

APPENDIX A:

EVALUATION DATA SOURCES AND COLLECTION METHODS

The following table describes the data collection instruments used in the evaluation. The instruments developed or adapted specifically for the field test evaluation follow the table.

Detailed information on the Environmental Rating Scales can be found at <http://ers.fpg.unc.edu/>. Scoring sheets for the ERS can be found at www.tcpress.com/pdfs/ecerss.pdf (for the ECERS-R), www.tcpress.com/pdfs/iterss.pdf (for the ITERS-R), and www.tcpress.com/pdfs/fccerss.pdf (for the FCCERS-R). The applications to participate in the field test are in Appendix D and the standards checklists are in Appendix F.

In addition to these instruments, the evaluation team observed field test events such as state and community information sessions; participated in debriefing sessions with observers, quality improvement planning consultants, and lead agency representatives; and scanned many of the documents and materials submitted by participants.

DATA COLLECTION FORM	CONTENT, FORMAT, MODE OF ADMINISTRATION, FIELD EXPERIENCE	RESULTS OF ADMINISTRATION
LEARNING ENVIRONMENT OBSERVATION/ASSESSMENT		
Environmental Rating Scales (ERS): ECERS-R for center-based programs for preschool age children; ITERS-R for center-based programs for infants and toddlers; FCCERS-R for home-based programs	<p>These observational instruments rate early care and education programs on a 1 to 7 scale in 7 subscales: Space & Furnishings; Personal Care Routines; Support for Language-Reasoning; Activities; Adult-Child & Child-Child Interactions; Program Structure; Parents & Staff.</p> <p>Developed at the Frank Porter Graham Center for Child Development at the University of North Carolina, these observational instruments have been widely used in both research and practice, have been assessed for reliability and validity, and come with extensive training materials.</p>	Administered by trained observers who had successfully completed inter-rater reliability assessment; 327 were completed in 188 of the 192 field test sites submitting the standards checklist, 226 in centers, 39 in public schools, and 52 in family/group family child care homes
Nutrition and Physical Activity Observation Form	A subset of items were selected from the Nutrition and Physical Activity Self-Assessment for Child Care, a self-assessment instrument developed by the National Center for Health Promotion and Disease Prevention at the University of North Carolina; this instrument's validity and reliability have been assessed. The selected items will be coded as observed or not observed by the ERS observer during the 2-4 hour observation period.	Administered by the ERS observers in field test sites in which ERS observations were made; a total of 209 nutrition and 201 physical activity observations were made in centers, 22 nutrition and physical activity observations in public schools, and 45 nutrition and 42 physical activity observations in family/group family child care homes
Supports for Early Literacy Assessment (SELA) – Selected Subscales	<p>This observational instrument rates preschool classrooms on several dimensions of support provided in the learning environment for children's early literacy development.</p> <p>This instrument has been used in both research and practice settings and has been assessed for reliability and validity. See Appendix B for more details.</p>	Administered by observers who also administered the SSEGA at the same time; all SELA/SSEGA observations were conducted concurrently with the ERS observations in 31 preschool classrooms

DATA COLLECTION FORM	CONTENT, FORMAT, MODE OF ADMINISTRATION, FIELD EXPERIENCE	RESULTS OF ADMINISTRATION
Supports for Social Emotional Growth Assessment (SSEGA) – Selected Subscales	This observational instrument rates preschool classrooms on several dimensions of support provided in the learning environment for children's social-emotional development. See Appendix B for more details.	Administered by observers who also administered the SELA at the same time; all SELA/SSEGA observations were conducted concurrently with the ERS observations in 31 preschool classrooms
Program for Infant/Toddler Care Program Assessment Rating Scale (PARS) – Selected Subscales	This observational tool has been used in both research and practice in both center-based and home-based programs for children up to 36 months, and its reliability and validity have been assessed. It emphasizes responsive, relationship-based care, which is critical for language and social-emotional development in very young children. The subscale for Quality of Caregiver's Interactions with Infants and the subscale for Relationship-based Care was used in a sample of participants serving infants and toddlers. See Appendix C for more details.	Administered by observers concurrently with the ERS observations in 18 center-based infant/toddler classrooms and in 9 family/group family child care homes with infants and toddlers
PROGRAM/PROVIDER INFORMATION DURING OUTREACH AND RECRUITMENT		
Questionnaire for Individuals Attending Initial Information Sessions – Community Information Session Survey	To obtain information on whether information session answered their questions and likely participation	Completed by 595 attendees
Application to Participate in the QUALITYstarsNY Field Test – School- and Center-Based Sites; Family Child Care Sites	To obtain information to confirm eligibility and select participants; includes information on schedule, children served, adults providing care, programs offered, payment arrangements, and other background information. See Appendix D.	Completed by 246 eligible centers, 42 public schools, and 145 family/group family child care homes in the field test communities

DATA COLLECTION FORM	CONTENT, FORMAT, MODE OF ADMINISTRATION, FIELD EXPERIENCE	RESULTS OF ADMINISTRATION
PROGRAM/PROVIDER APPLICATION FOR RATING FORMS		
Application for Rating (Standards Checklist)	To obtain information and documentation related to the following program areas: learning environment, family engagement, staff qualifications & experience, and administration; see Appendix F	Completed by 192 participants, 109 centers, 28 public schools, and 55 family/group family child care homes
Coding of Selected Documents for Sample of Participants	To obtain information on the elements covered in the submitted documents and assess their adequacy in supporting the checklist; see Appendix I for more details	Completed for documents from randomly selected 80 field test participants, 43 centers, 15 public schools, and 22 family/group family child care homes
Questionnaire submitted with application for rating	To obtain information on time & effort required to complete application and suggestions for improvements to application form and process	Completed by 164 participants, 111 centers and public schools, 53 family/group family child care homes
PROGRAM QUALITY IMPROVEMENT PLANNING FORMS		
Quality Improvement Plans	To obtain information on priority areas identified for program improvement and specific plans for making improvements; see Appendix H	Completed by the quality improvement planning consultants with 158 participants, 93 centers, 25 public schools, and 40 family/group family child care homes
FOLLOW-UP INFORMATION FROM PROGRAMS AND PROVIDERS, PARTICIPANTS, AND LEAD AGENCIES		
Questionnaire for Participants Attending Post-Field Test Community Forums	To obtain information on their experience with ERS observations and quality improvement planning consultation and their recommendations for state-wide implementation	Completed by 120 attendees, 65 centers, 15 public schools, and 40 family/group family child care homes
Group Discussion Questions for the Post-Field Test Community Forums	To obtain information on the range of opinions and recommendations of field test participants	Completed in 12 of the 13 field test communities

DATA COLLECTION FORM	CONTENT, FORMAT, MODE OF ADMINISTRATION, FIELD EXPERIENCE	RESULTS OF ADMINISTRATION
Survey of Sample of Eligible Programs and Providers in Field Test Communities (Master List Survey)	To obtain information on their awareness and potential interest in QUALITYstarsNY and their perceptions of benefits and concerns they and other programs and providers might have about state-wide implementation	Completed by 262 programs and providers, 119 centers, 5 public schools, and 138 family/group family child care homes
Interviews with Lead Agency Representatives; Lead Agency Advance Information Form	To obtain information on the supports they provided for field test recruitment and participation and their recommendations for QUALITYstarsNY based on their experience and expertise	Interviews completed with representatives of the 13 lead agencies

NUTRITION AND PHYSICAL ACTIVITY OBSERVATION FORM

**NUTRITION AND PHYSICAL ACTIVITY DURING OBSERVATION PERIOD
CENTER- AND SCHOOL-BASED PROGRAMS**

Date: _____ Start time: _____

Observer: _____ End time: _____

Program Site: _____ Classroom: _____

City: _____ County: _____

Meals/snacks offered to children during the observation period (check all that were observed):

☐ Breakfast ☐ Morning snack ☐ Lunch ☐ Afternoon snack

Food/Drink offered at each eating occasion during observation period:

FOOD/DRINK OFFERED	EATING OCCASION <input type="checkbox"/> Breakfast <input type="checkbox"/> AM snack <input type="checkbox"/> Lunch <input type="checkbox"/> PM snack	EATING OCCASION <input type="checkbox"/> Breakfast <input type="checkbox"/> AM snack <input type="checkbox"/> Lunch <input type="checkbox"/> PM snack	NOTES
How food was served (check all that apply)	<input type="checkbox"/> Family style so children could help themselves <input type="checkbox"/> Delivered & served in prepared portions <input type="checkbox"/> Delivered in bulk & portioned by staff	<input type="checkbox"/> Family style so children could help themselves <input type="checkbox"/> Delivered & served in prepared portions <input type="checkbox"/> Delivered in bulk & portioned by staff	
Fruit, raw, not juice	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Fruit, frozen or canned	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓ <input type="checkbox"/> In own juice <input type="checkbox"/> In light syrup <input type="checkbox"/> In heavy syrup <input type="checkbox"/> Unable to determine	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓ <input type="checkbox"/> In own juice <input type="checkbox"/> In light syrup <input type="checkbox"/> In heavy syrup <input type="checkbox"/> Unable to determine	
Fruit juice	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓ <input type="checkbox"/> 100% juice <input type="checkbox"/> Fruit drink, punch or cocktail <input type="checkbox"/> Unable to determine	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓ <input type="checkbox"/> 100% juice <input type="checkbox"/> Fruit drink, punch or cocktail <input type="checkbox"/> Unable to determine	
Vegetables (not including any fried vegetables)	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓	

NUTRITION AND PHYSICAL ACTIVITY OBSERVATION FORM

	<input type="checkbox"/> Raw <input type="checkbox"/> Raw, with dip <input type="checkbox"/> Cooked/served --without fat <input type="checkbox"/> Cooked/ served with fat (e.g. butter, margarine) <input type="checkbox"/> Unable to determine how cooked/served	<input type="checkbox"/> Raw <input type="checkbox"/> Raw, with dip <input type="checkbox"/> Cooked/served --without fat <input type="checkbox"/> Cooked/ served with fat (e.g. butter, margarine) <input type="checkbox"/> Unable to determine how cooked/served	
Vegetables (not including any fried vegetables)	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓ <input type="checkbox"/> Dark green, red, yellow or orange <input type="checkbox"/> Other	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓ <input type="checkbox"/> Dark green, red, yellow or orange <input type="checkbox"/> Other	
Fried meats or fish (like chicken nuggets, fish sticks)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Fried vegetables (like French fries, tater tots, hash browns, battered & fried vegetables of any kind)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
High saturated fat variety of meats (like sausage, bacon, hot dogs, bologna, ground beef, ham)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Lean meats (like baked or broiled chicken or fish, deli turkey)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Sugary drinks (like sports drinks, sweet tea, punch, soda)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Milk served to children over 2 years	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓ <input type="checkbox"/> Whole/regular <input type="checkbox"/> 4% fat <input type="checkbox"/> 2% reduced fat <input type="checkbox"/> 1% low fat <input type="checkbox"/> Skim/non-fat <input type="checkbox"/> Unable to determine	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓ <input type="checkbox"/> Whole/regular <input type="checkbox"/> 4% fat <input type="checkbox"/> 2% reduced fat <input type="checkbox"/> 1% low fat <input type="checkbox"/> Skim/non-fat <input type="checkbox"/> Unable to determine	
Bread or rolls	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓ <input type="checkbox"/> Whole wheat <input type="checkbox"/> White wheat <input type="checkbox"/> White <input type="checkbox"/> Other <input type="checkbox"/> Unable to determine	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓ <input type="checkbox"/> Whole wheat <input type="checkbox"/> White wheat <input type="checkbox"/> White <input type="checkbox"/> Other <input type="checkbox"/> Unable to determine	
Cereals	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓	

NUTRITION AND PHYSICAL ACTIVITY OBSERVATION FORM

	<input type="checkbox"/> Oatmeal <input type="checkbox"/> Cheerios <input type="checkbox"/> Other whole grain/no sugar coating <input type="checkbox"/> Sugar coated, any kind <input type="checkbox"/> Unable to determine	<input type="checkbox"/> Oatmeal <input type="checkbox"/> Cheerios <input type="checkbox"/> Other whole grain/no sugar coating <input type="checkbox"/> Sugar coated, any kind <input type="checkbox"/> Unable to determine	
--	---	---	--

Drinking water, outside:

- ☐ Not available ☐ During designated breaks ☐ On request ☐ Self-serve
☐ Unable to determine

Drinking water, inside:

- ☐ Not available ☐ During designated breaks ☐ On request ☐ Self-serve
☐ Unable to determine

Physical Activity during Observation Period:

Any periods of physical activity observed (period when all children are invited to participate in physical activity):

☐ Yes (number of periods: _____) ☐ No

Weather conditions: ☐ Sunny ☐ Cloudy ☐ Rainy ☐ Sleet/Freezing Rain ☐ Snow ☐ Windy
☐ Above 32 degrees F ☐ Below 32 degrees F ☐ Temperature unknown

	Period of Physical Activity 1	Period of Physical Activity 2
Time period began		
Time period ended		
Location	<input type="checkbox"/> In classroom <input type="checkbox"/> Indoor space suitable for gross motor play <input type="checkbox"/> Outside in play yard <input type="checkbox"/> Other space outside	<input type="checkbox"/> In classroom <input type="checkbox"/> Indoor space suitable for gross motor play <input type="checkbox"/> Outside in play yard <input type="checkbox"/> Other space outside
Equipment Available	<input type="checkbox"/> Fixed (like swings, slides, climbing equipment) <input type="checkbox"/> Portable (like wheel toys, balls, tumbling mats, jump ropes, wagons) <input type="checkbox"/> None	<input type="checkbox"/> Fixed (like swings, slides, climbing equipment) <input type="checkbox"/> Portable (like wheel toys, balls, tumbling mats, jump ropes, wagons) <input type="checkbox"/> None
Equipment Use	<input type="checkbox"/> Children must take turns to use any of the available equipment <input type="checkbox"/> All children can use the available equipment at the same time	<input type="checkbox"/> Children must take turns to use any of the available equipment <input type="checkbox"/> All children can use the available equipment at the same time
Staff participation in active play	<input type="checkbox"/> Staff led some active play activities <input type="checkbox"/> Staff participated in some active play activities <input type="checkbox"/> Staff stood or sat during active play	<input type="checkbox"/> Staff led some active play activities <input type="checkbox"/> Staff participated in some active play activities <input type="checkbox"/> Staff stood or sat during active play

Television Use during Observation Period:

Television in view of children: ☐ Yes ☐ No

Television use (including VCR/DVD and videogames) during observation period:

- ☐ Not on at all during observation period
☐ On (even if not being used by children) during entire observation period
☐ On part of time (approximate minutes: _____)

**NUTRITION AND PHYSICAL ACTIVITY DURING OBSERVATION PERIOD
HOME-BASED PROGRAMS**

Date: _____ Start time: _____

Observer: _____ End time: _____

Site Name (if any): _____ Provider ID: _____

City: _____ County: _____

Meals/snacks offered to children during the observation period (check all that were observed):

☐ Breakfast ☐ Morning snack ☐ Lunch ☐ Afternoon snack ☐ Dinner

Food/Drink offered at each eating occasion during observation period:

FOOD/DRINK OFFERED	EATING OCCASION <input type="checkbox"/> Breakfast <input type="checkbox"/> AM snack <input type="checkbox"/> Lunch <input type="checkbox"/> PM snack <input type="checkbox"/> Dinner	EATING OCCASION <input type="checkbox"/> Breakfast <input type="checkbox"/> AM snack <input type="checkbox"/> Lunch <input type="checkbox"/> PM snack <input type="checkbox"/> Dinner	NOTES
How food was served (check all that apply)	<input type="checkbox"/> Family style so children could help themselves <input type="checkbox"/> Delivered & served in prepared portions <input type="checkbox"/> Delivered in bulk & portioned by staff	<input type="checkbox"/> Family style so children could help themselves <input type="checkbox"/> Delivered & served in prepared portions <input type="checkbox"/> Delivered in bulk & portioned by staff	
Fruit, raw, not juice	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Fruit, frozen or canned	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓ <input type="checkbox"/> In own juice <input type="checkbox"/> In light syrup <input type="checkbox"/> In heavy syrup <input type="checkbox"/> Unable to determine	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓ <input type="checkbox"/> In own juice <input type="checkbox"/> In light syrup <input type="checkbox"/> In heavy syrup <input type="checkbox"/> Unable to determine	
Fruit juice	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓ <input type="checkbox"/> 100% juice <input type="checkbox"/> Fruit drink, punch or cocktail <input type="checkbox"/> Unable to determine	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓ <input type="checkbox"/> 100% juice <input type="checkbox"/> Fruit drink, punch or cocktail <input type="checkbox"/> Unable to determine	
Vegetables (not including any fried vegetables)	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓	

NUTRITION AND PHYSICAL ACTIVITY OBSERVATION FORM

	<input type="checkbox"/> Raw <input type="checkbox"/> Raw, with dip <input type="checkbox"/> Cooked/served --without fat <input type="checkbox"/> Cooked/ served with fat (e.g. butter, margarine) <input type="checkbox"/> Unable to determine how cooked/served	<input type="checkbox"/> Raw <input type="checkbox"/> Raw, with dip <input type="checkbox"/> Cooked/served --without fat <input type="checkbox"/> Cooked/ served with fat (e.g. butter, margarine) <input type="checkbox"/> Unable to determine how cooked/served	
Vegetables (not including any fried vegetables)	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓ <input type="checkbox"/> Dark green, red, yellow or orange <input type="checkbox"/> Other	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓ <input type="checkbox"/> Dark green, red, yellow or orange <input type="checkbox"/> Other	
Fried meats or fish (like chicken nuggets, fish sticks)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Fried vegetables (like French fries, tater tots, hash browns, battered & fried vegetables of any kind)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
High saturated fat variety of meats (like sausage, bacon, hot dogs, bologna, ground beef, ham)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Lean meats or protein (like baked or broiled chicken or fish, deli turkey, beans, peanut butter, cheese)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Sugary drinks (like sports drinks, sweet tea, punch, soda)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Milk served to children 12-23 months	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓ <input type="checkbox"/> Whole/regular <input type="checkbox"/> 2% reduced fat <input type="checkbox"/> 1% low fat <input type="checkbox"/> Skim/non-fat <input type="checkbox"/> Unable to determine	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓ <input type="checkbox"/> Whole/regular <input type="checkbox"/> 2% reduced fat <input type="checkbox"/> 1% low fat <input type="checkbox"/> Skim/non-fat <input type="checkbox"/> Unable to determine	
Milk served to children over 2 years	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓ <input type="checkbox"/> Whole/regular <input type="checkbox"/> 2% reduced fat <input type="checkbox"/> 1% low fat <input type="checkbox"/> Skim/non-fat <input type="checkbox"/> Unable to determine	<input type="checkbox"/> Yes <input type="checkbox"/> No ↓ <input type="checkbox"/> Whole/regular <input type="checkbox"/> 2% reduced fat <input type="checkbox"/> 1% low fat <input type="checkbox"/> Skim/non-fat <input type="checkbox"/> Unable to determine	

