b> of children in their home language</li> </ul>	2

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
		specific cultural, racial, ethnic, linguistic, and ability groups).	<p>(including examples of accommodations made to assess children).</p> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed written policy or practice statement in parent/family handbook.</li> </ul> <p><b>Attention:</b></p> <p><i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></p>	
COA 8	All teaching staff receives annual training in child observation and assessment that include recognition of developmental milestones and identifying possible developmental delays and linking child observation and assessment to curriculum implementation.	Teaching staff should have regular training that develops and continuously refines all aspects of child development, 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.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence in The Aspire Registry must show that at least 60% of teaching staff have attended child observation and assessment training within the 15 months prior to Standards Inventory submission, verified with training certificate.</li> </ul> <p><b>Attention:</b></p> <p><i>*See Important Notes on page 2 for <b>guidance on evidence verified in The Aspire Registry.</b></i></p>	3
COA 9	Program can document that assessment results are used to inform instruction that addresses the needs of individual children.	<p>Observation and assessment results are used to guide instruction to support each child in reaching developmental milestones and adapting to special needs.</p> <p>There should be a concrete connection between the child's needs and the learning opportunity.</p> <p>Evidence of assessment results may include: conclusions drawn from observations, work samples, checklists, such as:</p> <p>During an observation, teacher noticed 4 year old child shows interest in using scissors, but holds incorrectly and rips paper. The lesson plan would then</p>	<p>To meet this Standard, evidence MUST contain <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed written policy or practice statement describing how instruction is tailored to address assessment results, including how instruction addresses the needs of individual children.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>One copy</b> of assessment results for <b>1 child.</b></li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of having tailored instruction to address the child's assessment results (e.g., activity or lesson plan clearly showing individualization for the specific child).</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed written policy or practice statement in parent/family handbook.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment results.</li> </ul>	3

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
		indicate the individual child's learning goal and opportunity for cutting with scissors.	<p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Activity or lesson plan.</li> </ul> <p><b>Attention:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Redact/remove identifying information (names, addresses, etc.).</li> <li><input type="checkbox"/> Activity or lesson plan(s) MUST be complete; No blank templates.</li> </ul> <p><i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></p>	
<b>COA 10</b>	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.	<p>To meet this Standard, evidence MUST contain <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Program-wide data report(s) showing how developmental assessments are aggregated and analyzed for <b>ALL children</b> within your program.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Statement or improvement plan that includes <b>ALL</b> of the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> Is specific to aggregated data results.</li> <li><input type="checkbox"/> Explain how the program uses assessment data to inform program-wide practices through <b>teacher training, policy changes, and parent education</b> (provide a specific example for each).</li> </ul> </li> </ul> <p><b>Attention:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></li> </ul>	2

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

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
<b>CPI 1</b>	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.	<p>To meet this Standard, submit a written policy or practice statement that explains <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Program's beliefs about how children learn.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The ways the program supports children's learning and needs.</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p>	2

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
			<input type="checkbox"/> A detailed written policy or practice statement in parent/family handbook. <b>Attention:</b> <i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i>	
CPI 2	Program uses a written curriculum or curriculum framework that is developmentally appropriate and addresses the key domains of child development.	The program’s curriculum or curriculum framework is written, organized and references the five key domains of child development in order to promote optimal child development.	<p>To meet this Standard, evidence <b>MUST</b> contain <b>ALL</b> of the following:</p> <input type="checkbox"/> <b>One copy</b> of the curriculum OR curriculum framework used by the program. Either: <ul style="list-style-type: none"> <li>○ Copy of pages from the <b>curriculum</b> used by the program referencing <b>ALL</b> key domains of child development (physical, social and emotional, cognitive, and language).</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>○ <b>One copy</b> of a <b>curriculum framework</b> used by the program, <b>MUST</b> include <b>ALL</b> key domains of child development (physical, social and emotional, cognitive, and language).</li> </ul> <p><b>AND</b></p> <input type="checkbox"/> <b>One source</b> of evidence of the program’s use of curriculum or curriculum framework. <p><b>Acceptable type(s) of evidence of the program’s use of the curriculum or curriculum framework include:</b></p> <input type="checkbox"/> Completed lesson plan(s). <p><b>OR</b></p> <input type="checkbox"/> A detailed written policy or practice statement explaining how curriculum is appropriately used in lesson plans. <p><b>Attention:</b></p> <input type="checkbox"/> Any submitted evidence <b>MUST</b> be complete and include references to the curriculum so that one can tell it is based on the curriculum. <p><i>For example, if coding is used, an explicit statement on how curriculum is appropriately transferred to lesson plans is expected.</i></p> <input type="checkbox"/> Lesson plan(s) <b>MUST</b> be complete; No blank	3

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
CPI 3	<p>Program uses a written curriculum or curriculum framework that is evidence-based, meaning research has been conducted regarding the relationship between the curriculum and children’s learning.</p>	<p>Using a curriculum or curriculum framework that is evidence-based, gives the program and families assurance that learning experiences that are guided by the curriculum will effectively support children’s learning for each key domain of child development.</p> <p>Evidence-based means the relationship between the curriculum and child outcomes has been proven effective through published, scientifically-based studies.</p>	<p>templates.</p> <p><i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></p> <p>To meet this Standard, the program <b>MUST</b> submit <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cover page of the curriculum used by the program, including title of the curriculum (if applicable), from the list of evidence-based curricula below.</li> </ul> <p><b>OR</b></p> <p>If selecting "<b>Other</b>", submit <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cover page of the curriculum, including title of the curriculum (if applicable).</li> <li><input type="checkbox"/> Evidence that curriculum is <b>evidence-based</b>; meaning research has been conducted regarding the relationship between the curriculum and children’s learning.</li> <li><input type="checkbox"/> Reference(s) to applicable studies and research.</li> </ul> <p><b>List of accepted evidence-based curricula:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Before ABCs: Promoting School Readiness in Infants and Toddlers.</li> <li><input type="checkbox"/> Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice.</li> <li><input type="checkbox"/> Creative Curriculum.</li> <li><input type="checkbox"/> Create Curriculum for Infants, Toddlers, and Two’s.</li> <li><input type="checkbox"/> High Scope Curriculum.</li> <li><input type="checkbox"/> The Montessori Method.</li> <li><input type="checkbox"/> The Carolina Curriculum.</li> <li><input type="checkbox"/> Zero to Three Cradling Literacy.</li> <li><input type="checkbox"/> Other - Additional documentation is required when submitting a tool that is not listed, see details above.</li> </ul>	3
CPI 4	<p>Program uses a written curriculum or curriculum framework that addresses the child development areas of learning outlined in State or Federal guidance resources: the NYS Early Learning Guidelines (2019) and/or The NYS PreKindergarten Learning</p>	<p>The written curriculum is aligned to major state initiatives that reference children’s development and learning needs.</p>	<p>To meet this Standard, evidence <b>MUST</b> include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>One source</b> of evidence of the curriculum or curriculum framework used by the program. Either: <ul style="list-style-type: none"> <li>○ Cover page of curriculum used by the program, including title of the curriculum (if applicable).</li> </ul> </li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>○ <b>One copy</b> of a curriculum framework used by the program, <b>MUST</b> include <b>ALL</b> key domains of child</li> </ul>	4

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
	Standards (2019) and/or the Head Start Early Learning Outcomes Framework: Ages Birth to Five		<p>development (physical, social and emotional, cognitive, and language).</p> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A completed curriculum crosswalk, statement, or chart demonstrating the <u>alignment</u> between the curriculum/curriculum framework (<b>used by the program</b>) and <b>ALL</b> child development areas of learning (domains and sub-domains) outlined in ONE of the State or Federal guidance resources listed below. <ul style="list-style-type: none"> <li>o NYS Early Learning Guidelines (2019).</li> <li>o NYS PreKindergarten Learning Standards (2019).</li> <li>o Head Start Early Learning Outcomes Framework: Ages Birth to Five.</li> </ul> </li> </ul> <p><b>Attention:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> If a written statement or chart is submitted as evidence of alignment, it <b>MUST</b> clearly note how <b>ALL</b> child development areas of learning in the curriculum/framework (<b>used by the program</b>) <u>align</u> with <b>ALL</b> child development areas of learning outlined in the chosen State or Federal guidance resources.</li> </ul>	
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.	<p>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.</p> <p><b>Additional Information:</b></p> <ul style="list-style-type: none"> <li>• Curriculum guides teachers in planning and implementing learning experiences related to diverse cultures.</li> <li>• Diverse elements of the world are incorporated into</li> </ul>	<p>To meet this Standard, submit <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3 different detailed <u>activities</u>—<b>MUST</b> reference culturally sensitive books, themes and projects.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3 different detailed <u>lesson plans</u>—<b>MUST</b> reference culturally sensitive books, themes and projects.</li> </ul> <p><b>Attention:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Redact/remove identifying information of child/children from submitted evidence.</li> <li><input type="checkbox"/> Activity or lesson plan(s) <b>MUST</b> be complete; No blank templates.</li> </ul>	2