NUTRITION AND PHYSICAL ACTIVITY OBSERVATION FORM

Bread or rolls	<input type="checkbox"/> Yes <input type="checkbox"/> No <div style="text-align: center;">↓</div> <input type="checkbox"/> Whole wheat <input type="checkbox"/> White wheat <input type="checkbox"/> White <input type="checkbox"/> Other <input type="checkbox"/> Unable to determine	<input type="checkbox"/> Yes <input type="checkbox"/> No <div style="text-align: center;">↓</div> <input type="checkbox"/> Whole wheat <input type="checkbox"/> White wheat <input type="checkbox"/> White <input type="checkbox"/> Other <input type="checkbox"/> Unable to determine	
Cereals	<input type="checkbox"/> Yes <input type="checkbox"/> No <div style="text-align: center;">↓</div> <input type="checkbox"/> Oatmeal <input type="checkbox"/> Cheerios <input type="checkbox"/> Other whole grain/no sugar coating <input type="checkbox"/> Sugar coated, any kind <input type="checkbox"/> Unable to determine	<input type="checkbox"/> Yes <input type="checkbox"/> No <div style="text-align: center;">↓</div> <input type="checkbox"/> Oatmeal <input type="checkbox"/> Cheerios <input type="checkbox"/> Other whole grain/no sugar coating <input type="checkbox"/> Sugar coated, any kind <input type="checkbox"/> Unable to determine	

Drinking water, outside:

- ☐ Not available
☐ Unable to determine

☐ During designated breaks

☐ On request

☐ Self-serve

Drinking water, inside:

- ☐ Not available
☐ Unable to determine

☐ During designated breaks

☐ On request

☐ Self-serve

Physical Activity during Observation Period:

Any periods of physical activity observed (period when all children are invited to participate in physical activity):

☐ Yes (number of periods: _____) ☐ No

Weather conditions: ☐ Sunny ☐ Cloudy ☐ Rainy ☐ Sleet/Freezing Rain ☐ Snow ☐ Windy
☐ Above 32 degrees F ☐ Below 32 degrees F ☐ Temperature unknown

	Period of Physical Activity 1	Period of Physical Activity 2
Time period began		
Time period ended		
Location	<input type="checkbox"/> Inside <input type="checkbox"/> Outside in yard <input type="checkbox"/> Other space outside: (describe)_____	<input type="checkbox"/> Inside <input type="checkbox"/> Outside in yard <input type="checkbox"/> Other space outside: (describe)_____
Equipment Available	<input type="checkbox"/> Fixed (like swings, slides, climbing equipment) <input type="checkbox"/> Portable (like wheel toys, balls, tumbling mats, jump ropes, wagons) <input type="checkbox"/> None	<input type="checkbox"/> Fixed (like swings, slides, climbing equipment) <input type="checkbox"/> Portable (like wheel toys, balls, tumbling mats, jump ropes, wagons) <input type="checkbox"/> None
Equipment Use	<input type="checkbox"/> Children must take turns to use any of the available equipment <input type="checkbox"/> All children can use the available equipment at the same time	<input type="checkbox"/> Children must take turns to use any of the available equipment <input type="checkbox"/> All children can use the available equipment at the same time
Provider participation in active play	<input type="checkbox"/> Provider led some active play activities <input type="checkbox"/> Provider participated in some active play activities <input type="checkbox"/> Provider stood or sat during active play	<input type="checkbox"/> Provider led some active play activities <input type="checkbox"/> Provider participated in some active play activities <input type="checkbox"/> Provider stood or sat during active play

Television Use during Observation Period:

Television use (including VCR/DVD and videogames) during observation period:

- ☐ Not on at all during observation period
☐ On (even if not being used by children) during entire observation period
☐ On part of time (approximate minutes: _____)

SELECTED SUBSCALES FROM SELA AND SSEGA

Date: _____ Start time: _____
Observer: _____ End time: _____
Program Site: _____ Classroom: _____
Program ID: _____ Classroom ID: _____

Selected Subscales from:

*Supports for Early Literacy Assessment
(SELA)*

and from:

*Support for Social-Emotional Growth Assessment
(SSEGA)*

for Early Childhood Programs Serving Preschool-age Children

*The SELA was developed as part of the
New York University's Child and Family Policy Center's
"Best Practices in Early Literacy Project."*

*The SSEGA was developed as part of the
New York University's Child and Family Policy Center's
"Best Practices for Quality Early Childhood Programs Initiative."*

Contact: Sheila Smith,
National Center for Children in Poverty,
Columbia University,
646-284-9600 or ss3793@columbia.edu

SELECTED SUBSCALES FROM SELA AND SSEGA
USING THE SELA AND SSEGA

Ideally, the observation will include time when staff read to the children. When rating staff behavior, consider the “average” of behavior directed toward children, including all staff (i.e., lead teacher and assistants).

Raters should take qualitative notes on each item’s page during the observation to help them complete ratings afterward. Keep running notes about observed activities and other features, such as examples of teacher language or types of literacy materials that are “missing” or available.

Each item is rated on a 5-point scale with “5” reflecting best practice and “1” indicating the absence or very low quality of a literacy support. During the observation, raters should begin with a careful reading of the “5,” and consider whether and how far the classroom deviates from the ideal. Then the rater can read the other anchor points of “3” (some evidence) and “1” (minimal evidence) to select the point on the scale, *which might be a point between the anchors*, that best captures the amount and quality of the literacy support described in the item. In general, it is helpful to think of rating points this way:

“5” is the ideal, with *all* features described for this anchor point present.

“4” is good quality, with some features of the ideal missing, i.e., there’s a little room for improvement.

“3” is considered fair or mediocre quality; there are several things in need of improvement.

“2” is poor quality, but there may be one or two features of relevant practice that are adequate.

“1” is very low quality, reflecting the need to “start from scratch” to create a particular type of support described in the item.

The Literate Environment. Walk around and observe the different play areas and entire classroom environment.

The Literate Environment Item 1. Print is used in the environment for a purpose.

5	4	3	2	1
<p>Strong evidence – 5</p> <p>Labels, charts, and signs with pictures are used <i>for a purpose</i> in many places; the print conveys a simple, clear message or meaning. (Examples: Name cards in a pocket chart to show helpers at snack time; labels to identify bins with certain toys; a sign with picture over the sink, “Please wash your hands;” a chart with color words and corresponding pictures of colored crayons.)</p> <p>Print is used so that it will capture children’s attention, and is large, attractive, and eye-catching.</p>		<p>Some evidence – 3</p> <p>Labels, charts, and signs with pictures are used <i>for a purpose</i> in a few areas, and are fairly well-placed to capture children’s attention. At least one chart is used in daily routines (e.g., Center Chart, Job Chart).</p>		<p>Minimal evidence –1</p> <p>There are no examples of high quality print used <i>for a purpose</i>.</p>

The Literate Environment Item 2. There is an inviting place where children can look at books.

5	4	3	2	1
Strong evidence – 5		Some evidence – 3		Minimal evidence –1
<p>There is at least one place where children can sit comfortably (such as on a carpet, pillows, or beanbag chairs) to look at books alone or with friends. There is room for at least one adult.</p> <p>The main reading area is “cozy” -- a corner or other defined area, separate from other areas. It is a place for looking at books, and is not used for other activities during choice time.</p> <p>In the main reading area, at least 15 books, in good condition, are on display so that covers show and are within easy reach for children; at least 25 additional books are available in baskets or are otherwise easy to reach in the book area.</p>		<p>There is at least one somewhat comfortable, defined place where several children can look at books.</p> <p>At least 10 books are on display, arranged so that children can see and handle them easily; at least 10 at least 25 additional books are available in baskets or are otherwise easy to reach in the book area.</p>		<p>There is no comfortable, inviting place for children to sit and look at books.</p> <p>There may be a book display, but no defined area or soft place for children to sit.</p>

The Literate Environment Item 3. The environment promotes interest in a wide variety of books.

5	4	3	2	1
Strong evidence – 5		Some evidence – 3		Minimal evidence –1
Many different types of books are on display and within easy reach for children, such as information books on different topics, storybooks, alphabet books, folktales, and fantasy. Many books reflect diverse cultural and linguistic backgrounds of people.		Books from at least three different categories are present, and at least 20 percent reflect diverse cultural and linguistic backgrounds of people.		Books in only one or two categories are present.
Books are attractive and in good condition.				
Books are placed not only in the book corner, but in one or more other areas (e.g., a book about frogs on display in the science corner).				
Some new books are introduced at least every two weeks.				

The Literate Environment Item 4. Writing materials are available and easy for children to use.

5	4	3	2	1
Strong evidence – 5		Some evidence – 3		Minimal evidence –1
Paper and writing material (markers, pencils, and crayons) are out on tables for some part of every day, available for children to use <i>as they choose</i> .		Paper and writing materials are out on tables at least three times a week for some periods, for children to use <i>as they choose</i> .		Paper and writing materials are never placed out on tables for children to use <i>as they choose</i> .
Writing materials are available outside the main writing area, e.g., a pad and pencil for taking pizza orders in the dramatic play area.				
Different materials (e.g., crayons or markers, paper or index cards) are rotated during the week.				

The Literate Environment Item 5. A variety of literacy items and props are used in the pretend play area.

5	4	3	2	1
Strong evidence – 5 A variety of literacy props in good condition are used in the pretend play area (e.g., phones, menus, price tags, recipe cards, clipboard, pad and pen). Literacy props are items that encourage children to notice print, use language, and engage in writing. New literacy items and props are introduced in the pretend play area at least once a month.		Some evidence – 3 A few types of literacy props and items in at least fair condition are used in the pretend play area.		Minimal evidence –1 There are no literacy items or props in the pretend play area.

Language Development

Language Development Item 6. Teachers encourage children to use and extend their oral language.

5	4	3	2	1
Strong evidence – 5		Some evidence – 3		Minimal evidence –1
Teachers often take time to talk to individual children and encourage their talk, inviting extended conversations with open-ended statements such as “tell me more,” or expressing interest and leaving space for the child to respond. (Questions that call for predetermined answers or that cut off or redirect conversation are avoided.)		Teachers sometimes take time to talk to individual children and encourage their talk.		Teachers rarely or never take time to talk to individual children and usually do not encourage their talk.
		Sometimes teachers respond to children’s talk by showing interest.		Teachers rarely or never show interest in what children say, or extend children’s oral language.
		Teachers occasionally extend children’s oral language when they respond to the child’s talk (e.g., introducing new vocabulary, an idea, or description).		The teachers’ language is predominately commands or instructions.
Most of the time, teachers respond to children’s talk by showing interest and staying with the child’s topic.				
Teachers frequently extend children’s oral language by adding new words or concepts and elaborating on the idea or description. (e.g., Child says, “This milk is yum,” Teacher responds: “Yes, I think milk tastes delicious, especially when I’m thirsty.” Child says: “See the cave we made?” Teacher responds: “I do! It looks like a dark cave where bears might sleep. Bears hibernate in caves”).				

Language Development Item 7. Teachers speak to children in ways that introduce new words, concepts, and linguistic structures.

5	4	3	2	1
Strong evidence – 5		Some evidence – 3		Minimal evidence –1
When teachers talk to children they frequently use language that contains rich vocabulary, including some words that are likely to be new to children, descriptive language (e.g., adverbs and adjectives), and explanations of objects, actions, or concepts (e.g., the eggshell is breakable because it is so thin).		When teachers talk to children, they sometimes use rich vocabulary, descriptive language, and explanations during interactions and activities that elicit children’s interest and enjoyment.		Teachers never use rich vocabulary, descriptive language, or explanations of concepts.
Teachers use somewhat more complex language structures than children typically use (e.g., whenever we go on vacation, our dog must stay with a friend until we return).				
Teachers use rich language during interactions and activities that elicit children’s interest and enjoyment (e.g., during hands-on activities, pretend play, or shared book-reading).				

Language Development Item 8. Teachers organize activities that promote oral language development and build knowledge. *An activity is something that goes on for 5 minutes or more, and appears to be intentionally organized or facilitated by the teacher.*

5	4	3	2	1
Strong evidence – 5		Some evidence – 3		Minimal evidence –1
<p>Teachers organize a variety of activities that promote children’s oral language development (vocabulary, expressive use of language in reasoning) and build new knowledge.</p> <p>Examples are: Pretend play with the teacher joining in to introduce or extend a theme (e.g., using the phone to call the doctor); small group activities in which children are invited to join in conversation (e.g., comparing items at a science table or encouraging children to share experiences they had together during a class trip); reading informational books and engaging in hands-on activities and conversation that build knowledge.</p> <p>Most of these activities are done with small groups. Some activities are thematically related allowing children to explore a concept or area of knowledge over several days (e.g., dinosaurs, transportation).</p> <p>Activities are organized flexibly, with teachers responding to individual interests and styles of children, and include many individual and small group interactions.</p>		<p>Teachers organize or facilitate some high quality activities that promote children’s language development and build knowledge.</p>		<p>There are no activities that promote children’s language development and build knowledge.</p>

Language Development Item 9. Teachers read books to children in ways that build language, knowledge, and a love of books. *Observe a book-reading.*

5	4	3	2	1
Strong evidence – 5		Some evidence – 3		Minimal evidence –1
Teachers read daily to children, using many different kinds of books that are interesting and enjoyable to children.		Teachers read to children daily in large groups, but infrequently to small groups or individual children.		Teachers read to children at least three times a week.
Teachers read daily to children in small groups.		Quality of shared reading and books is at least fair.		Quality of shared reading and books is poor.
Teachers read in a lively, engaging way, inviting children's involvement (e.g., talk about the story or children's experiences related to a book after reading it; filling in a rhyme when a book has a repetitive pattern; answering a question posed in the book).				

Knowledge of Print/Book Concepts

Knowledge of Print/Book Concepts Item 10. Teachers call attention to the functions and features of print.

5	4	3	2	1
Strong evidence – 5		Some evidence – 3		Minimal evidence –1
Teachers call attention to the functions and features of print daily in a variety of ways, including: showing how we read print by moving a finger along print as a book or child’s dictation is read; identifying the features of a book, such as the author and title; calling attention to and labeling words and letters in the course of the day’s activities (“I see two names that begin with ‘S’”; “I wonder which word on this menu is ‘juice?’”); activities to help children recognize and write their names, and to recognize others’ names (e.g., helping children find their name cards at snack time).		Teachers sometimes call attention to the functions of print; quality of the strategies is at least fair.		Teachers do not call attention to the functions and features of print.
Efforts to call attention to the functions and features of print are woven into everyday activities, and are fun and engaging for children.				

Phonological Awareness

Phonological Awareness Item 11. Teachers draw children’s attention to the sounds they hear in words.

5	4	3	2	1
Strong evidence – 5		Some evidence – 3		Minimal evidence –1
<p>Teachers use a variety of activities every day to draw children’s attention to the sounds in words. Examples include: asking children whose names start with the same letter as JUMP (emphasizing the ‘J’ sound) to get their coats; pointing out the sound of an initial letter in a word the child is trying to write by saying it slowly; reading books that have rhymes and interesting patterns of sounds; singing songs or playing games that emphasize rhyming and syllables in words (e.g., clapping out the syllables in words).</p> <p>Activities are conducted in a fun, engaging way that captures children’s interest.</p>				
		<p>Teachers use some activities to draw children’s attention to the sounds in words. These are carried out in ways that are at least somewhat engaging for children.</p>		<p>Teachers do not use activities to call attention to sounds in words.</p>

Letters and Words

Letters and Words Item 12. Teachers help children recognize letters.

5	4	3	2	1
Strong evidence – 5		Some evidence – 3		Minimal evidence –1
Teachers use a variety of method every day to help children learn to recognize letters. Examples include: reading alphabet books; helping children write their names; helping a child locate a card showing his assigned helping activity – Napkin Helper – by saying, look for the “N” in napkin); playing games such as letter bingo; pointing out letters in words during child dictation.		Teachers use at least three methods to help children learn to recognize letters. The quality of these methods is at least fair.		There is no evidence that activities are used to help children recognize letters.
These activities are carried out in a fun, engaging way.				

Letters and Words Item 13. Teachers promote children’s interest in writing.

5	4	3	2	1
Strong evidence – 5		Some evidence – 3		Minimal evidence –1
Teachers use a variety of methods to encourage children’s interest in writing. Such methods include: encouraging them to write their names on drawings, taking dictation of a child’s story or description of a picture, joining a child to make a list of things the class will need for an upcoming project, helping children make books.		Teachers sometimes encourage children’s interest in writing, using methods that are at least fairly enjoyable and engaging.		Teachers do not encourage children’s interest in writing.
Children’s “writing” is on display in the classroom.				Teachers might respond to children’s writing efforts by correcting “mistakes,” and otherwise fail to respond positively to these efforts.
Teachers show a positive response to all kinds of writing efforts, including scribbling, but also call attention to letters or words they can identify.				

Supportive Teacher-Child Relationships

Supportive Teacher-Child Relationships Item 4. Teachers talk positively to children about their individual interests, preferences, and personal circumstances.

5	4	3	2	1
Strong evidence – 5		Some evidence – 3		Minimal evidence –1
<p>Teachers often talk to individual children in a positive manner about their individual interests or approach to play and learning (e.g., “Sam, I see you like to mix the colors of the clay together. You made some <i>new</i> colors!”). Teachers often speak at children’s eye level and show sensitivity to their involvement in activities, often observing before starting a conversation.</p> <p>Teachers show an interest in children’s lives outside of school (e.g., “Mary, tell me about seeing your cousin over the weekend”).</p> <p>Teachers take time to listen and respond to what children say about their interests and experiences.</p> <p>Teachers show an interest in all children by interacting with shy or challenging children as well as those who are more compliant or outgoing.</p> <p>Teachers use opportunities to talk to individual children throughout the day (e.g., arrival, transitions, in Centers, at meal and snack time).</p>		<p>Teachers sometimes talk to children in a positive manner about their individual interests, preferences, or approach to play and learning. Teachers’ comments may be somewhat hurried or brief, and they may not leave adequate time for conversation with individual children.</p> <p>Teachers show an interest in at least a few children, but may overlook opportunities to talk with several others about their interests and experiences.</p>		<p>Teachers rarely talk to children in a positive manner about their individual interests, preferences, or approach to play and learning.</p>

Supportive Teacher-Child Relationships Item 5. Teachers communicate warmth and acceptance toward children.

5	4	3	2	1
Strong evidence – 5		Some evidence – 3		Minimal evidence –1
Teachers consistently show warmth and acceptance toward children by using a kind tone of voice, smiling, giving encouragement, and demonstrating affection.		Most of the time, teachers show warmth and acceptance toward children. Sometimes, teachers may be mildly critical or disapproving of a child or the class as a whole (e.g., “Oh children, you’ve forgotten what we’ve learned yesterday!”; “Leah, you know we don’t behave that way in circle.”)		Teachers rarely or never show warmth toward children.
Teachers speak in positive, specific terms about children’s personal styles of play, learning, and self-expression (e.g., “Laura, those colorful swirls you drew make an interesting pattern”; “Eric, you like to share books with your friends!”; “Sara, I see you’re enjoying some quiet time working on that puzzle”).		Teachers may give general praise (e.g., “Good job with clean-up, John.”), but fail to offer positive comments about specific behaviors that reflect children’s personal styles of play, learning, and self-expression.		Sometimes teachers are harsh toward children (e.g., using an angry tone of voice, criticizing a child, threatening a child with punishment, such as isolation or loss of a desired activity).
Teachers correct children’s behavior by explaining what they <i>can</i> do (e.g., helping a child find another place to bounce a ball; telling a child who grabbed a toy, “Next time, you could say, ‘I’m waiting for a turn; let me know when you’re finished please’”).				

Supports For Emotional Self-Regulation

Supports for Emotional Self-Regulation Item 6. Teachers support children’s ability to experience motivation, enjoyment, and mastery in play and learning activities.

5	4	3	2	1
Strong evidence – 5		Some evidence – 3		Minimal evidence –1
Teachers consistently provide children with learning experiences that offer challenge and opportunities for mastery. These include individual and small group activities in which children can try to solve problems and acquire skills at increasingly higher levels (e.g., playing math or letter games, working with varied art materials in open-ended projects).		Teachers provide children with some learning experiences that offer challenge and opportunities for mastery. The quality or variety of these experiences may be limited (e.g., several different puzzles are available, but their range of difficulty is somewhat narrow; children might be given too little help in activities that are highly challenging, leaving children frustrated instead of challenged.)		Teachers never encourage children’s involvement and persistence, except possibly in negative terms (e.g., scolding a child to finish a project).
Teachers often encourage children’s involvement and persistence in activities by providing support that keeps the child engaged (e.g., When a teacher sees a child having trouble with a puzzle, she asks, “What part of this picture could you look for?”).		Teachers sometimes encourage children’s involvement and persistence, but the quality may be only mediocre (e.g., the teacher is too hurried; the teacher takes over the activity.)		Age-appropriate materials may be in limited supply or poor condition (e.g., puzzles are designed for younger or older children; manipulatives have broken parts).
Teachers mirror the enjoyment children experience when they are engaged in play and learning (e.g., “This is such a fun game!”).		Age-appropriate materials are in at least fairly good condition (e.g., most have no broken or missing parts.)		
Age-appropriate games, toys, and materials are in very good working condition, allowing children to experience engagement and mastery.				

Supports for Emotional Self-Regulation Item 7. Teachers support children’s ability to manage negative emotions.

5	4	3	2	1
Strong evidence – 5		Some evidence – 3		Minimal evidence –1
<p>Teachers consistently help children cope with negative feelings in ways that promote their ability to manage emotions. Examples include:</p> <ul style="list-style-type: none"> - Labeling a child’s feelings and commenting on the situation that triggered them (e.g., “I see you’re really frustrated because the paint spilled on your picture”); - Encouraging a child to come up with solutions to a problem (e.g., “Let’s think about a different way to do this”); - Helping a child “take a break” (“Let’s come back and fix this later when you feel calm. Now you can play in a center or read with a friend”); - Soothing a child who is fearful by talking about ways to cope (e.g. “When children feel frightened at the dentist, it helps to ask questions”); - Encouraging children to choose an enjoyable activity that helps them when they must wait (e.g., “While we wait for everyone to get ready for snack, you can choose to look at a book, draw, or write”). 		<p>Teachers provide some supports for helping children manage negative feelings. The range and quality of these supports is only mediocre (e.g., the teacher comments on a child’s frustration, but rushes to “fix” the problem herself; the teacher explains to a child that “taking a break” will help and directs the child to another activity, without giving the child a choice.)</p>		<p>Teachers do not help children cope with negative feelings in ways that promote their ability to manage emotions.</p> <p>Teachers may ignore children’s feelings, scold children for expressing feelings such as anger or sadness, or issue commands about how children should solve a problem (e.g., “Stop crying”; “Say you’re sorry.”)</p>

Supports for Children’s Positive Social Behavior

Supports for Children’s Positive Social Behavior Item 8. Teachers model positive social behavior.

5	4	3	2	1
Strong evidence – 5		Some evidence – 3		Minimal evidence –1
<p>During everyday routines and activities, teachers model a variety of positive social behaviors, such as listening, helping, complimenting, and showing empathy.</p> <p>Teachers sometimes call attention to their modeling of positive social behavior in the classroom (e.g., Two children run up to tell the teacher something, and she says, “Please wait a minute, I’m listening to James tell me something interesting that happened to him on the playground”).</p> <p>Teachers sometimes invite children to participate as they model positive social behavior (e.g., “I’m helping Rita pick up these crayons she dropped. If you help too, we’ll get them picked up quickly so Rita can finish her picture”).</p>		<p>Teachers sometimes model positive social behavior, but the variety of behaviors is limited. The quality of the modeling may be mediocre and teachers call minimal attention to their behavior (e.g., a teacher briefly explains, “Wait, I’m listening to Sam now.”</p>		<p>Teachers rarely or never model positive social behavior. Teachers may model <i>poor</i> behaviors such as interrupting or ignoring children, or speaking rudely to other adults in the room (e.g., “Give me that attendance sheet.”)</p>

Supports for Children's Positive Social Behavior Item 9. Teachers use a variety of methods for supporting children's positive interactions with peers.

5	4	3	2	1
Strong evidence – 5		Some evidence – 3		Minimal evidence –1
<p>Teachers use a variety of methods to help children experience positive interactions with peers. Examples are:</p> <ul style="list-style-type: none"> - Coaching a child with challenging behavior about entering a group (e.g., suggesting that a child ask if she can play a certain role that is in keeping with a group's play theme); - Helping children extend a play theme if they get "stuck" (e.g., "Maybe the pets need check-ups to make sure they're growing well"); - Organizing cooperative activities (e.g., assigning jobs to small groups of children; pairing more and less socially competent children together for play or tasks); - Giving children information about common interests (e.g., "I think Jim said he has that book at home. Let's let him know you read it too"). <p>Teachers encourage positive peer interactions throughout the day in a variety of situations (e.g., free-play, clean-up, snack-time, sharing books). Teachers give children ample unstructured time to interact while providing support, as needed.</p>		<p>Teachers sometimes help children experience positive interactions with each other. The variety of methods they use may be limited, or the quality mediocre (e.g., a teacher hastily suggests that a shy child take on a specific role in play, but walks away before seeing the results.)</p> <p>While teachers allow a fair amount of peer interactions during the day, there may be times when teachers cut off positive interactions by interrupting play or imposing their own ideas. Occasionally, teachers may limit social interactions unnecessarily (e.g., telling children to stop talking at snack time because they are running out of time to finish.)</p>		<p>Teachers seldom or never help children experience positive interactions with each other.</p> <p>Teachers do not provide time for peer interactions (e.g., free play periods are too short, teachers are highly directive during small group activities and transitions.)</p> <p>Teachers actively discourage peer interactions during times that offer important opportunities (e.g., telling children not to talk during snack or while cleaning up.)</p>

Supports for Children’s Positive Social Behavior Item 10. Teachers use a variety of strategies to help children manage conflicts.

5	4	3	2	1
Strong evidence – 5		Some evidence – 3		Minimal evidence –1
<p>Teachers consistently help children manage conflicts with strategies that build children’s social skills. Examples of such strategies include:</p> <ul style="list-style-type: none"> - Helping children learn to assert their wishes and preferences in a friendly manner (e.g., a teacher suggests that a child explain to a peer why he needs the red paint); - Encouraging children to state their understanding of a conflict and come up with possible solutions, with the teacher providing support, as needed; - Coaching children to use compromise, negotiation, and turn-taking (e.g., a teacher asks two children who want the same book, “What are some ways you could both get to look at this book?”). <p>Teachers engage children in talk about positive ways to manage conflicts in the course of everyday routines and activities (e.g., reading and discussing a book about conflict between characters).</p>		<p>Teachers sometimes help children manage conflicts with strategies that build children’s social skills. At times, teachers may resort to less appropriate methods, such as simply telling children to stop arguing or imposing a solution without inviting children’s ideas about how to deal with the conflict.</p> <p>Teachers sometimes talk with children about positive ways of managing conflicts, but the quality of these discussions is only mediocre (e.g., the teacher reads a story that shows two characters in conflict, but takes time to hear only one child’s ideas about possible ways to deal with the problem.)</p>		<p>Teachers rarely or never help children manage conflicts with strategies that build children’s social skills (e.g., teachers may ignore conflicts or try to stop them with commands.)</p>

Supports for Children's Social and Emotional Understanding

Supports for Children's Social and Emotional Understanding Item 11. Teachers help children understand their own and others' emotions.

5	4	3	2	1
Strong evidence – 5		Some evidence – 3		Minimal evidence –1
<p>Teachers frequently encourage children to notice and label their own feelings and those of others. Their methods include:</p> <p>- Talking about feelings in everyday interactions (e.g., “Children, I’m really excited about the new project we’ll start today!”; “Juan, you look a little worried. Maybe I can help with that glue”);</p> <p>- Prompting children to wonder about how someone might feel (e.g., After reading a story about a girl losing a favorite toy, the teacher asks, “How do you think Lily felt when that happened?”);</p> <p>- Introducing children to a range of words for different emotions (e.g., “I think Sarah felt better when she found her kitten - she was so relieved!”).</p> <p>When speaking about emotions, teachers use appropriate expression and responsiveness (e.g., while noticing a child appears worried, teacher looks concerned and offers support).</p>		<p>Teachers sometimes encourage children to notice and label their own feelings and those of others. The quality of teacher efforts may be only mediocre (e.g., the teacher says, “Jake, you’re looking a little sad today,” but pauses only briefly by his side, not giving Jake much opportunity to talk; after reading about a boy who struck out in a baseball game, the teacher notes, “He’s made about that.”)</p>		<p>Teachers never encourage children to notice or label their own feelings and those of others with appropriate expression and responsiveness (e.g., teachers never mention children’s feelings; a teacher sternly observes, “I see you’re happy making such a mess.”)</p>

Supports for Children’s Social and Emotional Understanding Item 12. Teachers help children understand social situations and behavior.

5	4	3	2	1
Strong evidence – 5		Some evidence – 3		Minimal evidence –1
<p>Teachers often try to help children understand others’ intentions and the consequences of their own behavior. They consistently use methods that build children’s ability to understand and get along with others. These include:</p> <p>- Helping children interpret others’ behavior (e.g., “When John ran up and knocked over your building, I think he was running to play with you and tripped”);</p> <p>- Prompting children to try to understand others’ intentions (e.g., after reading a story, a teacher asks, “Why do you think Lori wants to bring her friend a present?”);</p> <p>- Talking about connections between behavior and outcomes (e.g., “When you took Lee’s picture without asking, she got upset and didn’t want you near her”; “You and Jane worked together to clean up and now the writing center is all ready for everyone to enjoy later”).</p> <p>Teachers use a calm, nonjudgmental tone when talking about social situations and children’s behavior.</p>		<p>Teachers sometimes try to help children understand others’ intentions and the consequences of their own behavior. The quality of these efforts is only mediocre (e.g., when a boy bumps into another child during play, a teacher says in passing, “Eric didn’t mean to do that”; a teacher uses a slightly harsh tone when pointing out the consequences of a child’s negative behavior).</p>		<p>Teachers never try to help children understand others’ intentions and the consequences of their own behavior, except possibly in harsh terms (e.g., “See how you made him cry!”; “You shouldn’t blame Ally for an accident when you spill things yourself!”).</p>

SELECTED SUBSCALES FROM PITC PARS

Date: _____ Start time: _____
Observer: _____ End time: _____
Program Site: _____ Classroom: _____
City: _____ County: _____
Caregiver A: _____ Caregiver B: _____

Selected Subscales from:

*Program for Infant/Toddler Caregivers (PITC)
Program Assessment Rating Scale (PARS)
Center-Based and Home-Based Programs*

The PITC PARS was designed by WestEd's Program for Infant/Toddler Care (PITC) for use in infant classrooms with children from birth to 30-months old and in toddler classrooms with children between the ages of 30 months and 36 months of age.

A separate version was developed for use in family/group family child care programs with children from birth to 36 months old.

Contact: Kerry Kriener-Althen,
WestEd Center for Child and Family Studies
(415) 289-2338 or kkriene@wested.org

PARS Sub-scales

Sub-scales are broad domains to categorize areas of child care quality. The term “infant” is used to refer to both infants and toddlers (children ranging in age from birth up to three years old). The PITC PARS has 5 sub-scales; Each sub-scale is comprised of four or more items. An item measures a specific aspect of quality within each sub-scale. There are four sub-items within each item. Each sub-item measures a specific aspect of quality defined under each item. Together, the ratings on the four sub-items provide an overall assessment of the extent to which the item has been implemented by caregivers and/or programs. Each sub-item is assessed as “met” or “not met.” Each PITC PARS sub-scale is scored on a scale ranging from 0 to 4, and interpreted as below:

- 0 Inadequate (Programs at this level are meeting 45% or less of the total number of items)
- 1.8 Minimal (Programs at this level are meeting 45-70% of the total number of items)
- 2.8 Good (Programs at this level are meeting 70-99% of the total number of items)
- 4 Excellent (Programs at this level are meeting 100% of the total number of items)

One subscale and its corresponding items, and one item from another subscale were selected for the QUALITYstarsNY field test evaluation:

I. **Quality of Caregiver’s Interaction with Infants**– Assesses the responsiveness of individual caregivers’ interactions with the infants in their care.

- A. **Responsiveness and Sensitivity to Children**
- B. **Positive Tone and Attentiveness**
- C. **Responsive Engagement and Intervention**
- D. **Respect for Infants’ Initiative and Choices**
- E. **Facilitation of Cognitive Development and Learning**
- F. **Facilitation of Language Development and Communication, Part a**
- G. **Facilitation of Language Development and Communication, Part b**

III. **Relationship-Based Care** – Assesses the extent to which caregiving practices and program procedures satisfy infants’ individual needs by building predictable and supportive relationships with 1 or 2 caregivers.

- C. **Following Children’s Individual Schedules**

I. QUALITY OF CAREGIVER'S INTERACTION WITH INFANTS

A. Responsiveness and Sensitivity to Children

1. The caregiver responds promptly and appropriately to infants' *non*-distressed cues such as vocalizations, gestures, requests, moods, and other nonverbal and verbal cues.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

2. The caregiver consistently acknowledges when a child is interested in social interaction such as mirroring or imitating a smile, making eye contact when the child attempts to make eye contact, or making a comment when the child gives or shows something.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

3. The caregiver responds promptly and appropriately to children's distress cues.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

4. The caregiver tries to understand a child's distress or discomfort in a way that meets the child's need or comforts the child. When a child seeks comfort, cries, or expresses sadness, the caregiver responds consistently and attempts to meet the child's need or comforts the child. When a child expresses anger, the caregiver gently acknowledges the child's feelings and, if necessary, redirects her or his behavior.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

Positive Tone and Attentiveness

1. The caregiver expresses an overall positive, warm tone with infants.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

2. The caregiver emotionally and physically relates to children with gentleness. The caregiver uses a gentle and supportive voice when setting limits.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

3. The caregiver minimizes conversations with other adults.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

4. The caregiver observes all the infants in care with interest and is emotionally and physically available to meet each child's needs for attention or support.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

B. Responsive Engagement and Intervention

1. a. The caregiver initiates interaction with young infants (birth to 8 months) when infants are alert and active.
b. The caregiver regularly communicates with older infants to find out whether they would like to interact or engage in an activity.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

SELECTED SUBSCALES FROM PITC PARS

2. The caregiver disengages when a child disengages, for example, if the child looks away or tries to avoid interacting with a caregiver, or appears tired and distracted. The caregiver stops trying to initiate interaction or an activity with a child if the child does not respond with interest.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

3. a. The caregiver intervenes by gently guiding an infant younger than 15 months if the infant starts to hurt someone else.
b. For children over 15 months of age, the caregiver intervenes by setting limits and helping children resolve conflicts.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

4. The caregiver is playful with children while being careful to avoid over-stimulation.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

C. Respect for Infants' Initiative and Choices

1. The caregiver follows children's lead, allowing infants and toddlers to choose activities and play materials.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

2. The caregiver does not expect young and mobile infants (infants younger than 18 months) to join or stay in a group activity, and children are free to join, leave and rejoin the group. If the caregiver initiates group activities, it is in response to children's interests.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

SELECTED SUBSCALES FROM PITC PARS

3. If the caregiver has to interrupt a child actively engaged in learning or exploration, the caregiver gives the child time to make the transition.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

4. The caregiver is flexible and adapts to the children's ways of manipulating or exploring materials.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

Facilitation of Cognitive Development and Learning

1. The caregiver seeks to expand learning when interacting with infants engaged in discovery or learning.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

2. The caregiver avoids unnecessarily intervening in children's activities or interrupting them when they are concentrating on making a discovery or engaged in self-initiated learning.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

3. The caregiver's responses reflect an understanding of the focus of the infant's learning, for example, cause-effect relations or the use of tools.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

SELECTED SUBSCALES FROM PITC PARS

4. The caregiver acts in a way that allows children to be in control of the activity when helping infants solve a problem or make a discovery.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

D. Facilitation of Language Development and Communication, Part a

1. The caregiver frequently asks talks with children at appropriate times and consistently gives the children opportunities and time to respond.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

2. a. The caregiver listens and watches young infants in order to imitate their sounds and other nonverbal communication. Caregivers connect language with nonverbal gestures.
 b. The caregiver listens and adds to topics initiated by toddlers, encouraging give and take communication. The caregiver asks open-ended questions that invite children to give creative or expressive responses rather than yes/no or “correct answer” responses.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

3. Caregivers use parallel talk, commenting on the children’s focus of interest or activity.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

4. Caregivers regularly use self-talk, commenting on their own actions.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

Facilitation of Language Development and Communication, Part b

1. The caregiver makes available a variety of books, encourages children's exploration of books, looks at books with children, and reads and tells stories to children.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

2. The caregiver offers opportunities for playfulness with language, for example, finger play, songs, puppets, and socio-dramatic play.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

3. The caregiver accepts children's expressions of language and communication without correcting them.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

4. The caregiver uses child-directed language.

Caregiver A	Caregiver B
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Notes:	Notes:

III. RELATIONSHIP-BASED CARE

C. Following Children's Individual Schedules

1.
 - a. Individual schedules for feeding are followed for children aged birth to two years.
 - b. Mealtimes may be established for two-year-olds in the group, but children at that age who prefer to follow their own schedules are allowed to do so. Caregivers handle the schedule for older infants flexibly to accommodate individual differences. Individual older infants are consistently allowed to choose when to follow the group feeding schedule.