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
		classroom and learning experiences. <ul style="list-style-type: none"> <li>Curriculum provides opportunities for children to confront biases.</li> </ul>		
<b>CPI 6</b>	All teaching staff receives annual training to implement the curriculum and supervision support is provided to staff to assist with curriculum implementation.	Ongoing training is needed to develop and continuously refine teachers' abilities to effectively implement curricula activities.	<input type="checkbox"/> Evidence in 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.  <b>Attention:</b> <i>*See Important Notes on page 2 for <b>guidance on evidence verified in The Aspire Registry.</b></i>	3
Does the program currently serve at least one child with an IFSP or IEP? <input type="checkbox"/> If yes, continue <input type="checkbox"/> If no, go to Physical Well-being & Health				
<b>CPI 7</b>	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.	To meet this Standard, evidence MUST contain <b>ALL</b> of the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>One copy</b> of a detailed written statement, self-written by the program specifying what is needed for the child's individualized learning AND early childhood education experience.</li> <li><input type="checkbox"/> Statement references <b>1 child</b> currently enrolled with an IFSP/IEP.</li> <li><input type="checkbox"/> Statement references detailed modifications made for the child and/or family by the program.</li> </ul> <b>Attention:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Redact/remove identifying information of child from submitted evidence.</li> <li><input type="checkbox"/> <b>DO NOT</b> include the actual IEP/IFSP for the child.</li> </ul>	3

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

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
Does the program currently serve at least one child under 12 months of age? <input type="checkbox"/> If yes, continue <input type="checkbox"/> If no, go to PH 2				
<b>PH 1</b>	Program provides infants daily opportunities to move freely under adult supervision to explore indoor and outdoor	Infants need freedom of movement, including tummy time, to build strength and motor skills.	To meet this Standard, submit a written policy or practice statement that includes <b>ALL</b> of the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> Supervised daily exercise/movement opportunities <b>BOTH</b> indoors and outdoors.</li> </ul>	1



CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
	environments, including tummy time when awake.		<p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supervised free movement on stomach while awake and alert.</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed written policy or practice statement in parent/family handbook.</li> </ul> <p><i>Pictures are <b>not</b> allowed unless they are picture(s) of the required written documentation.</i></p> <p><b>Attention:</b></p> <p><i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></p>	
Does the program currently serve at least one child 12 months of age or older? <input type="checkbox"/> If yes, continue <input type="checkbox"/> If no, go to PH 3				
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.	<p>To meet this Standard, evidence MUST include specific examples of the experiences for <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Structured physical activity, teacher-led (MUST include name of structured activity and description).</li> <li><input type="checkbox"/> Unstructured physical activity/free play (MUST include name of unstructured activity and description).</li> <li><input type="checkbox"/> Indoor play.</li> <li><input type="checkbox"/> Outdoor play (weather permitting).</li> <li><input type="checkbox"/> At least 15 minutes of physical activity is provided for every hour children are in care including a combination of both indoor and outdoor experiences.</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed policy or practice statement in parent/family handbook.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed daily schedule or plan.</li> </ul> <p><i>Pictures are <b>not</b> allowed unless they are picture(s) of the required written documentation.</i></p> <p><b>Attention:</b></p>	1

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
			<p><i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></p> <p><b>Note:</b> To meet the Standard, program provides at least 15 minutes of developmentally appropriate, structured and unstructured, moderate to vigorous physical activity (including a combination of indoor and outdoor experiences) for every hour children 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.</p>	
PH 3	<p>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.</p>	<p>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.</p>	<p>To meet this Standard, written evidence <b>MUST</b> reference the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written policy that states "no screen time" is provided for any age group in the program.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written policy that states <b>ALL</b> of the following: <ul style="list-style-type: none"> <li>○ No screen time for children birth to age 2 (if applicable).</li> <li>○ For children ages 2-5 (if applicable): <ul style="list-style-type: none"> <li>• 30 minutes/ per week maximum <b>for ALL types</b> of screen time.</li> <li>• No screen time during naps.</li> <li>• No screen time during meals.</li> <li>• All screen time is quality educational and/or movement based.</li> <li>• No commercial advertising.</li> </ul> </li> </ul> </li> </ul> <p><b>Attention:</b></p> <p><i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></p>	2
PH 4	<p>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.</p>	<p>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</p>	<p>To meet this Standard, written evidence <b>MUST</b> reference the following:</p> <p><b>IF PROGRAM PARTICIPATES IN CACFP</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>One source</b> of evidence of participation in CACFP.</li> </ul> <p><b>Acceptable types of evidence (MUST include your CACFP contract number):</b></p>	2

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
		<p>children's nutrition and growth and development needs.</p> <p>There must be a clear link between CACFP guidelines and the meal pattern (portion size and components for meals and snacks) on menus.</p> <p>For more information about CACFP meal patterns, visit the USDA Food and Nutrition website for child day care centers.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Most recent CACFP billing.</li> <li><input type="checkbox"/> Most recent CACFP reimbursement check.</li> <li><input type="checkbox"/> Most recent correspondence from CACFP sponsor (related to monitoring visit).</li> <li><input type="checkbox"/> Approved CACFP contract.</li> <li>○ Note: Menus, meal counts or attendance forms will <u>NOT</u> be accepted as evidence.</li> </ul> <p><b>OR</b></p> <p><b>IF PROGRAM DOES NOT PARTICIPATE IN CACFP,</b> evidence MUST include <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1 week of detailed menus for all meals and snacks served in the program.</li> <li><input type="checkbox"/> Menus MUST show compliance with all CACFP minimum meal pattern components including: food components and minimum requirements/serving size for all meals and snacks served (For information on the CACFP nutrition standards for meals and snacks served in CACFP, type National CACFP Sponsors Association Meal Pattern Guidance in the search bar).</li> </ul>	
PH 5	Program implements a program-wide obesity prevention program.	It is important for programs to establish program-wide goals that instill in children, families, and staff, the importance of healthy, active living and to provide them with the tools to adopt healthy habits.	<p>To meet this Standard, written evidence MUST reference <b>ALL</b> the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adoption and implementation of a program-wide healthy active living program.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed plan (MUST include components for <b>children, families, and staff</b>).</li> </ul> <p><b>Submit ONE of the acceptable types of evidence:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completed program assessment tool and a detailed action plan with timeline(s) for implementation.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Action plan(s) with detailed timeline(s) for implementation.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Goal statement(s) with detailed timeline(s) for implementation.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> If your program is already implementing a program-</li> </ul>	1

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
			<p>wide healthy active living program, submit a detailed outline of the program that explains the tools provided for <b>children, families,</b> and <b>staff</b> to adopt healthy habits.</p> <p><b>Attention:</b> * See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></p>	
<b>PH 6</b>	Teaching or administrative staff attends training regarding implementation of the program-wide obesity prevention program.	Staff is trained regularly to implement a program-wide obesity prevention program, using the latest research and resources.	<p><input type="checkbox"/> Evidence in The Aspire Registry that at least 60% of teaching or administrative staff have attended training regarding implementation of the program-wide obesity prevention program within the 15 months prior to Standards Inventory submission, verified with training certificate.</p> <p><b>Attention:</b> *See Important Notes on page 2 for <b>guidance on evidence verified in The Aspire Registry.</b></p>	1

## 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	REQUIRED EVIDENCE	POINTS
Does the program currently serve at least one child under 12 months of age? <input type="checkbox"/> If yes, continue <input type="checkbox"/> If no, go to C 2				
<b>C 1</b>	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.	<p>To meet this Standard, the program <b>MUST</b> communicate with parents of infants, in writing, on a daily basis. Evidence <b>MUST</b> include <b>ALL</b> of the following:</p> <p><input type="checkbox"/> Completed forms for <b>3 different infants</b> that reference <b>ALL</b> of the following care routines:</p> <p><input type="checkbox"/> Times of day for feeding.</p>	3