☐ Met ☐ Not Met

Notes:

SELECTED SUBSCALES FROM PITC PARS

2. a. Individual schedules for napping are followed for children aged birth to two years. Children at the beginning of the older infancy period (often 18 to 24 months) who prefer to adjust their schedules to the nap times established for two-year-olds in the group are allowed to do so.
- b. Caregivers handle the schedule for older infants flexibly to accommodate individual differences. Nap times may be established for two-year-olds in the group, but children at that age who prefer to follow their own schedules are allowed to do so.

☐ Met ☐ Not Met

Notes:

3. Individual schedules for diapering are followed for children.

☐ Met ☐ Not Met

Notes:

4. The infants consistently have several activities or play choices available to them. When group times occur for older infants, the group activity is usually spontaneous in response to children's interests, and children are free to join, leave and rejoin the group. Young and mobile infants are not expected to join or stay in a group activity.

☐ Met ☐ Not Met

Notes:

QUESTIONNAIRE FOR INDIVIDUALS ATTENDING INITIAL INFORMATION SESSIONS



Thank you for attending this Community Information Session. Please complete this survey and place it in the box as you leave the session. You do not need to include your name. Thank you for taking time to respond.

1. How many of your questions and concerns about the QUALITYstarsNY standards and rating system did this information session answer?

☐ All ☐ Most ☐ Some ☐ Not very many ☐ I didn't have any questions or concerns

Please write any questions or concerns you still have about QUALITYstarsNY:

2. This information session answered my questions and concerns about the QUALITYstarsNY field test.

☐ All ☐ Most ☐ Some ☐ Not very many ☐ I didn't have any questions or concerns

Please write any questions or concerns you still have about the QUALITYstarsNY field test:

3. How likely are you to apply to participate in the QUALITYstarsNY field test?

☐ Definitely will ☐ Probably will ☐ Might apply ☐ Probably will not ☐ Definitely will not

Please write any reasons you might not apply.

4. Once QUALITYstarsNY is operating state-wide, how likely do you think you will be to participate?

☐ Definitely will ☐ Probably will ☐ Might apply ☐ Probably will not ☐ Definitely will not

Please write any reasons you might not participate.

5. How did you first hear about the QUALITYstarsNY field test?

☐ Newspaper ad or article ☐ Radio or tv ad or story ☐ Flyer or brochure I picked up

☐ E-mail announcement ☐ Invitation letter or flyer I was sent ☐ From a colleague or friend

☐ Other – please describe: _____

STANDARDS CHECKLIST SURVEY FOR CENTER- AND SCHOOL-BASED PROGRAMS



STANDARDS CHECKLIST SURVEY FOR CENTER- AND SCHOOL-BASED PROGRAMS

Thank you for participating in the QUALITYstarsNY field test. Please complete this survey about your experience and return with your standards checklist packet. Your comments and suggestions will be summarized along with those from other field test participants. No individual identifiable information will be seen by anyone outside of the field test evaluation team.

1. How familiar were you with the QUALITYstarsNY standards before being selected for the field test?

☐ Very familiar ☐ Moderately familiar ☐ Somewhat familiar ☐ Not very familiar ☐ Not at all familiar

2. Did you participate in any orientation sessions, workshops, or trainings on the QUALITYstarsNY standards after being selected for the field test?

☐ Yes – Answer Question 2a below

☐ No -- Go to Question 3

2a. IF YES, How helpful were those sessions, workshops, or training in understanding and completing the checklist?

☐ Very helpful ☐ Moderately helpful ☐ Somewhat helpful ☐ Not very helpful ☐ Not at all Helpful

3. How long in all did it take you to complete the standards checklist and the other forms, including time assembling the requested documentation?

_____ Total Hours OR _____ Total Minutes

4. Was the time it took you to complete the standards checklist and the other forms...

☐ Shorter than you expected ☐ About as you expected ☐ Longer than you expected

STANDARDS CHECKLIST SURVEY FOR CENTER- AND SCHOOL-BASED PROGRAMS

5. Thinking about the checklist, please indicate in the appropriate column sections that ... were difficult to understand the standards (Column A) ... were difficult to decide how to answer (Column B) ... did not give you the opportunity to describe or document important things about your program (Column C).

	COLUMN A Difficult to understand standards	COLUMN B Difficult to decide how to answer	COLUMN C Standards did not cover important things about your program
Learning Environment – Child observation & assessment	<input type="checkbox"/> Difficult to understand the standards <input type="checkbox"/> NOT difficult to understand	<input type="checkbox"/> Difficult to decide how to answer <input type="checkbox"/> NOT difficult to decide	<input type="checkbox"/> Important things were NOT covered (please describe:) <hr/> <hr/> <input type="checkbox"/> Everything important was covered
Learning Environment – Curriculum planning & implementation	<input type="checkbox"/> Difficult to understand the standards <input type="checkbox"/> NOT difficult to understand	<input type="checkbox"/> Difficult to decide how to answer <input type="checkbox"/> NOT difficult to decide	<input type="checkbox"/> Important things were NOT covered (please describe:) <hr/> <hr/> <input type="checkbox"/> Everything important was covered
Family Engagement – Communications	<input type="checkbox"/> Difficult to understand the standards <input type="checkbox"/> NOT difficult to understand	<input type="checkbox"/> Difficult to decide how to answer <input type="checkbox"/> NOT difficult to decide	<input type="checkbox"/> Important things were NOT covered (please describe:) <hr/> <hr/> <input type="checkbox"/> Everything important was covered
Family Engagement – Involvement & family support	<input type="checkbox"/> Difficult to understand the standards <input type="checkbox"/> NOT difficult to understand	<input type="checkbox"/> Difficult to decide how to answer <input type="checkbox"/> NOT difficult to decide	<input type="checkbox"/> Important things were NOT covered (please describe:) <hr/> <hr/> <input type="checkbox"/> Everything important was covered
Family Engagement – Transitions	<input type="checkbox"/> Difficult to understand the standards <input type="checkbox"/> NOT difficult to understand	<input type="checkbox"/> Difficult to decide how to answer <input type="checkbox"/> NOT difficult to decide	<input type="checkbox"/> Important things were NOT covered (please describe:) <hr/> <hr/> <input type="checkbox"/> Everything important was covered

STANDARDS CHECKLIST SURVEY FOR CENTER- AND SCHOOL-BASED PROGRAMS

	COLUMN A Difficult to understand standards	COLUMN B Difficult to decide how to answer	COLUMN C Standards did not cover important things about your program
Qualifications and Experience – Staff Retention	<input type="checkbox"/> Difficult to understand the standards <input type="checkbox"/> NOT difficult to understand	<input type="checkbox"/> Difficult to decide how to answer <input type="checkbox"/> NOT difficult to decide	<input type="checkbox"/> Important things were NOT covered (please describe:) <hr/> <hr/> <input type="checkbox"/> Everything important was covered
Management and Leadership -- Administrative self-assessment	<input type="checkbox"/> Difficult to understand the standards <input type="checkbox"/> NOT difficult to understand	<input type="checkbox"/> Difficult to decide how to answer <input type="checkbox"/> NOT difficult to decide	<input type="checkbox"/> Important things were NOT covered (please describe:) <hr/> <hr/> <input type="checkbox"/> Everything important was covered
Management and Leadership – Financial accountability & sustainability	<input type="checkbox"/> Difficult to understand the standards <input type="checkbox"/> NOT difficult to understand	<input type="checkbox"/> Difficult to decide how to answer <input type="checkbox"/> NOT difficult to decide	<input type="checkbox"/> Important things were NOT covered (please describe:) <hr/> <hr/> <input type="checkbox"/> Everything important was covered
Management and Leadership – Policies & procedures	<input type="checkbox"/> Difficult to understand the standards <input type="checkbox"/> NOT difficult to understand	<input type="checkbox"/> Difficult to decide how to answer <input type="checkbox"/> NOT difficult to decide	<input type="checkbox"/> Important things were NOT covered (please describe:) <hr/> <hr/> <input type="checkbox"/> Everything important was covered
Management and Leadership – Staff compensation & benefits	<input type="checkbox"/> Difficult to understand the standards <input type="checkbox"/> NOT difficult to understand	<input type="checkbox"/> Difficult to decide how to answer <input type="checkbox"/> NOT difficult to decide	<input type="checkbox"/> Important things were NOT covered (please describe:) <hr/> <hr/> <input type="checkbox"/> Everything important was covered
Management and Leadership – Staff planning	<input type="checkbox"/> Difficult to understand the standards <input type="checkbox"/> NOT difficult to understand	<input type="checkbox"/> Difficult to decide how to answer <input type="checkbox"/> NOT difficult to decide	<input type="checkbox"/> Important things were NOT covered (please describe:) <hr/> <hr/> <input type="checkbox"/> Everything important was covered

STANDARDS CHECKLIST SURVEY FOR CENTER- AND SCHOOL-BASED PROGRAMS

Interest in QUALITYstarsNY

6. When QUALITYstarsNY is operational across the state, how likely is your program to participate?

☐ Definitely will ☐ Probably will ☐ Probably will not ☐ Definitely will not ☐ Not sure

5a. Please describe the main reasons you WOULD or WOULD NOT participate:

7. What percent of other programs like yours do you think will participate in QUALITYstarsNY once it is operational across the state?

☐ More than 90% ☐ Between 75% and 90% ☐ Between 50% and 74%

☐ Between 25% and 49% ☐ Less than 25% ☐ Not sure

8. What do you think will be the most important reasons why programs like yours might NOT participate in QUALITYstarsNY?

9. Please feel free to add any other comments or suggestions:

Date Checklist Submitted: _____

Completed by: _____
Name (Please print) Position

[PLEASE USE ONE OF THE LABELS PROVIDED, OR COMPLETE THE FOLLOWING INFORMATION]

Address

City or Town

Zip Code

County

THANK YOU AGAIN FOR COMPLETING THIS SURVEY.

Remember, your comments and suggestions will be summarized along with those from other field test participants. No individual identifiable information will be seen by anyone outside of the field test evaluation team.

PLEASE INCLUDE WITH THE STANDARDS CHECKLIST AND DOCUMENTATION THAT YOU SUBMIT.

STANDARDS CHECKLIST SURVEY FOR FAMILY/GROUP FAMILY PROVIDERS



STANDARDS CHECKLIST SURVEY FOR FAMILY/GROUP FAMILY PROVIDERS

Thank you for participating in the QUALITYstarsNY field test. Please complete this survey about your experience and return with your standards checklist packet. Your comments and suggestions will be summarized along with those from other field test participants. No individual identifiable information will be seen by anyone outside of the field test evaluation team.

1. How familiar were you with the QUALITYstarsNY standards before being selected for the field test?

☐ Very familiar ☐ Moderately familiar ☐ Somewhat familiar ☐ Not very familiar ☐ Not at all familiar

2. Did you participate in any orientation sessions, workshops, or trainings on the QUALITYstarsNY standards after being selected for the field test?

☐ Yes – Answer Question 2a below

☐ No -- Go to Question 3

2a. IF YES, How helpful were those sessions, workshops, or training in understanding and completing the checklist?

☐ Very helpful ☐ Moderately helpful ☐ Somewhat helpful ☐ Not very helpful ☐ Not at all helpful

3. How long in all did it take you to complete the standards checklist and the other forms, including time assembling the requested documentation?

_____ Total Hours OR _____ Total Minutes

4. Was the time it took you to complete the standards checklist and the other forms...

☐ Shorter than you expected ☐ About as you expected ☐ Longer than you expected

STANDARDS CHECKLIST SURVEY FOR FAMILY/GROUP FAMILY PROVIDERS

5. Thinking about the checklist, please indicate in the appropriate column sections that ... were difficult to understand the standards (Column A) ... were difficult to decide how to answer (Column B) ... did not give you the opportunity to describe or document important things about you as a provider (Column C).

	COLUMN A Difficult to understand standards	COLUMN B Difficult to decide how to answer	COLUMN C Standards did not cover important things about you as a provider
Learning Environment – Child observation & assessment	<input type="checkbox"/> Difficult to understand the standards <input type="checkbox"/> NOT difficult to understand	<input type="checkbox"/> Difficult to decide how to answer <input type="checkbox"/> NOT difficult to decide	<input type="checkbox"/> Important things were NOT covered (please describe:) <hr/> <hr/> <input type="checkbox"/> Everything important was covered
Learning Environment – Curriculum planning & implementation	<input type="checkbox"/> Difficult to understand the standards <input type="checkbox"/> NOT difficult to understand	<input type="checkbox"/> Difficult to decide how to answer <input type="checkbox"/> NOT difficult to decide	<input type="checkbox"/> Important things were NOT covered (please describe:) <hr/> <hr/> <input type="checkbox"/> Everything important was covered
Family Engagement – Communication	<input type="checkbox"/> Difficult to understand the standards <input type="checkbox"/> NOT difficult to understand	<input type="checkbox"/> Difficult to decide how to answer <input type="checkbox"/> NOT difficult to decide	<input type="checkbox"/> Important things were NOT covered (please describe:) <hr/> <hr/> <input type="checkbox"/> Everything important was covered
Family Engagement – Involvement & family support	<input type="checkbox"/> Difficult to understand the standards <input type="checkbox"/> NOT difficult to understand	<input type="checkbox"/> Difficult to decide how to answer <input type="checkbox"/> NOT difficult to decide	<input type="checkbox"/> Important things were NOT covered (please describe:) <hr/> <hr/> <input type="checkbox"/> Everything important was covered
Family Engagement – Transitions	<input type="checkbox"/> Difficult to understand the standards <input type="checkbox"/> NOT difficult to understand	<input type="checkbox"/> Difficult to decide how to answer <input type="checkbox"/> NOT difficult to decide	<input type="checkbox"/> Important things were NOT covered (please describe:) <hr/> <hr/> <input type="checkbox"/> Everything important was covered

STANDARDS CHECKLIST SURVEY FOR FAMILY/GROUP FAMILY PROVIDERS

	COLUMN A Difficult to understand standards	COLUMN B Difficult to decide how to answer	COLUMN C Standards did not cover important things about you as a provider
Qualifications and Experience – Retention	<input type="checkbox"/> Difficult to understand the standards <input type="checkbox"/> NOT difficult to understand	<input type="checkbox"/> Difficult to decide how to answer <input type="checkbox"/> NOT difficult to decide	<input type="checkbox"/> Important things were NOT covered (please describe:) <hr/> <hr/> <input type="checkbox"/> Everything important was covered
Leadership and Management -- Administrative self-assessment	<input type="checkbox"/> Difficult to understand the standards <input type="checkbox"/> NOT difficult to understand	<input type="checkbox"/> Difficult to decide how to answer <input type="checkbox"/> NOT difficult to decide	<input type="checkbox"/> Important things were NOT covered (please describe:) <hr/> <hr/> <input type="checkbox"/> Everything important was covered
Leadership and Management – Financial accountability & sustainability	<input type="checkbox"/> Difficult to understand the standards <input type="checkbox"/> NOT difficult to understand	<input type="checkbox"/> Difficult to decide how to answer <input type="checkbox"/> NOT difficult to decide	<input type="checkbox"/> Important things were NOT covered (please describe:) <hr/> <hr/> <input type="checkbox"/> Everything important was covered
Leadership and Management – Policies & procedures	<input type="checkbox"/> Difficult to understand the standards <input type="checkbox"/> NOT difficult to understand	<input type="checkbox"/> Difficult to decide how to answer <input type="checkbox"/> NOT difficult to decide	<input type="checkbox"/> Important things were NOT covered (please describe:) <hr/> <hr/> <input type="checkbox"/> Everything important was covered
Leadership and Management – Compensation & benefits	<input type="checkbox"/> Difficult to understand the standards <input type="checkbox"/> NOT difficult to understand	<input type="checkbox"/> Difficult to decide how to answer <input type="checkbox"/> NOT difficult to decide	<input type="checkbox"/> Important things were NOT covered (please describe:) <hr/> <hr/> <input type="checkbox"/> Everything important was covered
Leadership and Management – Program planning	<input type="checkbox"/> Difficult to understand the standards <input type="checkbox"/> NOT difficult to understand	<input type="checkbox"/> Difficult to decide how to answer <input type="checkbox"/> NOT difficult to decide	<input type="checkbox"/> Important things were NOT covered (please describe:) <hr/> <hr/> <input type="checkbox"/> Everything important was covered

STANDARDS CHECKLIST SURVEY FOR FAMILY/GROUP FAMILY PROVIDERS

Interest in QUALITYstarsNY

6. When QUALITYstarsNY is operational across the state, how likely are you to participate?

☐ Definitely will ☐ Probably will ☐ Probably will not ☐ Definitely will not ☐ Not sure

6a. Please describe the main reasons you WOULD or WOULD NOT participate:

7. What percent of other providers like you do you think will participate in QUALITYstarsNY once it is operational across the state?

☐ More than 90% ☐ Between 75% and 90% ☐ Between 50% and 74%

☐ Between 25% and 49% ☐ Less than 25% ☐ Not sure

8. What do you think will be the most important reasons why providers like you might NOT participate in QUALITYstarsNY?

9. Please feel free to add any other comments or suggestions:

Date Checklist Submitted: _____

Completed by: [PLEASE USE ONE OF THE LABELS PROVIDED, OR COMPLETE THE FOLLOWING INFORMATION]

Name (Please print)

Address

City or Town

Zip Code

County

THANK YOU AGAIN FOR COMPLETING THIS SURVEY.

Remember, your comments and suggestions will be summarized along with those from other field test participants. No individual identifiable information will be seen by anyone outside of the field test evaluation team.

PLEASE INCLUDE WITH THE STANDARDS CHECKLIST AND DOCUMENTATION THAT YOU SUBMIT.



Thank you very much for participating in the QUALITYstarsNY field test. Your thoughts and suggestions based on your experience will be very helpful in bringing QUALITYstarsNY state-wide.

- Please check the type of care setting that best describes you: *[PLEASE CHECK ONLY ONE]*
☐ Family child care provider ☐ Group family child care provider ☐ Child care center
☐ Licensed nursery school ☐ Public school or school district
☐ Other – please describe: _____
- The zipcode where you provide care for children is: _____.
- How familiar were you with the QUALITYstarsNY standards and requirements before applying to be in the field test?
[PLEASE CHECK ONLY ONE.]
☐ Very familiar ☐ Somewhat familiar ☐ A little familiar ☐ Not at all familiar
- Have you been through a similar quality assessment and improvement process before – such as accreditation?
☐ Yes, accreditation ☐ Yes, some other process ☐ No
- After going through the QUALITYstarsNY process, do you feel you know more about what makes a quality early care and education setting?
☐ I feel I know a lot more now ☐ I feel I know some more now
☐ I feel I know a little more now ☐ I feel I don't know more now
- This question is about the kinds of help you received in completing the QUALITYstarsNY paperwork and the kinds of help you would have liked to have had. *[PLEASE COMPLETE BOTH COLUMNS]*

TYPE OF HELP	I RECEIVED THIS HELP		I WOULD HAVE LIKED TO HAVE THIS HELP	
	YES	NO	YES	NO
One-time orientation to the binder checklist and documentation requirements				
Several group sessions with the lead agency to complete sections of the checklist				
One-on-one personal visit(s) by the lead agency to go over the requirements				
Someone from the lead agency answered my questions by phone or e-mail				
Getting together with others on your own to work on the checklist				

QUESTIONNAIRE FOR PARTICIPANTS ATTENDING POST-FIELD TEST COMMUNITY FORUMS

7. Is there any other kind of help you received in completing the QUALITYstarsNY paperwork? If yes, please describe below:
-
8. Is there any other kind of help you would have liked to have received in completing the QUALITYstarsNY paperwork? If yes, please describe below:
-
9. How long do you think programs and providers should have, once they apply to be in QUALITYstarsNY, to complete the paperwork?
- ☐ Up to 3 months ☐ Up to 6 months ☐ Up to 9 months ☐ Up to 12 months ☐ Longer
10. Did someone come to observe activities at your home or program?
- ☐ Yes → PLEASE ANSWER THE QUESTIONS BELOW. ☐ No PLEASE GO TO QUESTION 11.
- 10a. Did you know, before that person contacted you, that observations were part of the QUALITYstarsNY process?
- ☐ Yes ☐ No
- 10b. How much did you know about what would happen before the observation was made?
- ☐ A lot ☐ Some ☐ A little ☐ Nothing
- 10c. How satisfied were you with how setting up the observation was done?
- ☐ Very satisfied ☐ Somewhat satisfied ☐ Somewhat dissatisfied ☐ Very dissatisfied
- 10d. How satisfied were you with what happened during the observation visit?
- ☐ Very satisfied ☐ Somewhat satisfied ☐ Somewhat dissatisfied ☐ Very dissatisfied
- 10e. Please describe any suggestions you have for the observation process:
-

PLEASE CONTINUE ON NEXT PAGE

QUESTIONNAIRE FOR PARTICIPANTS ATTENDING POST-FIELD TEST COMMUNITY FORUMS

11. Has someone from QUALITYstarsNY come to talk with you about ways to improve what you do?

☐ Yes → PLEASE ANSWER THE QUESTIONS BELOW. ☐ No PLEASE GO TO QUESTION 12.

11a. Did you know, before that person contacted you, that this visit was part of the QUALITYstarsNY process?
☐ Yes ☐ No

11b. How satisfied were you with how setting up the visit was done?

☐ Very satisfied ☐ Somewhat satisfied ☐ Somewhat dissatisfied ☐ Very dissatisfied

11c. How satisfied were you with what happened during the visit?

☐ Very satisfied ☐ Somewhat satisfied ☐ Somewhat dissatisfied ☐ Very dissatisfied

11d. How satisfied were you with what happened after the visit?

☐ Very satisfied ☐ Somewhat satisfied ☐ Somewhat dissatisfied ☐ Very dissatisfied

11e. Please describe any suggestions you have for consultation visits:

12. Out of a total of 100 points, how many points do you think QUALITYstarsNY should give to each of the following areas?

Learning environment and curriculum: _____ Points

Family communication and engagement: _____ Points

Provider/Staff education, credentials, and experience: _____ Points

Business and financial management procedures and written policies: _____ Points

13. How important do you think it is that QUALITYstarsNY becomes a state-wide program within the next few years?

☐ Very important ☐ Somewhat important ☐ Not very important ☐ Not at all important

PLEASE CONTINUE ON NEXT PAGE

QUESTIONNAIRE FOR PARTICIPANTS ATTENDING POST-FIELD TEST COMMUNITY FORUMS

14. Please indicate below how much you think having QUALITYstarsNY be a state-wide program would help in each of the following ways. *[PLEASE CHECK ONE BOX FOR EACH WAY]*

	HAVING QUALITYstarsNY STATE-WIDE WOULD HELP...			
	A LOT	SOME	A LITTLE	DON'T KNOW
Make sure that children across the state have good quality early care and education experiences				
Help parents make informed choices about their children's early care and education				
Help improve the overall quality of early care and education across the state				
Prove to policymakers and legislators that investing in early care and education will pay off				
Show citizens that money spent on child care subsidies and other programs for young children is being spent well				

15. Please feel free to add any other comments or suggestions about QUALITYstarsNY:

THANK YOU AGAIN FOR PARTICIPATING IN QUALITYstarsNY AND FOR COMPLETING THIS SURVEY.



DISCUSSION QUESTIONS FOR LEAD AGENCY FORUMS

- (1) What would you recommend for improving QUALITYstarsNY in the areas of:**
 - a. Application process**
 - b. Standards**
 - c. Documentation requirements**
 - d. Observations**
 - e. Quality improvement consultation**
- (2) What would you recommend doing to promote QUALITYstarsNY to other programs/providers? What do you think they need to know/understand?**
- (3) What kinds of benefits or incentives do you think would make a difference in encouraging other programs/providers to participate?**
- (4) What would you recommend doing to promote QUALITYstarsNY with parents, voters, legislators, etc.? What do you think they need to know/understand?**



New York State is joining many other states around the country in measuring and improving the quality of early care and learning for young children. *QUALITYstarsNY* is a way for family child care homes, child care centers, and preschool programs to show how they support children's learning, engage families, and manage their programs. *QUALITYstarsNY* also provides assistance and resources to help home-, center-, and school-based programs improve what they do.

Over the past year family home providers, centers, and preschools in thirteen counties around New York have participated in a field test of *QUALITYstarsNY*. As a program or provider in one of those counties, your experience and perspective on *QUALITYstarsNY* is very valuable, regardless **of whether or not you participated in QUALITYstarsNY**. All answers will be kept confidential by the field test study team.

If you have any questions about this, please feel free to contact Sam Stephens, director of the field test study, at 609-334-6904 or sstephens@capd.org.

Please return the completed survey in the enclosed stamped addressed envelope to:

QUALITYstarsNY Field Test Study
c/o Ola Friday
NYC Early Childhood Professional Development Institute
101 West 31st Street, 7th Floor
New York, NY 10001

Thank you very much for taking part in this survey and for your dedication to the children of New York.

**IF YOU WOULD LIKE TO RECEIVE A QUALITYstarsNY TOTE BAG
IN APPRECIATION FOR COMPLETING THIS SURVEY,
RETURN THE SURVEY BY OCTOBER 29TH
AND THE ENCLOSED CARD WITH YOUR NAME AND ADDRESS.**



PLEASE COMPLETE AND RETURN IN THE ENCLOSED ENVELOPE BY OCTOBER 29TH. THANK YOU.

1. Please check the type of care setting that best describes you: *[PLEASE CHECK ONLY ONE]*

<input type="checkbox"/> Family child care provider	<input type="checkbox"/> Group family child care provider	<input type="checkbox"/> Child care center
<input type="checkbox"/> Licensed nursery school	<input type="checkbox"/> Public school or school district	
<input type="checkbox"/> Other – please describe: _____		

2. The zipcode where you provide care for children is: _____.

3. Please check how you have been involved, if at all, in the *QUALITYstarsNY* field test: *[PLEASE CHECK ALL THAT APPLY TO YOU]*

<input type="checkbox"/> Never heard of <i>QUALITYstarsNY</i>
<input type="checkbox"/> Was notified about the <i>QUALITYstarsNY</i> field test by a local organization
<input type="checkbox"/> Received an invitation to a meeting about the <i>QUALITYstarsNY</i> field test
<input type="checkbox"/> Attended a meeting about the <i>QUALITYstarsNY</i> field test in my community
<input type="checkbox"/> Put in an application to participate in the <i>QUALITYstarsNY</i> field test
<input type="checkbox"/> Was accepted as a participant in the <i>QUALITYstarsNY</i> field test
<input type="checkbox"/> Started participating in the field test but didn't finish
<input type="checkbox"/> Completed the <i>QUALITYstarsNY</i> standards checklist and documentation

4. Based on what you know about *QUALITYstarsNY* – even if all you know is what was described on the first page of this survey – how likely are you to participate when *QUALITYstarsNY* becomes a statewide program?

<input type="checkbox"/> Definitely will	<input type="checkbox"/> Probably will	<input type="checkbox"/> Probably will not	<input type="checkbox"/> Definitely will not	<input type="checkbox"/> Not sure
--	--	--	--	-----------------------------------

5. What percent of other programs or providers like you do you think will participate in *QUALITYstarsNY* once it becomes a statewide program?

<input type="checkbox"/> More than 90%	<input type="checkbox"/> Between 75% and 90%	<input type="checkbox"/> Between 50% and 74%
<input type="checkbox"/> Between 25% and 49%	<input type="checkbox"/> Less than 25%	<input type="checkbox"/> Not sure

PLEASE CONTINUE ON NEXT PAGE

6. If you had the funds, what **one thing** would you spend money on that would make the **biggest improvement** in quality? [PLEASE CHECK **ONLY ONE**]

☐ Training, professional development, or education for myself or staff

☐ Equipment, materials, supplies for children's use

☐ Renovations of the space or facility

☐ Something else – please describe: _____

7. What do you think are the most important **benefits** programs or providers like you might get from participating in *QUALITYstarsNY*? [PLEASE CHECK AS MANY AS YOU THINK ARE IMPORTANT]

☐ Make sure children get the best quality care by getting **financial support** to improve quality

☐ Make sure children get the best quality care by getting **technical assistance** to improve quality

☐ Help parents choose good quality care

☐ Receive information about how to improve quality

☐ Make the community more aware of the importance of quality care

☐ Make it easier to attract families to my program

Please describe any other benefits: _____

8. What do you think are the most important **concerns** programs or providers like you might have about participating in *QUALITYstarsNY*? [PLEASE CHECK AS MANY AS YOU THINK ARE IMPORTANT]

☐ Amount of paperwork involved

☐ Amount of time required to participate

☐ Giving out information on things like finances or educational background

☐ Having to meet requirements that don't seem important to quality for programs or providers like me

☐ Having a low score or rating made public

☐ Letting someone come in and observe what we do

☐ Having more government involvement in what we do

Please describe any other concerns: _____

PLEASE CONTINUE ON THE BACK

9. What do you think are the most important **supports or incentives** that would help programs or providers like you participate in *QUALITYstarsNY*? [PLEASE CHECK AS MANY AS YOU THINK ARE IMPORTANT]

- ☐ Getting training on the standards and requirements before starting
 - ☐ Having help completing the paperwork
 - ☐ Having someone work one-on-one with the program or provider on quality improvement
 - ☐ Having professional development workshops on quality improvement
 - ☐ Receiving funds to make quality improvements
 - ☐ Receiving scholarships for course work or professional development
 - ☐ Receiving monetary rewards for participating and for achieving higher levels of quality
 - ☐ Receiving a higher rate for subsidy payments for high quality programs and providers
 - ☐ Something else – please describe: _____
-

THANK YOU!

Please return the completed survey in the enclosed stamped addressed envelope to:

QUALITYstarsNY Field Test Study
c/o Ola Friday
NYC Early Childhood Professional Development Institute
101 West 31st Street, 7th Floor
New York, NY 10001

**IF YOU WOULD LIKE TO RECEIVE A QUALITYstarsNY TOTE BAG
IN APPRECIATION FOR COMPLETING THIS SURVEY,
RETURN THE SURVEY BY OCTOBER 29TH AND
THE ENCLOSED CARD WITH YOUR NAME AND ADDRESS.**



**LEAD AGENCY INTERVIEW
ADVANCE INFORMATION
November 2010**

In order to make our time during the interview as productive as possible, please provide the following information and send to me before November 29th: Sam Stephens, CAPD, 1622 Riverside Drive, Trenton, NJ 08618 or sstephens@capd.org. Thank you and I look forward to talking with you soon.

METHODS TO INFORM PROGRAMS AND PROVIDERS ABOUT THE FIELD TEST AND INVITE THEM TO THE INFORMATION SESSIONS:

1. What methods did you use to let centers, schools, and family providers know about QUALITYstarsNY and the field test? Please check all that you used.

Methods to Give Information about QUALITYstarsNY & Field Test	Used with Centers	Used with Schools	Used with Family Providers
Sent information via e-mail			
Sent information in special mailings			
Included information in own newsletters			
Asked other organizations to include in newsletter or e-mail messages			
Presented at meetings			
Hosted presentations by others			
Visited individual programs or providers			
Other methods:			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. What methods did you use to invite centers, schools, and home providers to the information sessions? Please check all that you used.

Methods to Invite Programs & Providers to Invitation Session	Used with Centers	Used with Schools	Used with Family Providers
Sent invitation via e-mail			
Sent invitation in special mailings			
Included invitation in own newsletters or regular mailings			
Asked other organizations to include in newsletter, regular mailings, or e-mail messages			
Extended invitation at own meetings			
Extended invitation at meetings of other organizations			
Made personal phone call or visit to individual programs or providers			
Other methods:			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. Did you do any follow-up after the information sessions to... (Please check all that apply)

Type of follow-up	Did Any?	IF YES, what methods did you use?
Contact centers, schools, or family providers that had not attended an information session to give them information and encourage application to be in the field test?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> E-mail <input type="checkbox"/> Regular mail <input type="checkbox"/> Phone <input type="checkbox"/> Site visit <input type="checkbox"/> Other
Provide assistance in completing the paperwork to apply to be in the field test?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> E-mail <input type="checkbox"/> Phone <input type="checkbox"/> Site visit <input type="checkbox"/> Group meeting <input type="checkbox"/> Other

4. Once programs and providers were notified of their selection for the field test, did you do any of the following to help them participate... (Please check all that apply)

Type of assistance	Did Any?	IF YES, please provide the additional information
Provide an orientation session to review the binder, the standards checklist, and the documentation requirements?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Date: _____ Time: ____Morning ____Afternoon ____ Evening ____ Weekend Number Attending: _____</p> <p>Date: _____ Time: ____Morning ____Afternoon ____ Evening ____ Weekend Number Attending: _____</p> <p>Date: _____ Time: ____Morning ____Afternoon ____ Evening ____ Weekend Number Attending: _____</p>
Hold one or more sessions to assist in completing sections of the checklist	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Date: _____ Time: ____Morning ____Afternoon ____ Evening ____ Weekend Number Attending: _____</p> <p>Date: _____ Time: ____Morning ____Afternoon ____ Evening ____ Weekend Number Attending: _____</p> <p>Date: _____ Time: ____Morning ____Afternoon ____ Evening ____ Weekend Number Attending: _____</p>

Type of assistance	Did Any?	IF YES, please provide the additional information
Hold one or more sessions to provide information on the environmental rating scale observations?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Date: _____ Time: _____ Morning _____ Afternoon _____ Evening _____ Weekend Number Attending: _____</p> <p>Date: _____ Time: _____ Morning _____ Afternoon _____ Evening _____ Weekend Number Attending: _____</p> <p>Date: _____ Time: _____ Morning _____ Afternoon _____ Evening _____ Weekend Number Attending: _____</p>
Make personal visits to individual programs or providers to review the requirements?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Number of programs/providers visited: _____</p> <p>Type(s) visited: _____ Centers _____ Schools _____ Family Providers</p>
Make personal visits to individual programs or providers to assist in compiling documents?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Number of programs/providers visited: _____</p> <p>Type(s) visited: _____ Centers _____ Schools _____ Family Providers</p>
Respond to telephone calls to provide information or answer questions?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Approximate # of calls: _____</p> <p>*We were the initiator of most calls, following up to check on programs' progress, offer technical assistance, give reminders about deadlines etc.</p>

5. During the Quality Improvement Planning (QIP) process, did you have any contact with the consultant(s) assigned to work with programs and providers in your area?

____ Yes

____ No



IF YES, please briefly describe what was involved in those contacts:

6. Please describe anything else about your activities as a lead agency for the field test that you think I should know before the interview:

THANK YOU VERY MUCH.

I LOOK FORWARD TO TALKING WITH YOU SOON.

Sam Stephens
CAPD
1622 Riverside Drive
Trenton, NJ 08618
609-334-6904
sstephens@capd.org



LEAD AGENCY INTERVIEW

A. Recruiting/Outreach to Provide Information about QSNY & Field Test:

1. What were the most effective ways you found to inform programs and providers in your community about QSNY and the field test?
2. Were there any ways you tried that did not work?
3. Were there any ways you did not try that you would consider in the future?
4. What kinds of questions or concerns did programs and providers in your community have about QSNY? About the field test?

B. Patterns Among Non-Applicants:

1. What types of programs and providers in your community did not attend the orientation sessions? Why do you think that was?
2. What types of programs and providers in your community did not apply to be part of the field test? Why do you think that was?

C. Providing Support to Applicants:

1. What were the most effective ways you found to support programs and providers in your community in completing the field test paperwork?
2. Were there any ways you tried that did not work?
3. Were there any ways you did not try that you would consider in the future?
4. What areas of QSNY standards do you feel were least well understood, raised the most questions or concerns?

D. Supporting Quality Improvement Planning:

1. What types of supports are readily available in your community for programs and providers to improve their quality?
2. In what areas of quality are there difficulties for providers in finding, accessing, or affording areas for improvement?
3. What would be needed, in addition to greater funding, to increase the supports for quality improvement in your community?

E. Recommendations:

1. What would you recommend for improving QUALITYstarsNY in the areas of:
 - a. Application process
 - b. Standards
 - c. Documentation requirements
 - d. Observations
 - e. Quality improvement consultation
2. What would you recommend doing to promote QUALITYstarsNY to other programs/providers? What do you think they need to know/understand?
3. What kinds of benefits or incentives do you think would make a difference in encouraging other programs/providers to participate?
4. What would you recommend doing to promote QUALITYstarsNY with parents, voters, legislators, etc.? What do you think they need to know/understand?