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
			<ul style="list-style-type: none"> <li><input type="checkbox"/> Times of day for sleeping.</li> <li><input type="checkbox"/> Times of day for diapering.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed written policy or practice statement in parent/family handbook describing how written reports/forms are shared with families on a daily basis (specific to infants under 12 months of age).</li> </ul> <p><b>Attention:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Redact/remove identifying information (names, addresses, etc.).</li> <li><input type="checkbox"/> Label all forms as Child #1, Child #2, and Child #3.</li> </ul> <p><i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></p>	
<b>C 2</b>	Program communicates with families in a comprehensive, written format about the program's history, philosophy, admissions policies, applicable regulations, parent involvement opportunities, and other policies.	Important program information and policies should be written down, periodically updated and distributed to families.	<p>To meet this Standard, evidence MUST include <b>ALL</b> of the following information :</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Program's history (include details such as opening date of program, etc.).</li> <li><input type="checkbox"/> Admissions policies.</li> <li><input type="checkbox"/> Specific opportunities for parent/family involvement.</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed written policy or practice statement in parent/family handbook.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Handouts.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Website posting(s).</li> </ul> <p><b>Attention:</b></p> <p><i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></p>	5
<b>C 3</b>	Program periodically communicates in writing with families about program and child	It is important to regularly share information about general program events and children activities with	<p>To meet this Standard, evidence MUST include <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copies of 3 written communications.</li> </ul>	3

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
	activities and other pertinent information.	families so that they are aware and may prepare or plan to participate. Information should be presented in a format easily accessible to families and translated, if necessary.	<p>Evidence clearly indicates that information was communicated on 3 DIFFERENT dates, within the 15 months prior to Standards Inventory submission (MUST include full date: month, day, year).</p> <p><input type="checkbox"/> MUST reference the specific nature of general program events and child activities.</p> <p><b>Acceptable type(s) of evidence include:</b></p> <p><input type="checkbox"/> Newsletters.</p> <p><b>OR</b></p> <p><input type="checkbox"/> E-newsletters.</p> <p><b>OR</b></p> <p><input type="checkbox"/> E-mails.</p> <p><b>OR</b></p> <p><input type="checkbox"/> Website postings.</p> <p><b>OR</b></p> <p><input type="checkbox"/> Text messages to families.</p> <p><i>Pictures are <b>not</b> allowed unless they are picture(s) of the required written documentation.</i></p>	
C 4	Program meets one-on-one with parents about their individual child's development 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.	<p>To meet this Standard, evidence MUST reference <b>ALL</b> of the following for <b>1 child</b>:</p> <p><input type="checkbox"/> Evidence for <b>1 child</b> that demonstrates that meetings occurred on at least <b>2 different dates</b> (twice a year).</p> <p><b>AND</b></p> <p><input type="checkbox"/> <b>2 meetings</b> occurred within the 15 months prior to Standards Inventory submission (MUST include full date: month, day, year).</p> <p><b>Acceptable type(s) of evidence include:</b></p> <p><input type="checkbox"/> 2 dated meeting invitations to family for the <b>1 child</b>.</p> <p><b>OR</b></p> <p><input type="checkbox"/> 2 dated conference announcement(s) to family for the <b>1 child</b>.</p> <p><b>OR</b></p>	3

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
			<input type="checkbox"/> 2 dated sign-in sheet(s) for the meeting with family for the <b>1 child</b> .  <b>Attention:</b> <input type="checkbox"/> Redact/remove identifying information (names, addresses, etc.).	
C 5	Program communicates with families in writing about staff member’s educational qualifications and professional experience.	Families are informed, in writing, of the qualifications of the people who are taking care of and providing learning experiences to their children so they can trust and develop significant positive relationships.	To meet this standard, evidence <b>MUST</b> include <b>ALL</b> of the following: <input type="checkbox"/> Written communication to families about staff qualifications <b>AND</b> professional experience that reference <b>BOTH</b> : <input type="checkbox"/> Educational qualifications <b>AND</b> professional experience for at least <b>1 CURRENT director/administrator</b> . <b>AND</b> <input type="checkbox"/> Educational qualifications <b>AND</b> professional experience for at least <b>1 CURRENT teacher</b> .  <b>Acceptable type(s) of evidence include:</b> <input type="checkbox"/> Parent/family handbook excerpt (if submitting an excerpt from a handbook, the information <b>MUST</b> be specific to <b>CURRENT</b> staff members).  <b>OR</b> <input type="checkbox"/> Individual staff member profiles. <b>OR</b> <input type="checkbox"/> Website (screenshot of relevant webpage).  <b>Attention:</b> <input type="checkbox"/> Redact/remove identifying information (names, addresses, etc.). <input type="checkbox"/> <b>MUST</b> identify/label documentation for each staff member, director/administrator and teacher.	3
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	To meet this Standard: <input type="checkbox"/> Evidence <b>MUST</b> demonstrate that the program communicates with families in a <b>group setting</b> about activities and policies (e.g., during a program orientation or back to school day/night meeting).	3



CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
		subject(s). Group meetings allow for questions, comments and interactions between families.	<p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Announcement, invitation, or flyer.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed agenda showing type of group meeting.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sign-in sheet showing type of group meeting.</li> </ul> <p><i>Pictures are <b>not</b> allowed unless they are picture(s) of the required written documentation.</i></p> <p><b>Attention:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence <b>MUST</b> show that families are informed in a <b>group setting</b> about what they need to know about the program activities and policies.</li> </ul>	
C 7	Program provides written information about family resources and supports, such as information on child development, oral health, child health insurance, tax credits, and child care financial assistance.	It is helpful to families when programs provide information about family resources and supports in the community.	<p>To meet this Standard, evidence <b>MUST</b> include <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written statement such as a note to families or statement in parent/family handbook referencing available resources and supports.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copies of (3) different resources/supports offered, <b>MUST</b> be different topics.</li> </ul> <p><b>Acceptable type(s) of sample resources include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Informational flyers, pamphlets about child development, oral health, child health insurance, tax credits, child care financial assistance, or other topics of interest.</li> </ul> <p><b>Attention:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Resources and supports <b>MUST</b> be accessible to families.</li> <li><input type="checkbox"/> Providing web links to online resources alone will not suffice, the program <b>MUST</b> upload (3) copies of resources/supports</li> </ul>	5

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
			<p>offered.</p> <p><i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></p>	

## Family Involvement & Support (FIS) - 32 points

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
Does the program serve at least one child under 12 months of age? <input type="checkbox"/> If yes, continue <input type="checkbox"/> If no, go to FIS 2				
FIS 1	Program supports breastfeeding.	There are proven health benefits and development advantages associated with breastfeeding. Programs should support mothers who desire to provide breast milk for their children.	<p>To meet this Standard, evidence MUST reference <b>ONE</b> of the following:</p> <p><b>IF PROGRAM PARTICIPATES IN CACFP</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Submit a current (not expired) CACFP Breastfeeding Friendly Certificate from CACFP Only.</li> <li><input type="checkbox"/> If an expired certificate is in renewal submit <b>ALL</b> of the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> A completed copy of Renewal Child Care Center Breastfeeding Friendly Self-Assessment (DOH-5215) - Dated within the 15 months prior to Standards Inventory submission (MUST include full date: month, day, year).</li> <li><input type="checkbox"/> A copy of the center's breastfeeding written policy.</li> <li><input type="checkbox"/> A copy of the expired CACFP Breastfeeding Friendly Certificate.</li> </ul> </li> </ul> <p><b>OR</b></p> <p><b>IF PROGRAM DOES NOT PARTICIPATE IN CACFP, submit ALL of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A completed copy of Child Care Center Breastfeeding Friendly Self-Assessment DOH-5188 dated within the 15 months prior to Standards Inventory submission (MUST include full date: month, day, year).</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A copy of the center's breastfeeding written policy.</li> </ul>	2

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
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.	<p>To meet this Standard:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Submit <b>one source</b> of written evidence of intentionally having offered social gatherings inclusive of extended family members in addition to parents (e.g., grandparents, siblings, uncles, aunts, etc.).</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Announcement, invitation, newsletters, or flyer to parents <b>AND</b> families.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Calendar showing gathering(s) with event details for parents <b>AND</b> families.</li> </ul> <p><i>Pictures are <b>not</b> allowed unless they are picture(s) of the required written documentation.</i></p>	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.	<p>To meet this Standard:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence <b>MUST</b> show that the program provides information on <b>educational topics</b> for families through <b>workshops, training, or other events</b>.</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Announcement, invitation, or flyer with event details.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Calendar showing gathering(s) with event details.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Newsletter with event details.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Other events showing/demonstrating that program provides educational opportunities to families.</li> </ul>	2
FIS 4	Program offers volunteering opportunities for families, such as help with field trips and opportunities to share talents and expertise.	It is important to provide families with opportunities to participate in their child’s program. Allowing family members to volunteer will enhance the trust and partnership	<p>To meet this Standard:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written evidence <b>MUST</b> show that the program offers opportunities for parents/family members to volunteer or that families can initiate volunteer opportunities, that will then be considered by the program.</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed written policy or practice statement in</li> </ul>	2