APPENDIX B

FIELD TEST COMMUNITY ZIP CODES

Albany County	Binghamton	Buffalo	Brooklyn	Clinton & Franklin	Chemung County
12007	13901	14201	11201	12901	14814
12009	13902	14202	11205	12903	14816
12023	13903	14203	11206	12910	14825
12041	13904	14204	11207	12911	14838
12046	13905	14206	11215	12912	14845
12047	13850	14207	11216	12914	14861
12054	13790	14208	11217	12915	14864
12055	13760	14209	11221	12916	14871
12059		14210	11231	12917	14872
12067		14211	11232	12918	14889
12077		14212	11233	12919	14894
12084		14213	11238	12920	14901
12085		14214		12921	14902
12110		14215		12923	14903
12120		14216		12924	14904
12143		14220		12926	14905
12147		14222		12929	14925
12158				12930	
12159				12933	
12183				12934	
12186				12935	
12189				12937	
12193				12939	
12202				12944	
12203				12945	
12204				12952	
12205				12953	

FIELD TEST COMMUNITY ZIP CODES

12206				12955	
12207				12957	
12208				12958	
12209				12959	
12210				12962	
12211				12966	
12223				12969	
12226				12970	
12247				12972	
12260				12975	
12469				12976	
				12978	
				12979	
				12980	
				12981	
				12983	
				12985	
				12986	
				12989	
				12991	
				12992	
				12995	
				13655	
				13683	

FIELD TEST COMMUNITY ZIP CODES

East Harlem NYC	Long Island	Onondaga County	Queens NYC	Rochester	Rockland County	Westchester County
10029	11930	13027	11101	14605	10913	10501
10035	11701	13029	11102	14606	10920	10502
10037	11708	13030	11104	14607	10923	10503
	11931	13031	11106	14608	10927	10503
	11702	13039	11354	14609	10931	10504
	11933	13041	11355	14610	10952	10504
	11706	13057	11358	14611	10954	10505
	11705	13060	11362	14612	10956	10506
	11713	13063	11377	14613	10960	10507
	11715	13066	11385	14614	10962	10510
	11716	13078	11412	14615	10964	10510
	11717	13080	11413	14616	10965	10510
	11932	13082	11422	14617	10968	10511
	11718	13084	11423	14618	10970	10514
	11719	13088	11432	14619	10974	10517
	11933	13090	11433	14620	10976	10518
	11934	13104	11434	14621	10977	10519
	11720	13108	11691	14622	10980	10520
	11721	13110		14623	10901	10520
	11722	13112		14624	10983	10521
	11724	13116		14625	10984	10521
	11725	13120		14626	10986	10521
	11726	13135			10989	10522
	11727	13138			10993	10523
	11935	13152			10994	10526
	11729	13159			10982	10526
	11937	13164				10527
	11730	13202				10527
	11939	13203				10528

FIELD TEST COMMUNITY ZIP CODES

East Harlem NYC	Long Island	Onondaga County	Queens NYC	Rochester	Rockland County	Westchester County
	11940	13204				10530
	11731	13205				10532
	11942	13206				10533
	11733	13207				10535
	11941	13208				10535
	11738	13209				10536
	06390	13210				10538
	11739	13211				10540
	11740	13212				10543
	11944	13214				10545
	11946	13215				10546
	11760	13219				10547
	11788	13224				10548
	11741					10549
	00501					10549
	00544					10549
	11742					10550
	11743					10551
	11746					10552
	11750					10552
	11749					10553
	11751					10560
	11752					10562
	11947					10566
	11754					10567
	11755					10567
	11948					10570
	11757					10571
	11949					10572

FIELD TEST COMMUNITY ZIP CODES

East Harlem NYC	Long Island	Onondaga County	Queens NYC	Rochester	Rockland County	Westchester County
	11950					10573
	11951					10573
	11952					10576
	11763					10577
	11747					10578
	11775					10580
	11805					10583
	11953					10583
	11764					10587
	11954					10588
	11955					10589
	11766					10590
	11767					10591
	11956					10591
	11703					10591
	11768					10591
	11769					10594
	11770					10595
	11957					10596
	11772					10597
	11958					10601
	11777					10602
	11776					10603
	11959					10603
	11960					10603
	11961					10604
	11901					10604
	11778					10604
	11779					10605

FIELD TEST COMMUNITY ZIP CODES

East Harlem NYC	Long Island	Onondaga County	Queens NYC	Rochester	Rockland County	Westchester County
	11963					10606
	11962					10607
	11780					10610
	11782					10706
	11784					10706
	11964					10707
	11965					10707
	11967					10708
	11786					10709
	11745					10801
	11787					10802
	11789					10803
	11970					10804
	11968					10804
	11969					10805
	11971					
	11972					
	11790					
	11794					
	11973					
	11792					
	11975					
	11976					
	11704					
	11707					
	11795					
	11796					
	11977					
	11978					

FIELD TEST COMMUNITY ZIP CODES

East Harlem NYC	Long Island	Onondaga County	Queens NYC	Rochester	Rockland County	Westchester County
	11798 11980					

APPENDIX C

FIELD TEST LEAD AGENCIES

Community	Lead Agency
Albany	Capital District Child Care Council, Inc.
Binghamton	Broome-Tioga BOCES - Early Childhood Center for Excellence
Buffalo	Child Care Resource Network
Chemung County	Chemung County Child Care Council, Inc.
Clinton & Franklin Counties	Child Care Coordinating Council of the North Country
Long Island	Child Care Council of Suffolk, Inc. Child Care Council of Nassau, Inc.
NYC – Brooklyn	Center for Children’s Initiatives The Committee for Hispanic Children and Families, Inc.
NYC - East Harlem	The ValMyr Group
NYC - Queens	The NYC Department of Education
Rochester	Early Educators' Network of Greater Rochester
Rockland	Child Care Resources of Rockland
Syracuse	Child Care Solutions
Westchester	Child Care Council of Westchester, Inc.

APPENDIX D

APPLICATIONS TO PARTICIPATE IN FIELD TEST

CENTERS/SCHOOLS

FAMILY/GROUP FAMILY CHILD CARE HOMES

Please complete one application for each site – the physical location where early care and education services are provided. Please mail to: Sam Stephens, CAPD, 1622 Riverside Drive, Trenton, NJ 08618. If you have questions, please contact your lead agency.

- 2 -

APPLICATION TO PARTICIPATE IN THE QUALITYSTARSNY FIELD TEST SCHOOL- OR CENTER-BASED SITES

Organization operating program or classroom site (please check one):	<input type="checkbox"/> Public School <input type="checkbox"/> Private School <input type="checkbox"/> Non-profit Organization <input type="checkbox"/> For-profit Organization <input type="checkbox"/> Other – please describe:
Regulating agency	<input type="checkbox"/> NYS Office of Children and Family Services (OCFS) <input type="checkbox"/> NYC Department of Health <input type="checkbox"/> NYS Education Department
License number(s) (if applicable)	
Licensed capacity	Infants/Toddlers: Preschool: School-Age Care:
Total number of children enrolled	If the program is in a school, do not include children enrolled in kindergarten or other grades. Infants/Toddlers: Preschool: School-Age Care:
Total number of classrooms	If the program is in a school, do not include children enrolled in kindergarten or other grades. Infants/Toddlers: Preschool: School-Age Care:
Type of educational services offered (please check all that apply)	<input type="checkbox"/> UPK <input type="checkbox"/> Other preschool <input type="checkbox"/> Head Start <input type="checkbox"/> Early Head Start <input type="checkbox"/> Special needs only classroom <input type="checkbox"/> Integrated classroom with special needs children <input type="checkbox"/> Other – please describe:
Total number of teachers	If the program is in a school, do not include kindergarten or other grade teachers.
Total number of assistant teachers, aides, or other classroom staff	If the program is in a school, do not include kindergarten or other grade classroom staff.
Estimated percent of children whose home language is not English	<input type="checkbox"/> None Estimated percent: Most common languages:

APPLICATION TO PARTICIPATE IN THE QUALITYSTARSNY FIELD TEST SCHOOL- OR CENTER-BASED SITES

Estimated percent of children with special educational or medical needs	<input type="checkbox"/> None Estimated percent:
Estimated percent of children who have an IEP or IFSP	<input type="checkbox"/> None Estimated percent:
Types of need-based financial assistance used by enrolled families to pay program fees	<input type="checkbox"/> No fees are charged to attend programs at this site <input type="checkbox"/> No need-based assistance is available at this site <input type="checkbox"/> Scholarships <input type="checkbox"/> Sliding fee scale <input type="checkbox"/> Public child care subsidies or vouchers (payments received for child care services from the local department of social services) <input type="checkbox"/> Other assistance – please describe:
Estimated percent of children receiving any need-based financial assistance	<input type="checkbox"/> No fees are charged to attend programs at this site <input type="checkbox"/> No children receive need-based financial assistance to pay program fees Estimated percent of children who receive need-based financial assistance:
Years in operation at this site:	
Program affiliation, if any (please check all that apply)	<input type="checkbox"/> College/University <input type="checkbox"/> Employer-sponsored <input type="checkbox"/> Faith-based institution <input type="checkbox"/> Hospital <input type="checkbox"/> Military installation <input type="checkbox"/> Indian tribe <input type="checkbox"/> Parent cooperative <input type="checkbox"/> US government facility <input type="checkbox"/> State government facility <input type="checkbox"/> Public housing <input type="checkbox"/> Community Action (CAP) agency <input type="checkbox"/> Other – please describe:
Accreditation status:	<input type="checkbox"/> None <input type="checkbox"/> Currently accredited by NAEYC -- please give accreditation # & date: <input type="checkbox"/> Currently accredited by another national organization – please list accrediting body(ies), accreditation #(s), and date(s):
Primary language(s) used by most of program staff	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other – please describe:
Other information about this program site relevant to participation in the QUALITYstarsNY field test	



Application to Participate in the QUALITYstarsNY Field Test Family/Group Family Child Care Sites

Please complete the application and mail to: Sam Stephens, CAPD, 1622 Riverside Drive, Trenton, NJ 08618. If you have questions, please contact LEAD AGENCY PERSON at XXXXXXXX.

Name of family child care site, if any			
Contact person			
Telephone & e-mail address of contact person	Telephone: E-mail Address:		
Physical location	Street Address: City: Zip Code:		
Mailing address	<input type="checkbox"/> Same as Physical Location Address: City: Zip Code:		
Hours open to serve children	Opening time: Closing time:		
Days open to serve children (please check all that apply)	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> Saturday <input type="checkbox"/> Sunday <input type="checkbox"/> Holidays		
License number(s)			
Licensed capacity	Infants/Toddlers: Preschool: School-Age Care:		
Total number of children enrolled	Infants/Toddlers: Preschool: School-Age Care:		
Type of educational services offered (please check all that apply)	<input type="checkbox"/> UPK <input type="checkbox"/> Head Start <input type="checkbox"/> Early Head Start <input type="checkbox"/> Other – please describe:		
Total number of adults working with			

children	
Estimated number of children whose home language is not English	<input type="checkbox"/> None Estimated number: Most common languages:
Estimated number of children with special educational or medical needs	<input type="checkbox"/> None Estimated number:
Estimated number of children who have an IEP or IFSP	<input type="checkbox"/> None Estimated number:
Types of need-based financial assistance used by enrolled families to pay fees	<input type="checkbox"/> No fees are charged at this site <input type="checkbox"/> No need-based assistance is available at this site <input type="checkbox"/> Scholarships <input type="checkbox"/> Sliding fee scale <input type="checkbox"/> Public child care subsidies or vouchers (payments received for child care services from the local department of social services) <input type="checkbox"/> Other assistance – please describe:
Estimated number of children who receive any need-based financial assistance to pay child care fees	<input type="checkbox"/> No fees are charged for child care at this site <input type="checkbox"/> No children receive need-based financial assistance to pay child care fees Estimated number of children who receive need-based financial assistance:
Years in operation at this site	
Affiliation, if any (please check all that apply)	<input type="checkbox"/> College/University <input type="checkbox"/> Employer-sponsored <input type="checkbox"/> Faith-based institution <input type="checkbox"/> Hospital <input type="checkbox"/> Military installation <input type="checkbox"/> Indian tribe <input type="checkbox"/> Parent cooperative <input type="checkbox"/> US government facility <input type="checkbox"/> State government facility <input type="checkbox"/> Public housing <input type="checkbox"/> Community Action (CAP) agency <input type="checkbox"/> Other – please describe:
Accreditation status:	<input type="checkbox"/> None <input type="checkbox"/> Currently accredited by NAFCC -- please give accreditation # & date:
Your home or primary language	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other – please describe:
Other information related to QUALITYstarsNY field test	

APPENDIX E

ERS OBSERVER AND QUALITY IMPROVEMENT PLANNING CONSULTANT POSITION DESCRIPTIONS

ERS OBSERVER POSITION DESCRIPTION

January 16, 2010

QUALITYstarsNY Field Test Evaluation Project Early Childhood Environment and Related Rating Scale Assessors

General Description

Responsible for conducting observational-based assessments in school-based, center-based, and/or home-based early care and education settings as part of the QUALITYstarsNY field test.

Responsibilities

Conduct assessments in school-based, center-based, and/or home-based early care and education settings using the Environment Rating Scale (Early Childhood Environment Rating Scale; Infant Toddler Environment Rating Scale; Family Child Care Rating Scale) instruments and/or other similar observational tools (the PARS and the SELA).

Participate in project orientation and reliability assessment activities, including ETS refresher training.

Meet and maintain reliability criteria on all assigned assessment instruments.

Complete paperwork related to scoring assessments within 24 hours of observation.

Participate in team communications via conference calls, e-mail, and/or webinar.

Submit paperwork in a timely manner.

Qualifications

Previous experience using at least one of the ERS or the PARS or the SELA is required. Preference will be given to experienced assessors with evidence of having passed reliability tests in the past.

BA in Early Childhood Education, Elementary Education, Child Development, Human Development or related field. Preference for MA in one of these areas.

Ability to relate to people of various racial, ethnic, and socioeconomic backgrounds.

Knowledge about local and state requirements and standards for early care and education program serving children birth through five years.

Experience in child care settings as a teacher, director, trainer or researcher, especially in settings serving English Language Learners would be helpful.

Bilingual fluency would be helpful.

Willingness to travel.

To apply, send completed application form, cover letter, and resume with references to:

Ola Friday

NYC Early Childhood Professional Development Institute

The City University of New York 101 West 31st Street, 7th Floor New York, New York 10001

Ola.Friday@mail.cuny.edu

Revised 2/8/2010

QUALITYstarsNY

QIP Regional Consultant for Field Test

Job Description

Summary: The goal of the **Quality Improvement Plan (QIP) Regional Consultant** is to participate in the development and field test of an on-site consultation protocol for quality improvement for center- and family-based early childhood programs that are participating in the QUALITYstarsNY field test. In order to assist programs in developing specific quality improvement plans, the QIP Regional Consultant will consult with lead agencies in order to identify local resources that address the community's needs for quality enhancement.

Major Responsibilities and Expectations:

- (1) Work with QUALITYstarsNY quality improvement planning team, including
 - Participate in training for QUALITYstarsNY consultants, in order to reach consensus on QUALITYstarsNY standards for center- and family-based programs and develop skill in using WELS, data repository and reporting system
 - Attend meetings in central locations and participate in all electronic meetings and discussions held to insure adequate coordination of the work
 - Deliver on-site consultation for quality improvement aligned with QUALITYstarsNY program standards to center- and family-based early childhood programs ,
 - Case load of center- and family-based early childhood programs will range from 20 – 40, depending on the needs of the community, with the expectation that each program will require approximately 2 days for preparation and delivery of services
- Report to QUALITYSTARSNY QIP Coordinator
- (2) Prepare for on-site consultation visits, including:
 - Access WELS data
 - Review field-test program evaluation data
 - Prepare WELS reports: TBD
 - Develop preliminary Quality Improvement Plan (QIP)
- (3) Consult with community's lead agency before and after on-site visits to early childhood programs, in order to
 - Identify short list of community resources that will assist early childhood programs in quality improvement
 - Identify aggregate needs in the community where lead agency can help identify additional resources that will assist early childhood programs in quality improvement
- (4) Consult with center- and family-based early childhood program administrators:
 - Visit programs within one month of QUALITYstarsNY score determination
 - Establish and maintain a collaborative relationship with the program administrator/provider
 - Use a facilitative, consultation model to provide technical assistance and coaching that will help program administrator./provider use field-test evaluation results to establish quality improvement priorities and effective strategies that will help them meet their goals

QIP CONSULTANT JOB DESCRIPTION

- Review results of field-test evaluation with program administrator/provider, in order to
 - i. Ascertain program administrator's/provider's level of agreement with evaluation results
 - ii. Establish priorities for quality improvement, given current resource level
- Develop Quality Improvement Plan (QIP) including,
 - i. Articulate goals, relative to QUALITYstarsNY standards,
 - ii. List effective strategies for quality improvement, including a priority rating
 - iii. Identify internal and external resources
 - iv. Identify potential agent(s) for change (personnel responsible for task)
 - v. Establish timelines
- (5) Enter Quality Improvement Plan (QIP) into WELS, including
 - Five items listed above, using WELS-W198
 - Cost of resources needed
 - Complete Visit Summary Report, using WELS-W199
- (6) All consultants will demonstrate respect for program confidentiality and integrity of QUALITYstarsNY

Qualifications:

- Masters or equivalent experience in early care and education field
- Comprehensive understanding of a variety of early childhood settings
- Familiarity with QUALITYstarsNY: Standards for center and family-based early childhood programs
- Demonstrated competencies in delivery of technical assistance and consultation
- Competence in use of database, internet, and other technology applications
- A car, valid driver's license and insurance
- Available part-time, beginning in March 2010 for orientation and training and full-time with occasional work on weekends and evenings between May and July 2010 for consultation visits

Compensation: \$300.00/day

Report to: QUALITYstarsNY QIP Coordinator
Job created using NYS ARRA Funds.