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
		between families and care givers.	parent/family handbook. <b>OR</b> <input type="checkbox"/> Memo, announcement, invitation, or flyer. <b>OR</b> <input type="checkbox"/> Consent forms (e.g. chaperone for field trips). <i>Pictures are <b>not</b> allowed unless they are picture(s) of the required written documentation.</i>  <b>Attention:</b> <i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i>	
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.	To meet this Standard, evidence MUST include <b>ALL</b> of the following: <input type="checkbox"/> Copies of 3 completed surveys or other evaluation tool(s) from parents/families. <b>AND</b> <input type="checkbox"/> Summary of survey results for the program. <b>AND</b> <input type="checkbox"/> Improvement/action plan based on results from completed surveys or evaluations; <b>required, no exceptions.</b>  <b>Attention:</b> <input type="checkbox"/> Uploaded evidence MUST be dated within the 15 months prior to Standards Inventory submission (MUST include full date: month, day, year). <input type="checkbox"/> Redact/remove identifying information (names, addresses, etc.).	4
FIS 6	Program provides regular opportunities for parents/guardians/families to participate in program-level decisions.	Families are actively engaged in program-level decision making and have some influence on program-level decisions.	To meet this Standard, evidence MUST include <b>ALL</b> of the following: <input type="checkbox"/> Written evidence of opportunities for parents/guardians/families to participate in program level decision-making. <b>AND</b> <input type="checkbox"/> <b>One source</b> of evidence that clearly indicates which members are parents/guardians/families: <input type="checkbox"/> Parent Advisory Council member list. <b>OR</b>	4

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
			<ul style="list-style-type: none"> <li><input type="checkbox"/> Governing Board member list.</li> <li><b>OR</b></li> <li><input type="checkbox"/> Hiring Board.</li> <li><b>OR</b></li> <li><input type="checkbox"/> Program Self-Assessment Team List.</li> <li><b>OR</b></li> <li><input type="checkbox"/> Other structured/formal opportunities to engage parents/guardians/families in program-level decisions.</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed written policy or practice statement in parent/family handbook.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent Advisory Council, Governing Board, Hiring Board, Program Self-Assessment Team lists or other structured/formal opportunities.</li> </ul> <p><b>Attention:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Redact/remove identifying information (names, addresses, etc.).</li> <li><input type="checkbox"/> Clearly indicate which members are parents/guardians/family members.</li> </ul> <p><i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></p>	
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.	<p>To meet this Standard, evidence MUST include <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Strengthening Families: Self-Assessment for Center-Based Early Care and Education Programs tool on family responsiveness that is at least 50% completed; <b>required, no exceptions.</b></li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One improvement/action plan based on the assessment results; <b>required, no exceptions.</b></li> </ul> <p><b>Attention:</b></p> <p>To access self-assessments AND improvement plans, see the Center for the Study of Social Policy website: <a href="https://cssp.org/our-work/projects/self-">https://cssp.org/our-work/projects/self-</a></p>	3

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
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.	<a href="#">assessments-for-programs/.</a> To meet this Standard, evidence MUST include <b>BOTH</b> of the following: <input type="checkbox"/> <b>One copy</b> of a completed cultural awareness/Anti-Bias Education self- assessment tool. <b>AND</b> <input type="checkbox"/> <b>One copy</b> of a written improvement or action plan based on assessment results; <b>required, no exceptions.</b> <b>Acceptable tools include:</b> <input type="checkbox"/> The National Association for the Education of Young Children (NAEYC) Pathways to Cultural Competence Checklist. <b>OR</b> <input type="checkbox"/> Self-Assessment Checklist for Personnel Providing Services and Supports in Early Intervention and Early Childhood Settings from the National Center on Cultural Competence. <b>OR</b> <input type="checkbox"/> Other: MUST be an evidence-based tool on cultural awareness/Anti-Bias Education: If submitting "other" a summary of findings or strategic plans alone will not suffice, MUST also submit a copy of the tool used to assess cultural awareness.	3
Does the program currently serve at least one child whose home language is not English? <input type="checkbox"/> If yes, continue <input type="checkbox"/> 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.	To meet this Standard, evidence MUST include <b>ALL</b> of the following: <input type="checkbox"/> List of <b>ALL</b> of the children’s home language(s) spoken other than English. <b>AND</b> <input type="checkbox"/> <b>One copy</b> of a detailed written policy or practice statement explaining how the program greets children and families in their home language(s) - <b>MUST provide examples.</b>	2

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
			<p><b>Attention:</b> * See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></p>	
FIS 10	Program staff is trained to address the needs of Emergent Multilingual Learners (EML).	Staff will be more capable of supporting the needs of children and families whose home language is not English, if they participate in regular training to develop and refine their knowledge of practices related to Emergent Multilingual Learners (ELM). In some programs, this population may be referred to as Dual Language Learners (DLL).	<p><input type="checkbox"/> Evidence in The Aspire Registry that at least 60% of teaching staff have attended training about supporting Emergent Multilingual Learners within the 15 months prior to Standards Inventory submission, verified with training certificate.</p> <p><b>Attention:</b> *See Important Notes on page 2 for <b>guidance on evidence verified in The Aspire Registry.</b></p>	4
<p>Does the program currently serve a group of children, of which at least 50%, speaks a home language other than English?  <input type="checkbox"/> If yes, continue <input type="checkbox"/> If no, go to Transitions</p>				
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.	<p>To meet this Standard, evidence MUST include <b>ALL</b> of the following:</p> <p><input type="checkbox"/> List of <b>ALL</b> of the children’s home language(s) spoken other than English.</p> <p><b>AND</b></p> <p><input type="checkbox"/> Evidence that staff speaks language(s) of majority of children.</p> <p><b>AND</b></p> <p><input type="checkbox"/> Evidence that person(s) noted as “staff” are employed at the program.</p> <p><b>Acceptable types of evidence demonstrating that staff speaks language(s) of majority of children include:</b></p> <p><input type="checkbox"/> Resume(s) of current staff showing language fluency.</p>	4



CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
			<b>OR</b> <input type="checkbox"/> Evidence of bilingual CDA. <b>OR</b> <input type="checkbox"/> Staff transcripts. <b>OR</b> <input type="checkbox"/> Program Information Report (Head Start).	

### Transitions (T) - 15 points

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
T 1	Program has a written policy and/or procedures for transitioning children into the program, which includes providing information on separation and attachment to families.	Separation is difficult for both young children and their parents/families. Program staff should be knowledgeable about the meaning of separation at different ages and have the skills to help both children and parents/families to understand and cope with separation. Having a specific written policy demonstrates a program's awareness about transitions and acknowledges its significance to both staff and family member in early care and learning settings.	<p>To meet this Standard, submit a detailed written policy or practice statement referencing <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain to families the ways the program supports families when starting at the program.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain and provide examples of Separation/Separation Anxiety.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain and provide examples of Attachment Theory.</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed written policy or practice statement in parent/family handbook.</li> </ul> <p><b>Attention:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>In addition</b> to the required written policy or practice statement, the program may also submit printed articles on separation and attachment; <b>printed articles alone are not accepted.</b></li> </ul> <p><i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></p>	3
T 2	Program has a written policy and/or procedures to support children and families during transitions within the	A program should aim to reduce the number of transitions that children experience. However, some changes are inevitable and the program should	<p>To meet this Standard, evidence <b>MUST</b> explain and include examples of the ways the program supports families as children:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Transition within the program (including but are</li> </ul>	3

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
	program (i.e. moving from the threes class to the fours class or when a teacher leaves and a new one is hired).	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.	<p>not limited to moving from the 3-year-old classroom to the 4 year old classroom, or when a teacher leaves and a new one is hired).</p> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed written policy or practice statement in parent/family handbook.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed written procedures in parent/family handbook.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed sample transition plan(s).</li> </ul> <p><b>Attention:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> * See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></li> </ul>	
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.	<p>To meet this Standard, evidence MUST explain and include examples of the ways the program supports families when children are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Transitioning <u>out</u> of the program and into another program or educational setting (e.g., another center, kindergarten).</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed written policy or practice statement in parent/family handbook.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed written procedures in parent/family handbook.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed sample transition plan(s).</li> </ul> <p><b>Attention:</b></p> <ul style="list-style-type: none"> <li>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></li> </ul>	3
T 4	Program promotes the quality and continuity of teacher-child relationships through teacher training,	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	<p>To meet this standard, evidence MUST include a detailed written policy or practice statement referencing <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain how the program promotes the quality</li> </ul>	6