APPENDIX F

STANDARDS CHECKLISTS

CENTERS

PUBLIC SCHOOLS

FAMILY CHILD CARE HOMES



FIELD TEST RATING CENTER APPLICATION

PURPOSE			
This packet contains the documentation that is necessary to complete to obtain your scores in the field test. Please complete each section to the best of your ability. If you have any questions please contact your lead agency representative.			
TABLE OF CONTENTS			
Section 1. Program Information			
Section 2. Glossary of Terms			
Section 3. Standards Checklist			
Section 4. Document List Form			
Section 5. Administrator Qualifications Form			
Section 6. Teaching Staff Qualifications Form			
Section 7. Feedback Form			
Section 1: PROGRAM INFORMATION			
*These names will be the contacts for confidential information between the program and NYC PDI			
Primary Contact*		Secondary Contact*	
Name		Name	
Title		Title	
Phone (____) ____ - ____		Phone (____) ____ - ____	
Fax (____) ____ - ____		Fax (____) ____ - ____	
Email		Email	
Program Name: (Legal name to appear on all correspondence)			Program ID:
Site Address (Physical location for site)			
Street			Suite/dept/floor
City	State	Zip	
Phone (____) ____ - ____		Fax (____) ____ - ____	

FIELD TEST RATING CENTER APPLICATION

Section 2: GLOSSARY OF TERMS	
Age Group	Infants & toddlers, ages birth – 36 months, Preschool, ages 2.5 years (30 months) – six years (kindergarteners)
Assistant Teacher / Teacher Aide	Adult who works under the direct supervision of a Teacher. Assistant Teacher/Teacher Aide can work independently in a teacher's absence, but for the vast majority of the time, the assistant teacher/teacher aide works directly with the teacher in the same space with the same group of children.
Attestation Statement	A written statement that affirms that something is true.
Documentation	Each standard requires physical evidence to be submitted to verify the level at which a program meets the standard. The documentation will vary depending on the specifics of the standard.
IEP	The Individualized Education Plan describes the goals the educational and developmental goals set for a child during the school year, as well as any special support needed to help achieve them. This Plan is created by the School District.
IFSP	The Individualized Family Service Plan documents and guides the early intervention process for children with disabilities and their families as prepared by the child's ongoing service coordinator and IFSP team.
Group or Classroom	Refers to the number of children assigned for most of the day to a teacher or a team of teaching staff who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or area. ¹
Standard	A goal of practice based on scientific data or a consensus of high quality
Standard Category	There are four QSNY standard categories: Learning Environment, Family Engagement, Qualifications and Experience and Management and Leadership
Standard Code	Each standard is coded with a unique code e.g. COA 1a
Teacher	The adult with <u>primary</u> responsibility for a group of children. Can also be known as "lead teacher" or "master teacher." The teacher must spend the vast majority of time with one group of children who attend at the same time, rather than dividing time between classrooms or floating between groups. ²
Quarterly	Occurs four times per year or every 3 months for example (January – March; April to June; July to September; October to December)

¹ NAEYC "teaching Staff Definitions" https://oldweb.naeyc.org/academy/criteria/teacher_staff_definition.html

² Adapted from NAEYC "Teaching Staff Definitions"

https://oldweb.naeyc.org/academy/criteria/teacher_staff_definition.html

Section 3: STANDARDS CHECKLIST – Center-based Programs

This document is based on the Draft Standards for center-based programs. Through this document we aim to capture all that you do in your programs. Therefore, you may be asked to submit more documentation than is necessary to receive points for meeting a standard. Conversely, you may submit substantial documentation and still not receive points for meeting the standard. Please know that the scoring system has not been changed and evaluation team will score this checklist exactly as it is notated in the Draft Standards. Since the points are not listed in this document you may refer to the Draft Standards that are attached to this packet for more clarity on how you will be scored. Please note you will not receive partial points for partly meeting a standard.

Instructions for completing the Standards Checklist

- ✓ Check the box next to the standards you currently meet.
- ✓ Check the box(es) of the documentation(s) you are including to verify that you meet the standard.
- ✓ All documents that are listed in **bold and underlined** are required to be submitted in order to receive credit for meeting that standard.
- ✓ Documents that are not in bold and underlined are optional to submit. However, you must check (and submit) at least one document to receive credit for meeting a standard. If you would like to submit a document that is not listed, instead of or addition to the documents that are listed, you may do so by checking the “Other” box.
- ✓ The Design Team has identified some examples of documentation that should be submitted to receive credit for meeting a standard. However, not all possible types documentation have been identified. This is where you can assist us. If you would like to provide supporting documentation that is not listed check the “Other” box (where available) and list the documentation you are providing. “Other” documentation must be relevant to the standard. It will be evaluated as to its appropriateness in meeting the standard. It is possible that your “Other” documentation may not count towards meeting a standard because it is irrelevant. This determination is at the discretion of the evaluation team.
- ✓ All documentation submitted should be current, having been in practice within the previous 12 months unless otherwise noted.
- ✓ Copies of materials are acceptable, including transcripts.
- ✓ Please remove parent and/or child identifying information from all documentation.

Some standards will require that you provide the same documentation. For example, for multiple standards you may want to refer to your parent handbook. In this case please submit only one copy of the handbook. On the Document List Form (Section 4) please list the document (in this case the parent handbook), the page number(s) in the handbook that apply to the standard(s), and the standard code(s). Also, on the first page of the documentation please use a post-it note to indicate the standard code(s) that are being met by that particular document.

FIELD TEST RATING CENTER APPLICATION

LEARNING ENVIRONMENT (LE)		
<p>Research Rationale: <i>There is substantial evidence that classroom environment features are central to program quality and there is limited evidence that varied and appropriate classroom materials support children's development. There is substantial evidence that the quality of teacher-child interactions contributes to quality in early care and education settings and substantial evidence that children with involved and responsive caregivers fare better on a wide variety of child development measures. There is a substantial amount of evidence that developmentally appropriate curriculum is related to other measures of program quality and substantial evidence that a developmentally appropriate curriculum is related to child outcomes. There is a moderate amount of evidence that developmentally-appropriate assessment is associated with improved child development outcomes.</i></p>		
LE I: CE	Classroom Environment (CE)	Documentation
<p>The Environment Rating Scale (ECERS-R or ITERS-R,) assessment scores will be used to determine your points in this section.</p>		

FIELD TEST RATING CENTER APPLICATION

LE II: COA	Child Observation and Assessment (COA)	Documentation
COA 1a.	<input type="checkbox"/> Parents complete a questionnaire at intake that collects information on children's development, such as dominant language, parent's current feeding practices (especially for infants), the child's food likes/ dislikes and food related allergies, and any special needs.	<input type="checkbox"/> Copy of completed questionnaire(s) with identifying information removed <input type="checkbox"/> Other (please list)
COA 1b.	<input type="checkbox"/> Developmental progress of each child is documented at least annually using anecdotal records or a child development checklist.	<input type="checkbox"/> Copy of anecdotal record(s) with identifying information removed (at least one for each age group served) <input type="checkbox"/> Copy of completed developmental record(s) with identifying information removed (at least one for each age group served) <input type="checkbox"/> Other (please list)
COA 1c.	<input type="checkbox"/> Developmental progress of each child is documented within 90 days of entering the program and at least once per year thereafter.	<input type="checkbox"/> Copy of completed developmental record(s) with identifying information removed (at least one for each age group served) <input type="checkbox"/> Other (please list)
COA 2a.	<input type="checkbox"/> Program provides all teaching staff with at least 2 hours of annual training in child observation and assessment, including recognition of developmental milestones and identifying possible developmental delays.	<input type="checkbox"/> Copy of trainer qualifications/credentials <input type="checkbox"/> Training agenda with learning outcomes <input type="checkbox"/> Staff participation/attendance lists <input type="checkbox"/> Other (please list)
COA 2b.	<input type="checkbox"/> Program provides all teaching staff with at least 3 additional hours of annual training in linking child observation and assessment to curriculum implementation.	<input type="checkbox"/> Copy of trainer qualifications/credentials <input type="checkbox"/> Training agenda with learning outcomes <input type="checkbox"/> Staff participation/attendance lists <input type="checkbox"/> Other (please list)

FIELD TEST RATING CENTER APPLICATION

LE III: CPI	Curriculum Planning and Implementation (CPI)	Documentation
CPI 1a.	<input type="checkbox"/> The program has a written statement of philosophy. The program adopts a written curriculum or curriculum framework that is consistent with its philosophy, matches the ages of children enrolled and addresses the key domains of child development. The curriculum is used by teaching staff.	<input type="checkbox"/> Copy of program philosophy <input type="checkbox"/> Copy of curriculum/ curriculum framework <input type="checkbox"/> Evidence of curriculum use in teacher plans <input type="checkbox"/> Evidence of curriculum use in training <input type="checkbox"/> Other (please list)
CPI 1b.	<input type="checkbox"/> Curriculum /curriculum framework is evidence-based and reflects the contributions of people of different genders, ages, races/ethnicities, languages, and abilities. Staff receive training and supervision support to implement the curriculum.	<input type="checkbox"/> <u>Copy of curriculum / curriculum framework</u> <input type="checkbox"/> Evidence of curriculum use in training and/or supervision support <input type="checkbox"/> Evidence of curriculum use in teacher plans
CPI 1c.	<input type="checkbox"/> Curriculum/ curriculum framework is evidence-based and aligns with NYS Early Learning Standards ³ .	<input type="checkbox"/> <u>Copy of curriculum / curriculum framework</u> <input type="checkbox"/> Copy of crosswalk between curriculum and Early Learning Standards
CPI 1d.	<input type="checkbox"/> Curriculum/ curriculum framework is connected to a child assessment system. The assessment system reflects program philosophy, family culture, children's abilities and disabilities, and home language. Assessments are meaningful and accurate and assessments are used in settings familiar to the children. Staff receive training and supervision support to implement the curriculum and assessment system.	<input type="checkbox"/> <u>Copy of curriculum / curriculum framework</u> <input type="checkbox"/> Copy of assessment tools <input type="checkbox"/> Copy of training agenda <input type="checkbox"/> Memo indicating how curriculum/ curriculum framework is connected to the child assessment system
CPI 2a.	<input type="checkbox"/> Written weekly plans are used in each classroom to guide daily curriculum implementation.	<input type="checkbox"/> Copies of 2 weekly plans from different calendar quarters, for each classroom <input type="checkbox"/> Other (please list)
CPI 2b.	<input type="checkbox"/> The child observation and assessment system is used to guide curriculum implementation and individual child learning.	<input type="checkbox"/> Samples of weekly or daily lesson plans, including individualized learning goals based on child observations and assessment <input type="checkbox"/> Other (please list)

³ The NYS Early Learning Standards are still being drafted. They are not yet available for review.

FIELD TEST RATING CENTER APPLICATION

FAMILY ENGAGEMENT (FE)		
Research Rationale: <i>There is substantial evidence that parent involvement and parent-provider communication is important for high quality early childhood education. There is substantial evidence that parent-involvement is related to child development outcomes. Parent-provider communication in the parent's dominant language is necessary for optimum results.</i>		
FE I: C	Communication (C)	Documentation
Program enrolls children under 2 years of age: <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to C1b.		
C 1a.	<input type="checkbox"/> Program offers daily written report of each child's (2 years old and younger) experiences especially care-giving routines, such as feeding, sleeping, and diapering.	<input type="checkbox"/> Form used for communication <input type="checkbox"/> Daily report is referenced in teacher job descriptions <input type="checkbox"/> Daily report is referenced in parent handbook <input type="checkbox"/> Daily report is referenced in other (please list)
C 1b.	<input type="checkbox"/> Program provides families with a parent handbook.	<input type="checkbox"/> <u>Parent handbook</u>
	Program also offers the following (check all that apply):	
	1. <input type="checkbox"/> Regular (at least quarterly) parent newsletter	<input type="checkbox"/> <u>4 newsletters from quarters, etc.</u>
	2. <input type="checkbox"/> Program provides families with notes or notebook system for daily parent/provider communication	<input type="checkbox"/> Note form or notebook template used <input type="checkbox"/> 5 Completed notes or notebook entries with identifying information removed
	3. <input type="checkbox"/> Program provides families with more than one annual parent-teacher conferences (once annually is required by regulations)	<input type="checkbox"/> Parent-teacher conference announcement or invitation <input type="checkbox"/> Record of parent-teacher conference <input type="checkbox"/> Other (please list)
	4. <input type="checkbox"/> Program provides families with written information about each staff member's educational qualifications and professional experience	<input type="checkbox"/> Parent handbook with relevant pages referenced <input type="checkbox"/> Letter or memo <input type="checkbox"/> Staff directory <input type="checkbox"/> Other (please list)
	5. <input type="checkbox"/> Program offers parent meetings about center activities such as back to school meetings, annual meetings, registration meetings and open houses	<input type="checkbox"/> Copy of parent meeting announcement or invitation <input type="checkbox"/> Copy of meeting agenda or notes <input type="checkbox"/> Other (please list)

FIELD TEST RATING CENTER APPLICATION

	6. <input type="checkbox"/> Program offers a parent resource area with materials such as brochures, bulletin boards, etc.	<input type="checkbox"/> Photograph of resource area <input type="checkbox"/> List of items available in resource area or sample resources <input type="checkbox"/> Other (please list)
	7. <input type="checkbox"/> Program provides families with an up-to-date community resource list or handbook (updated at least annually)	<input type="checkbox"/> Copy of resource list or handbook <input type="checkbox"/> Other (please list)
Provider enrolls children whose home language is not English: <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to IFS 1a.		
C 1c.	<input type="checkbox"/> Program provides parent materials in the parent's dominant language and at appropriate literacy levels.	<input type="checkbox"/> <u>List of dominant languages of children and families</u> <input type="checkbox"/> Copies of translated parent handbook (s) <input type="checkbox"/> Copy of translated resource/referral handbook(s) <input type="checkbox"/> Other (please list)

FIELD TEST RATING CENTER APPLICATION

FE II: IFS	Involvement & Family Support (IFS)	Documentation
IFS 1a.	Program offers the following (check all that apply): 1. <input type="checkbox"/> Family social gatherings within the past 12 months, e.g. family parties	<input type="checkbox"/> Invitations or announcements <input type="checkbox"/> Attendance lists <input type="checkbox"/> Other (please list)
	2. <input type="checkbox"/> Program offers educational events on topics chosen by families	<input type="checkbox"/> Invitations or announcements <input type="checkbox"/> Attendance lists <input type="checkbox"/> Agendas <input type="checkbox"/> Surveys or other evidence of family input <input type="checkbox"/> Other (please list)
	3. <input type="checkbox"/> Program offers volunteering opportunities for families.	<input type="checkbox"/> Family manual or parent handbook with relevant section marked <input type="checkbox"/> Announcements or invitations <input type="checkbox"/> Schedules or sign-in logs showing volunteer participation <input type="checkbox"/> Other (please list)
	4. <input type="checkbox"/> Program offers opportunities for families to share talents and expertise with teaching staff and children.	<input type="checkbox"/> Family manual with relevant section marked <input type="checkbox"/> Announcements or invitations <input type="checkbox"/> Schedules or sign-in logs showing family participation <input type="checkbox"/> Other (please list)
	5. <input type="checkbox"/> Program offers families referral to community resources appropriate to family requests and needs.	<input type="checkbox"/> Family resource handbook or guide <input type="checkbox"/> Copies of brochures, flyers, or other written materials <input type="checkbox"/> Copies of referral forms <input type="checkbox"/> Other (please list)
	6. <input type="checkbox"/> Program offers families information on child health insurance, tax credits, child care financial assistance or other supports.	<input type="checkbox"/> Family resource handbook or guide with relevant pages referenced <input type="checkbox"/> Copies of brochures, flyers, or other written materials <input type="checkbox"/> Other (please list)
IFS 1b.	Program offers the following (check all that apply): 1. <input type="checkbox"/> Program has a parent advisory committee that meets at least 4 times per year.	<input type="checkbox"/> List of members <input type="checkbox"/> Meeting agendas and/minutes from at least 4 meetings within the past 12 months. <input type="checkbox"/> Other (please list)

FIELD TEST RATING CENTER APPLICATION

	<p>2. <input type="checkbox"/> If program has a governing board, at least one member is a currently enrolled parent.</p>	<p><input type="checkbox"/> <u>List of board members with affiliation and/or role.</u></p> <p><input type="checkbox"/> Meeting agendas and/minutes</p> <p><input type="checkbox"/> Other (please list)</p>
IFS 1c.	<p>Program implements the following family-responsive practices:</p> <p>1. <input type="checkbox"/> Family Survey is done annually and results are used for program improvement</p>	<p><input type="checkbox"/> <u>Copy of survey form</u></p> <p><input type="checkbox"/> Copy of completed survey form(s) with any identifying information removed</p> <p><input type="checkbox"/> Summary of results from survey</p> <p><input type="checkbox"/> Program improvement plans based on survey results</p> <p><input type="checkbox"/> Other (please list)</p>
	<p>2. <input type="checkbox"/> Program conducts self-assessment about engaging, involving and supporting families using a tool, such as the Center for the Study of Social Policy's Family Strengthening Self-Assessment tool, and results are used for program improvement⁴</p>	<p><input type="checkbox"/> <u>Copy of self-assessment tool</u></p> <p><input type="checkbox"/> <u>Summary of results from self-assessment</u></p> <p><input type="checkbox"/> Program improvement plans based on self-assessment results</p> <p><input type="checkbox"/> Other (please list)</p>
	<p>3. <input type="checkbox"/> At least half of teaching staff do a self-assessment of cultural competence using a tool, such as the checklist for Promoting Cultural & Linguistic Competency for ECE Personnel from the National Center on Cultural Competence⁵</p>	<p><input type="checkbox"/> <u>Copy of self-assessment tool</u></p> <p><input type="checkbox"/> <u>List of staff completing self-assessment</u></p> <p><input type="checkbox"/> <u>Summary of results from self-assessment</u></p> <p><input type="checkbox"/> Program improvement plans based on self-assessment results</p> <p><input type="checkbox"/> Other (please list)</p>
IFS 2a.	<p>Program is prepared to welcome and support all children and families.</p> <p>1. <input type="checkbox"/> When program enrolls children who are English language learners (ELL) and/or whose families are ELL, program staff greet children and parents in their home languages.</p>	<p><input type="checkbox"/> <u>List of home languages of enrolled children and their families</u></p> <p><input type="checkbox"/> Copy of program policy about greeting</p> <p><input type="checkbox"/> Copies of translated materials</p> <p><input type="checkbox"/> Copies of staff resumes showing language fluency</p> <p><input type="checkbox"/> Other (please list)</p>
	<p>The home language of 20% or more of the children is a specific language other than English: <input type="checkbox"/> Yes, continue</p> <p><input type="checkbox"/> No, go to IFS 2b</p>	

⁴ The print version of this tool is available at <http://www.strengtheningfamilies.net/> The online tool is at http://strengtheningfamilies.net/self_assessment/

⁵ This tool is available at <http://www11.georgetown.edu/research/guchd/nccc/documents/Checklist.EIEC.doc.pdf>

FIELD TEST RATING CENTER APPLICATION

	<p>Program is prepared to welcome and support all children and families.</p> <p>2. <input type="checkbox"/> When 20% of enrolled children are speakers of a particular language other than English, program employs at least one staff member who speaks that language;</p>	<p><input type="checkbox"/> <u>List of home languages of enrolled children and their families</u></p> <p><input type="checkbox"/> Copies of translated materials</p> <p><input type="checkbox"/> Copies of staff resumes showing language fluency</p> <p><input type="checkbox"/> Other (please list)</p>
	<p>Program is prepared to welcome and support all children and families. Check all that apply.</p> <p>1. <input type="checkbox"/> Children with special education and/or special healthcare needs are welcomed into the program and staff are trained to address their special needs</p>	<p><input type="checkbox"/> Family handbook or guide with relevant pages referenced</p> <p><input type="checkbox"/> Copies of brochures, flyers, or other written materials</p> <p><input type="checkbox"/> Copies of referral forms</p> <p><input type="checkbox"/> Evidence of collaboration with special education (4410) school</p> <p><input type="checkbox"/> Other (please list)</p>
	<p>Program currently serves children with special education and/or special health care needs <input type="checkbox"/> Yes, continue</p> <p><input type="checkbox"/> No, go to FE III: T</p>	
IFS 2b.	<p>2. <input type="checkbox"/> Program staff maintain effective 2-way communication with all related service providers for children with IEPs or IFSPs. With parent permission, program staff participate in IEP/IFSP meetings.</p>	<p><input type="checkbox"/> Copies of correspondence or other communication with related service providers (please remove any child or parent identifying information)</p> <p><input type="checkbox"/> Copies of requests to parents for permission to participate in IEP/IFSP meetings (please remove any child or parent identifying information).</p> <p><input type="checkbox"/> Copies of correspondence or other evidence of meeting attendance.</p> <p><input type="checkbox"/> Other (please list)</p>