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
	teacher scheduling or other policies.	caregivers. The teacher-child relationship requires time and consistency to develop. The better a teacher knows the children and families in her program, the better she will be able to understand the individual child, interpret behaviors, and support development. This is particularly important for children under three years of age. (The NYS Infant Toddler Resource Network recommends that children have only one caregiver from enrollment until age three).	and continuity of teacher-child relationships within the ages of birth to five. <b>AND</b> <input type="checkbox"/> Explain what the program does to support the teacher-child relationship. <b>AND</b> <input type="checkbox"/> Explain how the program's staff maintains consistency with children within each classroom. <b>Attention:</b> <i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i>	

## 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.

**All Standards in this section are scored based on information verified in The Aspire Registry. Please refer to the Important Notes on page 2 for information on how to review and verify the accuracy of this information.**

### Administrator Qualifications (AQ) – 24 points

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
<b>AQ 1</b>	Administrator has undergraduate degree to manage a high-quality program.	Administrator has educational background to manage a high-quality program.	AQ 1 awards points only <b>ONCE</b> for the highest applicable degree or credit category. Points are based on administrative staff average. <b>ONE</b> of the following is indicated and verified with an official	2-12

			<p>transcript in The Aspire Registry:</p> <p><b>Bachelor's degree in:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Early Childhood Education (ECE) (12 points).</li> <li><input type="checkbox"/> ECE-related field with 24 or more ECE credits (12 points).</li> <li><input type="checkbox"/> ECE-related field with 18-23 ECE credits (10 points).</li> <li><input type="checkbox"/> ECE-related field with 0-17 ECE credits (8 points).</li> <li><input type="checkbox"/> Field unrelated to ECE (6 points).</li> </ul> <p><b>OR</b></p> <p><b>Associate's degree in:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ECE (6 points).</li> <li><input type="checkbox"/> ECE-related field with 12 or more ECE credits (6 points).</li> <li><input type="checkbox"/> ECE-related field with 9-11 ECE credits (4 points).</li> <li><input type="checkbox"/> ECE-related field with 0-8 ECE credits (2 points).</li> </ul>	
<b>AQ 2</b>	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.	<p>AQ 2 awards points only <b>ONCE</b> for the highest applicable degree or credit category. Points are based on administrative staff average.</p> <p><b>ONE</b> of the following is indicated and verified with an official transcript in The Aspire Registry:</p> <p><b>Master's degree OR higher in:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ECE (8 points).</li> <li><input type="checkbox"/> ECE-related field with 15 or more ECE credits (8 points).</li> <li><input type="checkbox"/> ECE-related field with 5-14 ECE credits (6 points).</li> <li><input type="checkbox"/> ECE-related field with 0-4 ECE credits (4 points).</li> <li><input type="checkbox"/> Field unrelated to ECE (2 points).</li> </ul> <p><b>OR</b></p> <p><b>College credits in ECE-related leadership, administration, OR management:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 9 or more credits (4 points).</li> <li><input type="checkbox"/> 6-8 credits (1 point).</li> </ul>	1-8
<b>AQ 3</b>	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.	<p><i>Points are only awarded once, regardless of how many administrators hold a listed certificate/credential, or if an administrator holds multiple of the listed certificates/credentials.</i></p> <p>At least <b>1 administrator</b> has <b>ONE</b> of the following certificates/credentials indicated and verified in The Aspire Registry.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CPAC.</li> <li><input type="checkbox"/> NYS School Building Leader Certificate.</li> <li><input type="checkbox"/> School Administrator/Supervisor Certificate.</li> </ul>	4

## Administrator Experience (AE) - 3 points

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	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.	<p><i>Points are only awarded once, regardless of how many administrators this applies to at the program.</i></p> <p>As indicated in The Aspire Registry employee profile.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> At least <b>1 administrator has</b> 3 years of experience in supervision or management in an ECE program.</li> </ul>	3

## Teaching Staff Qualifications (TSQ) - 55 point

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
Points for all TSQ Standards are based on the <u>weighted average</u> of program's <b>teaching staff only</b> (does not include administrative staff).				
TSQ 1	First Aid/CPR training.	Staff is adequately prepared to administer First Aid and CPR in the event of an emergency.	<p>As indicated in The Aspire Registry, verified with <b>certification card</b> from an <b>approved institution/organization</b>.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Current; not expired card(s) indicating Infant/child CPR <b>AND</b> Pediatric First Aid.</li> <li><input type="checkbox"/> MUST be from an approved organization.</li> </ul> <p><b>Attention:</b> Infant/Toddler First Aid <b>AND</b> Pediatric CPR card(s) MUST include <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Institution/organization name.</li> <li><input type="checkbox"/> Training date.</li> <li><input type="checkbox"/> Expiration date.</li> <li><input type="checkbox"/> Infant/child/pediatric certification modules.</li> </ul> <p>Visit the Aspire Registry Help Center for more details: nyworksforchildren.zendesk.com (<b>type CPR in the search bar</b>).</p> <p>Refer to the requirements outlined in applicable licensing regulations.</p>	1
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.	<p><i>TSQ 2 awards points <b>ONCE</b> per teacher for their highest applicable degree type.</i></p> <p><b>ONE</b> of the following is indicated and verified with an official transcript in The Aspire Registry:</p> <p><b>Bachelor's degree in:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ECE (34 points).</li> <li><input type="checkbox"/> ECE-related field with at least 24 ECE credits (34 points).</li> </ul>	24-34

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS	
			<input type="checkbox"/> ECE-related field with 18-23 ECE credits (32 points). <input type="checkbox"/> ECE-related field with 0-17 ECE credits (30 points). <input type="checkbox"/> Field unrelated to ECE with at least 18 ECE credits (27 points). <b>OR</b> <b>Associate's degree in:</b> <input type="checkbox"/> ECE (28 points). <input type="checkbox"/> ECE-related field with 12 or more ECE credits (28 points). <input type="checkbox"/> ECE-related field with 9-11 ECE credits (27 points). <input type="checkbox"/> ECE-related field with 0-8 ECE credits (26 points). <input type="checkbox"/> Field unrelated to ECE with 12 or more ECE credits (24 points).		
<b>TSQ 3</b>	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.	<i>TSQ 3 awards points <b>ONCE</b> per teacher for their highest applicable degree type.</i>  <b>ONE</b> of the following is indicated and verified with an official transcript in The Aspire Registry:  <b>Master's degree OR higher in:</b> <input type="checkbox"/> ECE (8 points). <input type="checkbox"/> ECE-related field with 15 or more ECE credits (8 points). <input type="checkbox"/> ECE-related field with 5-14 ECE credits (6 points). <input type="checkbox"/> ECE-related field with 0-4 ECE credits (4 points).	4-8	
TSQ 4 awards full points to staff who <b>DO NOT</b> hold higher education degrees <b>AND</b> conditional points to staff who do hold higher education degrees. Points are awarded only <b>ONCE</b> 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)
<b>TSQ 4</b>	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.	<b>ONE</b> of the following credentials is indicated in The Aspire Registry staff profile and verified with certificate:		
			<input type="checkbox"/> NYS Infant Toddler Care & Education Credential (ITCEC).	26	6
			<input type="checkbox"/> American or International Montessori Infant/Toddler or Early Childhood Credential.	23	4
			<input type="checkbox"/> Child Development Associate (CDA) with Infant-Toddler or Preschool specialization.	20	2
			<input type="checkbox"/> 12 ECE college credits in ECE/Child Development.	12	0
<b>TSQ 5</b>	Teaching staff has relevant early childhood	Teaching staff has relevant credentials to provide	<i>TSQ 5 awards points <b>ONCE</b> regardless of the number of certifications held in each category.</i>  <b>ONE</b> of the following credentials is indicated in The Aspire Registry	4	

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
	credentials or teaching certificates.	developmentally appropriate and high-quality care.	staff profile and verified with certificate: <input type="checkbox"/> NYS Early Childhood Teacher (B-Gr 2) Certificate. <input type="checkbox"/> B-2 Extension. <input type="checkbox"/> NYS Students with Disabilities (B-Gr 2) Certificate. <input type="checkbox"/> NYS Teacher (N-6) Certificate.	
<b>TSQ 6</b>	Teaching staff has relevant, specialized certificates or teaching credentials.	Teaching staff has relevant credentials to provide developmentally appropriate and high-quality care.	<i>TSQ 6 awards points <b>ONCE</b> regardless of the number of certifications held in each category.</i>  <b>ONE</b> of the following credentials is indicated in The Aspire Registry staff profile and verified with certificate: <input type="checkbox"/> NYS Literacy B-Gr 6. <input type="checkbox"/> NYS PreK-6. <input type="checkbox"/> NYS Bilingual. <input type="checkbox"/> National Board Teacher Certification.	2

### Teaching Staff Experience (TSE) - 4 points

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

### Retention (R) - 4 points

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
<b>R 1</b>	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. <input type="checkbox"/> Employed at least one year in the current ECE program documented 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	REQUIRED EVIDENCE	POINTS
<b>ASA 1</b>	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.	<p>To meet this Standard, evidence <b>MUST</b> include <b>ONE</b> of the following:</p> <p>PAS submission requires:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completed PAS Item Summary Form.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completed PAS Profile.</li> </ul> <p><b>OR</b></p> <p>NAEYC self-study submission requires:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completed NAEYC self-study.</li> </ul> <p><b>OR</b></p> <p>Head Start Self-Assessment submission requires:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A completed Head Start Self-Assessment.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An additional cover sheet describing <b>ALL</b> of the following:                             <ul style="list-style-type: none"> <li>o Who was on the self-assessment team.</li> <li>o What areas they reviewed.</li> <li>o A summary of the findings.</li> </ul> </li> </ul> <p><b>OR</b></p> <p>If submitting other self-assessment tool, required documents include <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A copy of the full completed tool.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written evidence of who was on the self-assessment team.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written evidence of what areas the self-assessment team reviewed.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A summary of the findings of the completed self-</li> </ul>	5

			assessment.	
<b>ASA 2</b>	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.	To meet this Standard, evidence MUST include/reference <b>ALL</b> of the following: <input type="checkbox"/> A detailed written plan based on results of the program management self-assessment tool submitted in ASA1. <b>AND</b> <input type="checkbox"/> Reference at least 3 indicators in need of improvement. <b>AND</b> <input type="checkbox"/> Reference concrete steps taken to achieve improvement for at least 3 indicators. <b>Attention:</b> <input type="checkbox"/> Program MUST submit a program management tool for ASA1 in order to submit evidence for ASA 2.	5

### Financial Accountability & Sustainability (FAS) - 27 points

<b>CODE</b>	<b>STANDARD</b>	<b>INTENTION</b>	<b>REQUIRED EVIDENCE</b>	<b>POINTS</b>
<b>FAS 1</b>	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.	To meet this Standard, evidence MUST reference <b>ALL</b> of the following: <input type="checkbox"/> Liability insurance for the <b>child care program</b> , MUST be current. <b>AND</b> <input type="checkbox"/> Liability <b>insurance end</b> date MUST not expire more than one month past the Standards Inventory submission date. <b>Acceptable type(s) of evidence include:</b> <input type="checkbox"/> Insurance declaration page, MUST show the dates the policy is in effect. <b>OR</b> <input type="checkbox"/> Proof of payment for an upcoming payment or renewal liability insurance MUST show the dates the policy is in effect. <b>Attention:</b> <input type="checkbox"/> Effective dates of the liability insurance policy MUST be clearly visible.	2
<b>FAS 2</b>	Payroll and payroll taxes are paid on time.	Program pays employees and pays appropriate taxes.	To meet this Standard, evidence MUST reference <b>ALL</b> the following: <input type="checkbox"/> <b>One source</b> of evidence of having paid <b>employee payroll</b> ; (e.g. Report from a payroll management company or other proof of paid payroll). <b>AND</b>	2

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
			<p><input type="checkbox"/> <b>One source</b> of evidence of having paid <b>payroll taxes</b>, (MUST be based on employee wages: Social Security, Medicare, income tax withholdings or unemployment taxes).</p> <p><b>Acceptable type(s) of evidence include:</b> Sources of paid <b>employee payroll</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Report from a payroll management company.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accounting reports showing payroll.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> IRS Form 941.</li> </ul> <p><b>AND</b></p> <p>Sources of <b>paid payroll taxes</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Voided check to appropriate state/federal entity <u>indicating payment of payroll taxes</u>.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Other proof of payment and/or automatic payments.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> IRS Form 941 (If a balance is due, MUST also submit proof of payment).</li> </ul> <p><b>Attention:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> MUST be dated within the 15 months prior to Standards Inventory submission (MUST include full date: month, day, year).</li> <li><input type="checkbox"/> Redact/remove identifying information (names, addresses, etc.).</li> </ul> <p><b><i>A written statement OR letter from a financial institution stating that payroll and payroll taxes are paid on time is not sufficient.</i></b></p>	
<b>FAS 3</b>	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.	<p>To meet this Standard, evidence MUST reference <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>State AND Federal</b> income taxes are <b>Paid</b>: <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>State</u>: NYS IT-201 or 45 (If a balance is due, MUST <b>also</b> submit proof of payment).</li> </ul> </li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Federal</u>: IRS 1040 or 941 (If a balance is due, MUST <b>also</b> submit proof of payment).</li> </ul>	2

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
			<p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> IRS Form 990 is filed on time.</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Proof of <u>State AND Federal</u> income taxes are paid: Voided check, bank statement, debit, online payment receipt or report showing proof of payment of State AND Federal taxes.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applicable IRS Forms.</li> </ul> <p><b>Attention:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uploaded evidence <b>MUST</b> be dated within the 15 months prior to Standards Inventory submission (MUST include full date: month, day, year).</li> <li><input type="checkbox"/> Redact/remove identifying information (names, addresses, etc.).</li> </ul> <p><b>A written statement OR letter from a financial institution stating that State and federal taxes are paid or IRS Form 990 is filed on time is not sufficient.</b></p>	
<b>FAS 4</b>	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).	<p>To meet this Standard, evidence <b>MUST</b> reference <b>ALL</b> the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Current year annual program operating budget (total amount and/or projected amount). <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>MUST</b> be related to the early childhood education program.</li> <li><input type="checkbox"/> <b>MUST</b> clearly indicate program revenues.</li> <li><input type="checkbox"/> <b>MUST</b> clearly indicate program expenses.</li> <li><input type="checkbox"/> Budget <b>MUST</b> show the current program year (MUST include month AND year).</li> </ul> </li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of annual budget from program or payroll management company, or other.</li> </ul>	4
<b>FAS 5</b>	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.	<p>To meet this Standard, the program <b>MUST</b> submit:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copies of quarterly financial reports; <b>MUST</b> compare actual and projected income and expenses. <ul style="list-style-type: none"> <li>o If program operates more than 9 months per year: submit <b>4 quarterly</b> financial reports; Otherwise, submit <b>3 quarterly</b> financial reports.</li> </ul> </li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed written policy or practice statement in fiscal/operating manual; <b>MUST</b> clearly explain the program's system to <b>BOTH</b>:</li> </ul>	4

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
			<input type="checkbox"/> Generate income. <input type="checkbox"/> Generate expense statements. <b>Acceptable type(s) of evidence include:</b> <input type="checkbox"/> Copies of quarterly financial reports. <b>OR</b> <input type="checkbox"/> A written policy statement or practice statement in fiscal/operating manual. <b>Attention:</b> <i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i>	
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 transparency of fiscal practices.	To meet this Standard, evidence MUST include <b>ALL</b> of the following: <input type="checkbox"/> Detailed written fiscal policies and procedures that clearly explain the program's management of: <ul style="list-style-type: none"> <li>○ Income.</li> <li>○ Expenses.</li> <li>○ Payroll.</li> </ul> <b>Acceptable type(s) of evidence include:</b> <input type="checkbox"/> A detailed written policy, practice statement or procedures in fiscal/operating manual. <b>Attention:</b> <i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i>	5
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.	To meet this Standard, evidence MUST include <b>ALL</b> of the following: <input type="checkbox"/> <u>A written report, showing</u> evidence of a financial review comparing accounting records against bank accounts (e.g. MUST show a written report or audit report from an external reviewer; a letter from a financial institute alone is not sufficient). <b>AND</b> <input type="checkbox"/> Written statement that includes <b>BOTH</b> : <ul style="list-style-type: none"> <li>○ Name of reviewer.</li> <li>○ Relationship to program (cannot be an employee of the organization).</li> </ul> <b>Acceptable type(s) of evidence include:</b> <input type="checkbox"/> Copy of report/review from an external reviewer.	5

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
			<p><b>Attention:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uploaded evidence MUST be dated within the 15 months prior to Standards Inventory submission (MUST include full date: month, day, year)</li> </ul> <p><b>A written statement OR letter from a financial institution stating that a report/review was completed is not sufficient. The submitted evidence MUST demonstrate the reconciliation process.</b></p>	
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.	<p>To meet this Standard, evidence MUST include <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed written procedure discussing the marketing and filling of open child care seats/slots.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One example of a tool used for marketing open child care seats/slots.</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed written policy, practice statement or procedures in fiscal/operating manual or employee handbook.</li> </ul> <p><b>Attention:</b></p> <p><i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></p>	3

### Policies and Procedures (PP) - 27 points

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	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.	<p>To meet this Standard, submit detailed job descriptions for a director/administrator position and a teacher position that include <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> List of responsibilities for program <b><u>director/administrator.</u></b></li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> List of responsibilities for a <b><u>teacher.</u></b></li> </ul>	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.	<p>To meet this Standard, evidence MUST include <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Signed receipts demonstrating that <b><u>current</u></b> employees are given access to employee handbook when hired, from at least: <ul style="list-style-type: none"> <li><input type="checkbox"/> One director/administrator (clearly identify job title of director/administrator).</li> </ul> </li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One teacher (clearly identify job title of teacher).</li> </ul>	2

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
			<p><b>OR</b></p> <p><input type="checkbox"/> <b>One copy of hiring procedures</b> that reference the sharing of employee handbook with new hires (<b>a copy of the employee handbook will not suffice; MUST be a copy of <u>hiring procedures</u></b>).</p> <p><b>Acceptable type(s) of evidence include:</b></p> <p><input type="checkbox"/> Signed employee handbook.</p> <p><b>OR</b></p> <p><input type="checkbox"/> Detailed written hiring procedures (MUST reference the sharing of employee handbook with new hires).</p> <p><b>Attention:</b> * See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></p>	
PP 3	<p>Program provides new employees with an orientation that includes:</p> <ul style="list-style-type: none"> <li>• Review of job description</li> <li>• Discussion/review of regulations applicable to the program</li> <li>• Review of evacuation and emergency procedures</li> <li>• Review of curriculum/curriculum framework</li> </ul>	<p>New staff are provided with pertinent information regarding employment during orientation.</p>	<p>To meet this Standard, evidence MUST include <b>ALL</b> of the following:</p> <p><input type="checkbox"/> Written evidence of new employee orientation.</p> <p><b>AND</b></p> <p><input type="checkbox"/> Written evidence of review of job description.</p> <p><b>AND</b></p> <p><input type="checkbox"/> Written evidence of discussion/review of regulations governing the program (name the regulatory body and/or Article number being referenced).</p> <p><b>AND</b></p> <p><input type="checkbox"/> Written evidence of review of evacuation and emergency procedures.</p> <p><b>AND</b></p> <p><input type="checkbox"/> Written evidence of review of curriculum/curriculum framework.</p> <p><b>Acceptable type(s) of evidence include:</b></p> <p><input type="checkbox"/> Staff orientation checklist.</p> <p><b>OR</b></p> <p><input type="checkbox"/> A detailed written policy, practice statement or procedures in operating manual or employee handbook.</p> <p><b>Attention:</b> * See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></p>	2

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
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.	<p>To meet this Standard, submit a detailed written policy/practice statement describing how child, family, and employee information are kept confidential.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence MUST reference how employees maintain confidentiality on <b>ALL</b> of the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> Children.</li> </ul> </li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Families.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fellow employees.</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed written policy or practice statement in parent/family or employee handbook.</li> </ul> <p><b>Attention:</b>  <i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></p>	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.	<p>To meet this Standard, evidence MUST reference <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All-staff program meeting (at minimum, <b>ALL</b> teachers and administrators included).</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meetings conducted 4 times per program year, dated within the 15 months prior to Standards Inventory submission (MUST include full date: month, day, year).</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dated staff meeting attendance lists.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Program calendar indicating staff meetings.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dated meeting notes.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dated meeting agendas.</li> </ul> <p><b>Attention:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uploaded evidence MUST be dated within the 15 months prior to Standards Inventory submission (MUST include full date: month, day, year).</li> </ul>	2



CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
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.	<p>To meet this Standard, evidence MUST include <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Typed meeting notes from 2 staff meetings; MUST include specific details discussed (an agenda with bullet points alone will not suffice).</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed written email, memo or a detailed written statement explaining how <b>ALL</b> staff meeting notes are shared/distributed to staff.</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed notes from meetings.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written email, memo, policy or practice statement in parent/family or employee handbook.</li> </ul> <p><b>Attention:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uploaded evidence MUST be dated within the 15 months prior to Standards Inventory submission (MUST include full date: month, day, year).</li> </ul> <p><i>*See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></p>	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.	<p>To meet this Standard, evidence MUST include <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Philosophy or policy statement referencing the program’s commitment to diversity, equity, and inclusion.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff recruitment strategy statement that describes/reflects upon the program’s community.</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed written policy or practice statement in parent/family or employee handbook.</li> </ul> <p><b>Attention:</b></p> <p><i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></p>	2
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	<p>To meet this Standard, evidence MUST include <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed written policy or practice statement in employee handbook (MUST state that all staff are assessed at least 1 time per program year)</li> </ul> <p><b>AND</b></p>	4

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
		<p>further development, and highlights goals and achievements. This process is provided by program leadership for all teaching staff, management and administration, and other support roles.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit a completed performance assessment for one non-teaching staff position</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Submit a completed performance assessment for one teaching staff position</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed written policy or practice statement in employee handbook</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Performance assessments for <b>one non-teaching staff AND one teaching staff</b> position</li> </ul> <p><b>Attention:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Criteria for submitted performance assessments <b>MUST</b> be objective, behavior based and related to the job functions</li> <li><input type="checkbox"/> Uploaded evidence <b>MUST</b> be dated within the 15 months prior to Standards Inventory submission (<b>MUST</b> include full date: month, day, year)</li> </ul> <p><i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></p>	
PP 9	<p>Teaching staff have individual professional development plans that match the <u>Core Body of Knowledge: New York State's Core Competencies for Early Childhood Educators</u> (CBK) competency areas.</p>	<p>Every member of the professional staff will benefit personally and professionally from having an individual, written professional development plan in order to effectively track each individual's course for gaining knowledge and skills on all topics related to early childhood education.</p> <p>The Core Body of Knowledge (CBK) outlines recommended practices for professionals who work directly with young children. These practices</p>	<p>To meet this Standard, evidence <b>MUST</b> include a completed copy of <b>ONE</b> of the following for (1) teaching staff position:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Core Body of Knowledge (CBK) Assessment and Professional Development Planning Tool, (<b>MUST</b> include all pages of the Assessment and Professional Development Planning tool, pages 89-101).</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Paula Jorde Bloom Staff Development Action Plan.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>One copy</b> of another professional development planning tool that includes <b>ALL</b> of the following: <ul style="list-style-type: none"> <li>○ Assessment, goals, and an action plan.</li> <li>○ <b>MUST</b> align to at least (2) of the (7) core competency areas <b>INCLUDING</b> the individual core competencies (e.g., Child Growth and Development: 1.1, 1.2, etc.).</li> </ul> </li> </ul> <p><b>Attention:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uploaded evidence <b>MUST</b> be dated within the 15 months prior to Standards Inventory submission.</li> </ul>	5

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
		<p>offer a road 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.</p> <p>The CBK is structured to consider all areas established by NYS as being essential competencies for early childhood educators.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Name of the teaching staff MUST be included on the tool (this MUST be added to the tool if no space exists).</li> <li><input type="checkbox"/> Date tool completed MUST be included on the tool (this MUST be added to the tool if no space exists).</li> </ul>	
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.	<p>To meet this Standard, evidence MUST include <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A completed performance assessment for (1) teaching staff position (blank tool/document will not suffice).</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Performance assessment MUST include observation(s) with comments/feedback.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A professional development plan (MUST show at least 2 goal statements that demonstrate a clear connection to the completed performance assessment).</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A performance assessment tool.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A professional development plan with 2 goal statements.</li> </ul>	5

## Staff Compensation and Benefits (SCB) -13 points

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
SCB 1	<p>Program has an up-to-date written wage scale that is based on position, education, certificates/credentials, and years of relevant experience.</p>	<p>Staff is paid wages in line with qualifications and experience.</p>	<p>To meet this Standard, evidence <b>MUST</b> include a current wage scale referencing that it is based upon <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Position.</li> <li><input type="checkbox"/> Education.</li> <li><input type="checkbox"/> Certificates/credentials (when applicable).</li> <li><input type="checkbox"/> Relevant experience (for example, 6 months, 2 years, or some other time period).</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed written policy or practice statement in fiscal/operating or employee handbook.</li> </ul> <p><b>Attention:</b>  <i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></p>	1
SCB 2	<p>Program offers full-time staff a compensation package with benefit options: (2 POINTS PER BENEFIT OPTION, UP TO 8 POINTS MAXIMUM)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Paid holidays</li> <li><input type="checkbox"/> Paid time off (sick, vacation, personal)</li> <li><input type="checkbox"/> Health insurance</li> <li><input type="checkbox"/> Professional development days</li> </ul>	<p>Staff is provided with a comprehensive benefits package to support personal and professional needs.</p>	<p>To meet this Standard, evidence <b>MUST</b> state that the program provides one or more of the following benefits to full-time staff (program earns 2 points for each benefit offered for a potential total of 8 points):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Paid holidays (2 points).</li> <li><input type="checkbox"/> Paid time off (sick, vacation, personal) (2 points).</li> <li><input type="checkbox"/> Health insurance (2 points).</li> <li><input type="checkbox"/> Day(s) to complete professional development (2 points).</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed written policy or practice statement in fiscal/operating or employee handbook.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed compensation package in fiscal/operating or employee handbook.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed employee policy in fiscal/operating or employee handbook.</li> </ul> <p><b>Attention:</b>  <i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></p>	2-8
SCB 3	<p>Program offers full-time staff a compensation</p>	<p>Staff is provided with a comprehensive benefits</p>	<p>To meet this Standard, evidence <b>MUST</b> state that <b>at least (3)</b> of the following benefit options are offered to <b>all full-time staff</b>:</p>	3

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
	<p>package with at least 3 of the following benefit options:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Information on accessing state family leave benefits</li> <li><input type="checkbox"/> Flexible scheduling</li> <li><input type="checkbox"/> Retirement</li> <li><input type="checkbox"/> Life insurance</li> <li><input type="checkbox"/> Flexible spending account</li> <li><input type="checkbox"/> Dependent care assistance plan</li> <li><input type="checkbox"/> Tuition discounts for employee's children</li> <li><input type="checkbox"/> Tuition reimbursement for education</li> <li><input type="checkbox"/> Employee assistance program</li> <li><input type="checkbox"/> Dental insurance</li> <li><input type="checkbox"/> Vision care plan</li> <li><input type="checkbox"/> Bereavement leave</li> </ul>	<p>package to support personal and professional needs including support for other family members.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information on accessing state family leave benefits.</li> <li><input type="checkbox"/> Flexible scheduling.</li> <li><input type="checkbox"/> Retirement.</li> <li><input type="checkbox"/> Life insurance.</li> <li><input type="checkbox"/> Flexible spending account.</li> <li><input type="checkbox"/> Dependent care assistance plan.</li> <li><input type="checkbox"/> Tuition discounts for employees children.</li> <li><input type="checkbox"/> Tuition reimbursement for education.</li> <li><input type="checkbox"/> Employee assistance program.</li> <li><input type="checkbox"/> Dental insurance.</li> <li><input type="checkbox"/> Vision care plan.</li> <li><input type="checkbox"/> Bereavement leave.</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A written policy or practice statement in fiscal/operating or employee handbook detailing benefits.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed compensation package in fiscal/operating or employee handbook.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed employee policy in fiscal/operating or employee handbook.</li> </ul> <p><b>Attention:</b>  <i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></p>	
SCB 4	<p>Program offers part-time staff a pro-rated compensation package that includes, at a minimum, paid time off.</p>	<p>Part-time staff is provided with some employment benefits, including paid time off, at a minimum.</p>	<p>To meet this Standard, evidence <b>MUST</b> state that the program offers part-time staff the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A prorated compensation package that includes <b>at minimum, PAID time off</b>, (e.g., accrued sick, vacation hours, and/or holiday pay).</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A written policy or practice statement in fiscal/operating or employee handbook detailing benefits.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed compensation package in fiscal/operating or employee handbook.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed Employee policy in fiscal/operating or employee handbook.</li> </ul>	1

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
			<b>Attention:</b> <i>* See Important Notes on page 2 for guidance on submitting a copy or excerpt from a written policy or practice statement.</i>	

### Staff Planning (SP) - 13 points

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	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.	To meet this Standard, submit a detailed staffing plan(s) that references procedures for <b>BOTH of the following</b> : <input type="checkbox"/> Explains <b>planned</b> staff absences (e.g., scheduled time off/leave requests). <b>AND</b> <input type="checkbox"/> Explains <b>unplanned</b> staff absences (e.g., sick, personal emergency, etc.).  <b>Acceptable type(s) of evidence include:</b> <input type="checkbox"/> A detailed written policy or practice statement in fiscal/operating or employee handbook. <b>OR</b> <input type="checkbox"/> A detailed compensation package in fiscal/operating or employee handbook. <b>OR</b> <input type="checkbox"/> A detailed employee policy in fiscal/operating or employee handbook.  <b>Attention:</b> <i>* See Important Notes on page 2 for guidance on submitting a copy or excerpt from a written policy or practice statement.</i>	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.	To meet this Standard, evidence <b>MUST</b> reference <b>BOTH</b> of the following: <input type="checkbox"/> Paid planning time for lead teachers. <input type="checkbox"/> Provided for at least 1 hour per week.  <b>Acceptable type(s) of evidence include:</b> <input type="checkbox"/> Detailed staffing plan (MUST show planning time for lead teachers, at least 1 hour per week). <b>OR</b> <input type="checkbox"/> A detailed written policy or practice statement in fiscal/operating or employee handbook.  <b>Attention:</b>	4

CODE	STANDARD	INTENTION	REQUIRED EVIDENCE	POINTS
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.	<p><i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></p> <p>To meet this Standard, evidence <b>MUST</b> reference <b>BOTH</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom staff are provided paid <b>collaborative</b> planning time <b>away</b> from children.</li> <li><input type="checkbox"/> Provided at least 1 hour every other week.</li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed staffing plan (MUST show collaborative planning time away from children, lead teachers, at least 1 hour every other week).</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed written policy or practice statement in fiscal/operating or employee handbook.</li> </ul> <p><b>Attention:</b></p> <p><i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></p>	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.	<p>To meet this Standard, submit:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed written policy or practice statement explaining how the program supports teachers' access to and use of technology in lesson-planning; Evidence <b>MUST</b> reference <b>BOTH</b> of the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> Access to a computer with internet connection.</li> <li><input type="checkbox"/> For <b>ALL</b> teaching staff during planning time.</li> </ul> </li> </ul> <p><b>Acceptable type(s) of evidence include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed written policy or practice statement in fiscal/operating or employee handbook.</li> </ul> <p><i>Pictures are <b>not</b> allowed unless they are picture(s) of the required written documentation.</i></p> <p><b>Attention:</b></p> <p><i>* See Important Notes on page 2 for <b>guidance on submitting a copy or excerpt from a written policy or practice statement.</b></i></p>	2

## Checklist Before Submitting your Standards Inventory

Please use this checklist to ensure you have completed all the steps necessary to submit your Standards Inventory in the QUALITYstarsNY data system. When **all** the checklist items are checked off, you will be ready to submit.

- I have gone over any questions I had regarding the QUALITYstarsNY Standards with my Quality Improvement Specialist.
- I fully understand the Standards and the Standards Inventory submission process.
- I have reviewed my Qualifications & Experience (Q&E) Report and confirmed that all information about my program staff's trainings, experience, and education, verified in The Aspire Registry is accurately reflected in the Report. If not, DO NOT SUBMIT UNTIL the Q&E Report is accurate. If you have an inquiry about your Q&E Report, complete the [Qualifications & Experience Report Inquiry Form](#) for assistance.
- I have redacted any personal children/family/employee information in my uploaded evidence as indicated in the Required Evidence for applicable Standards.
- I am submitting only necessary pages as documentation or have highlighted sections referencing page numbers where evidence is listed.
- The evidence I am submitting is clear and legible.
- The evidence I am submitting is for current practices/policies and no documentation is in draft form.
- The evidence I am submitting includes visible dates that fall within the Standards' specified time period.