FIELD TEST RATING CENTER APPLICATION

FE III: T	Transitions (T)	Documentation
T 1	<p>Program implements the following (check all that apply):</p> <p>1. <input type="checkbox"/> Program has a written policy for transitioning children into the program</p>	<p><input type="checkbox"/> Copy of policies</p> <p><input type="checkbox"/> Parent handbook with relevant pages referenced</p> <p><input type="checkbox"/> Copy of information on kindergarten registration</p> <p><input type="checkbox"/> Other (please list)</p>
	<p>2. <input type="checkbox"/> Program has a written policy and procedures to support children and families transitioning into the program, during transitions within the program, and transitioning out of the program</p>	<p><input type="checkbox"/> Copy of policies and procedures</p> <p><input type="checkbox"/> Parent handbook with relevant pages referenced</p> <p><input type="checkbox"/> Other (please list)</p>
	<p>3. <input type="checkbox"/> Program provides parents of 4-year-olds with information on kindergarten registration</p>	<p><input type="checkbox"/> Copy of policies and procedures</p> <p><input type="checkbox"/> Parent handbook with relevant pages referenced</p> <p><input type="checkbox"/> Sample parent information on kindergarten registration, copy of flyer for meeting, or handout with kindergarten information</p> <p><input type="checkbox"/> Other (please list)</p>
	<p>4. <input type="checkbox"/> Program transfers child records, with parent permission, when child transitions to another educational setting (e.g., other center, kindergarten)</p>	<p><input type="checkbox"/> Copy of policies and procedures</p> <p><input type="checkbox"/> Copy of information from parent handbook</p> <p><input type="checkbox"/> Sample records transfer letter</p> <p><input type="checkbox"/> Other (please list)</p>
T 2a.	<p><input type="checkbox"/> Program minimizes transitions for infants and toddlers by adopting and implementing a policy on continuity of care. Policy should address both daily and annual continuity of care from the child's perspective and ensure no more than one transition within child's first two years.</p>	<p><input type="checkbox"/> Copy of policies and procedures</p> <p><input type="checkbox"/> Parent handbook with relevant pages referenced</p> <p><input type="checkbox"/> Other (please list)</p>
<p>Program enrolls preschool children: <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to ML I</p>		
T 2b.	<p><input type="checkbox"/> Program promotes the quality and continuity of teacher-child relationships through practices such as multi-age groupings, teacher looping, and supports staff using Caregiver-child Interaction assessment tools for self-assessment.</p>	<p><input type="checkbox"/> Copy of policies and procedures</p> <p><input type="checkbox"/> Parent handbook with relevant pages referenced</p> <p><input type="checkbox"/> Copy of assessment tool</p> <p><input type="checkbox"/> List of staff completing tool</p> <p><input type="checkbox"/> Summary of results from tool</p> <p><input type="checkbox"/> Other (please list)</p>

FIELD TEST RATING CENTER APPLICATION

QUALIFICATIONS AND EXPERIENCE (QE)		
<p>Research Rationale: <i>There is a substantial amount of evidence that teacher education and training are related to other measures of program quality and to child outcomes. There is substantial evidence that director professional development is related to other measures of program quality and limited evidence that director professional development is related to child outcomes. While there is limited and conflicting evidence that experience of staff is related to other measures of program quality or child development outcomes, consumers value experience</i></p>		
QE V: R	Retention (R)	Documentation
R 1	The overall retention rate for teaching staff ⁶ is 80% or above.	The retention rate will be automatically calculated based on the submission of the Teaching Staff Qualification Forms.
<p>To receive points for the other standards in this category please complete the attached forms in Sections 5 and 6. Please complete one form for the program administrator and a separate form for each teaching professional at the site applying for the rating.</p>		

⁶ Teaching staff means all classroom staff including aides and assistants. Retention rate is the percent of current teaching staff in a given position title (e.g., teacher or assistant teacher), who were employed one year ago.

FIELD TEST RATING CENTER APPLICATION

MANAGEMENT AND LEADERSHIP (ML)		
Research Rationale: <i>There is some evidence that the implementation of program policies and procedures is related to other measures of quality and child development outcomes.</i>		
Note: For multi-site organizations, this section may need to be completed by staff in the central office. Remember that documentation must apply to the applicant site.		
ML I: ASA	Administrative Self-Assessment (ASA)	Documentation
ASA 1	<input type="checkbox"/> Program conducts a self-assessment using a tool, such as the Program Administration Scale or another administrative/management assessment tool.	<input type="checkbox"/> Copy of assessment tool <input type="checkbox"/> Summary of results from self-assessment <input type="checkbox"/> Other (please list)
ASA 2	<input type="checkbox"/> Program is actively engaged in self-study for NAEYC Accreditation	<input type="checkbox"/> Receipts for self-study materials <input type="checkbox"/> Copy of progress report(s) including date self-study began and expected candidacy date <input type="checkbox"/> Other (please list)
ML II: FAS	Financial Accountability and Sustainability (FAS)	Documentation
FAS 1a.	Program does the following (check all that apply): 1. <input type="checkbox"/> Payroll, insurance, and taxes are paid on time	<input type="checkbox"/> Receipts or other evidence of payments <input type="checkbox"/> Copies of state and/or federal reports <input type="checkbox"/> Other (please list)
	2. <input type="checkbox"/> Program has a current-year operating budget showing revenues and expenses.	<input type="checkbox"/> Current-year budget <input type="checkbox"/> Other (please list)
FAS 1b.	Program does the following (check all that apply): 1. <input type="checkbox"/> A system exists to generate quarterly income and expense statements, comparing actual revenues and expenses to budget	<input type="checkbox"/> Quarterly financial reports for one year <input type="checkbox"/> Other (please list)
	2. <input type="checkbox"/> Fiscal records and budget are reviewed to ensure the program is operating without a deficit, or, if there is a deficit, a plan is in place to achieve budget solvency	<input type="checkbox"/> Affidavit by on-site administrator and/or board members <input type="checkbox"/> Meeting agenda and/or notes indicating fiscal/budget review <input type="checkbox"/> Budget solvency plan <input type="checkbox"/> Other (please list)

FIELD TEST RATING CENTER APPLICATION

	<p>3. <input type="checkbox"/> If eligible, program participates in CACFP⁷</p>	<p><input type="checkbox"/> CACFP billing statements <input type="checkbox"/> CACFP reimbursement checks <input type="checkbox"/> Other (please list)</p>
FAS 1c.	<p>Program does the following (check all that apply):</p> <p>1. <input type="checkbox"/> Program has written fiscal policies and procedures</p> <p>2. <input type="checkbox"/> There is an independent review of accounting records by someone with accounting or bookkeeping expertise</p> <p>3. <input type="checkbox"/> An outside audit is conducted regularly by a Certified Public Accountant (CPA)</p>	<p><input type="checkbox"/> Accountant or bookkeeper resume or list of qualifications <input type="checkbox"/> Fiscal policies and procedures <input type="checkbox"/> Evidence of financial review such as audited financial statements or contract/program review by funding agency <input type="checkbox"/> Other (please list)</p> <p><input type="checkbox"/> Accountant or bookkeeper resume or list of qualifications <input type="checkbox"/> Fiscal policies and procedures <input type="checkbox"/> Audit report within the previous 12 months <input type="checkbox"/> Other (please list)</p>
FAS 2	<p>Program does the following (check all that apply):</p> <p>1. <input type="checkbox"/> Program has Internet access and uses such for administrative communication⁸</p> <p>2. <input type="checkbox"/> Program administrators use technology to manage finances and enrollment</p>	<p><input type="checkbox"/> Sample e-mail correspondence <input type="checkbox"/> Bills from Internet Service Provider (ISP) <input type="checkbox"/> Other (please list)</p> <p><input type="checkbox"/> Sample spreadsheet that tracks finances, invoicing, etc. <input type="checkbox"/> Sample spreadsheet that tracks enrollment, attendance, etc. <input type="checkbox"/> Sample finance reports <input type="checkbox"/> Other (please list)</p>
FAS 3	<p>Program does the following (check all that apply):</p> <p>1. <input type="checkbox"/> Program has written procedures to market and fill open slots/vacancies.</p>	<p><input type="checkbox"/> Written procedures <input type="checkbox"/> Other (please list)</p>

⁷ For more information on the Child and Adult Care Food Program, go to <http://www.fns.usda.gov/cnd/Care/>

⁸ Administrative communication includes activities such as announcements about meetings, e-mails to staff about program activities

FIELD TEST RATING CENTER APPLICATION

	<p>2. <input type="checkbox"/> Program uses at least 2 different external communication tools such as brochures, paid advertising, participation in community events to market open slots/vacancies; communication is in languages that are dominant in its community.</p>	<p><input type="checkbox"/> Communication materials <input type="checkbox"/> Translated materials <input type="checkbox"/> Other (please list)</p>
	<p>3. <input type="checkbox"/> Program maintains records of all prospective parents and follow-up action is taken.</p>	<p><input type="checkbox"/> Waiting lists <input type="checkbox"/> Telephone logs <input type="checkbox"/> Other (please list)</p>

FIELD TEST RATING CENTER APPLICATION

ML III: PP	Policies and Procedures (PP)	Documentation
PP 1a.	Program does the following (check all that apply): 1. <input type="checkbox"/> Program has written job descriptions for all teaching and program administration positions	<input type="checkbox"/> <u>Job description(s)</u> <input type="checkbox"/> Other (please list)
	2. <input type="checkbox"/> A written employee handbook is given to each employee when hired	<input type="checkbox"/> <u>Employee handbook</u> <input type="checkbox"/> Form that records employee receipt of handbook <input type="checkbox"/> Copy of orientation agenda or notes that indicate that handbook was distributed <input type="checkbox"/> Other (please list)
PP 1b.	Program does the following (check all that apply): 1. <input type="checkbox"/> Program can document two methods used for communication with staff	<input type="checkbox"/> Staff memos <input type="checkbox"/> Emails <input type="checkbox"/> Other communications (please list)
	2. <input type="checkbox"/> Program can document that all teaching staff participate in at least monthly staff meetings	<input type="checkbox"/> Program calendar showing meeting dates <input type="checkbox"/> Staff meeting attendance lists <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Other (please list)
	3. <input type="checkbox"/> Written minutes from staff meetings are shared with staff	<input type="checkbox"/> Staff memos <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Email correspondence <input type="checkbox"/> Other (please list)
PP 1c.	Program does the following (check all that apply): 1. <input type="checkbox"/> Program philosophy and employment policy demonstrate commitment to a diverse staff that reflects its community.	<input type="checkbox"/> Philosophy statement <input type="checkbox"/> Employment policy <input type="checkbox"/> List of venues where job listings are advertised <input type="checkbox"/> Job description(s) <input type="checkbox"/> List of staff and their characteristics (e.g. race, language, gender, age) <input type="checkbox"/> Other (please list)
	2. <input type="checkbox"/> New employee orientation includes receipt of job description and regulations applicable to the program.	<input type="checkbox"/> Staff orientation checklist <input type="checkbox"/> Staff orientation agenda <input type="checkbox"/> Staff orientation meeting notes <input type="checkbox"/> Other (please list)

FIELD TEST RATING CENTER APPLICATION

	3. <input type="checkbox"/> Program has a written employee confidentiality policy	<input type="checkbox"/> Confidentiality policy <input type="checkbox"/> Other (please list)
	4. <input type="checkbox"/> All teaching and administrative employees have formal, written performance assessments annually	<input type="checkbox"/> Forms used for assessment <input type="checkbox"/> One completed and dated form for each teaching and administrative staff person <input type="checkbox"/> Employment policy or employee handbook with relevant pages referenced <input type="checkbox"/> Other (please list)
PP 1d.	Program does the following (check all that apply): 1. <input type="checkbox"/> All employees have individual professional development plans; teaching staff professional development plans match these areas: <ul style="list-style-type: none"> • Child Growth and Development • Environment, Curriculum, and Content • Families in Society • Child Assessment • Communication • Professionalism and Leadership These are the <u>NYS Core Body of Knowledge for Early Education</u> professionals. See http://www.earlychildhood.org/pdfs/CoreBody.pdf	<input type="checkbox"/> Professional development plans <input type="checkbox"/> Employment policy or employee handbook with relevant pages referenced <input type="checkbox"/> Other (please list)
	2. <input type="checkbox"/> Performance assessment informs all professional development plans	<input type="checkbox"/> Goal statements linking plans to performance assessments <input type="checkbox"/> Other (please list)
	3. <input type="checkbox"/> Evidence of progress is demonstrated in at least 50% of professional development plans	<input type="checkbox"/> Copy of course completion forms e.g. certificates and transcripts <input type="checkbox"/> Other (please list)

FIELD TEST RATING CENTER APPLICATION

ML IV: SCB	Staff Compensation and Benefits (SCB)	Documentation
SCB 1	<input type="checkbox"/> Program has an up-to-date written wage scale that is shared with staff and is based on role, education, training, and years of relevant experience	<input type="checkbox"/> <u>Wage scale and date of last revision</u>
SCB 2	<input type="checkbox"/> Program offers staff a compensation package with benefit options, including the following (check all that apply): <ul style="list-style-type: none"> <input type="checkbox"/> Paid holidays; <input type="checkbox"/> Paid time off (sick, vacation, personal); <input type="checkbox"/> Health insurance; <input type="checkbox"/> Family and medical leave; <input type="checkbox"/> Flexible scheduling; <input type="checkbox"/> Retirement; <input type="checkbox"/> Life insurance; <input type="checkbox"/> Flexible spending account; <input type="checkbox"/> Dependent care assistance plan; <input type="checkbox"/> Tuition discounts for employee's children; <input type="checkbox"/> Tuition reimbursement for education 	<input type="checkbox"/> Employee handbook detailing benefits with relevant sections marked <input type="checkbox"/> Other (please list)

ML V: SP	Staff Planning (SP)	Documentation
SP 1	<input type="checkbox"/> Program has a written staffing plan to cover planned and unplanned absences and staff are provided with space to take breaks or plan away from children during the day	<input type="checkbox"/> Staffing plan <input type="checkbox"/> Employee handbook with relevant pages referenced <input type="checkbox"/> Photograph of staff break room <input type="checkbox"/> Other (please list)
SP 2	<input type="checkbox"/> Program provides lead teachers with 1 hour of paid planning time per week (away from children) and staff have access to the Internet during planning time	<input type="checkbox"/> Staffing plan <input type="checkbox"/> Employee handbook with relevant pages referenced <input type="checkbox"/> Photograph of staff break room <input type="checkbox"/> Staffing plan <input type="checkbox"/> Bill from Internet Service Provider <input type="checkbox"/> Copy of staff emails or Internet research sites <input type="checkbox"/> Other (please list)
SP 3	<input type="checkbox"/> Program provides at least 1 hour every other week of paid planning time for classroom staff to plan together (e.g., team planning)	<input type="checkbox"/> Staffing plan <input type="checkbox"/> Staff emails/ memos <input type="checkbox"/> Staff affidavits/attestation statements <input type="checkbox"/> Other (please list)

FIELD TEST RATING CENTER APPLICATION

Section 4: DOCUMENT LIST FORM

Please list all of the documents that you are submitting along with the Standards Checklist on this form. For each document, please list the name of the document, the page number of the relevant content if applicable, and the standard(s) that is met. Use the unique standard code located in the left margin of the standard. You will probably use the same document to meet numerous standards. For example, the Parent Handbook can be submitted to meet standards C 1a -c and T1. In this case, note the name of the document, the page numbers you want reference, and the respective standards that are met on each of those pages.

Make additional copies of this form if necessary.

[illegible]

FIELD TEST RATING CENTER APPLICATION

Section 5: ADMINISTRATOR QUALIFICATIONS FORM

Please complete the following form for the program administrator(s) that meet the qualifications for licensing regulation requirements.

Program ID:	Site Name:	
First Name:	Last Name:	
Job Title:		
Administrator Qualifications⁹		Documentation:
<i>Please select highest degree¹⁰ earned</i>		
<input type="checkbox"/> Master's degree or higher in ECE/CD		Copy of transcript/ diploma
<input type="checkbox"/> Master's degree or higher out of field with 24 or more ECE/CD credits		Copy of transcript/ diploma
<input type="checkbox"/> Bachelor's degree in ECE/CD		Copy of transcript/ diploma
<input type="checkbox"/> Bachelor's degree out of field with 24 or more ECE/CD credits		Copy of transcript/ diploma
<input type="checkbox"/> Associates degree in ECE/CD		Copy of transcript/ diploma
<input type="checkbox"/> Associates degree out of field with 24 or more ECE/CD credits		Copy of transcript/ diploma
<input type="checkbox"/> Any degree out of field with less than 24 ECE/CD credits List degree: _____ List number of ECE/CD credits: _____		Copy of transcript/ diploma
<i>Please select one:</i>		
<input type="checkbox"/> School Administrator Certificate ¹¹		Copy of certificate
<input type="checkbox"/> Children's Program Administrator Credential (CPAC) ¹²		Copy of credential
<input type="checkbox"/> 9 or more credits (13.5 Continuing Education Units (CEUs) in management, supervision, leadership, and/or administration		Copy of transcript
<input type="checkbox"/> 45 clock hours (a 3-credit course or 4.5 (CEUs) in management, supervision, leadership, and/or administration		Copy of transcript
<input type="checkbox"/> Other (please list)		Transcript/certificate/etc.
Administrator Experience		
<i>Please select one:</i>		
<input type="checkbox"/> 3 or more years' experience in supervision or management in an early care and education program		Employment Record
<input type="checkbox"/> 3 or more years' experience in supervision or management in a nationally accredited early care and education program, a Gold Certificate Head Start program, or a program with the highest quality rating ¹³ (in another state)		Employment record and copy of accreditation certificate or rating award

⁹ NOTE: college credits and CEUs appear throughout this section. Life and work experience can be translated into credit by contacting Empire State College or another institution that offers a way to gain credit through life experience.

¹⁰ Degree means from regionally accredited institutions of higher education that may have been earned through online course work, distance learning, degree completion programs or some combination that offer credit as part of a formal assessment of prior learning.
Credits in management, supervision, leadership, and/or administration means in school administration, business management, communication, technology, personnel supervision, early childhood management or administration, or some combination of these areas.

Credits in ECE/CD means specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and children's learning from birth through kindergarten; family and community relationships; the practices of observing, documenting, and assessing young children; teaching and learning processes; and professional practices and development.

¹¹ School administrator certificates include the current School Building Leader (SBL), School District Leader (SDL), School District Business Leader (SDBL) or the former School Administration and Supervision (SAS).

¹² The CPAC credential requires the applicant to hold at least an associate's degree (or sixty credits) in early childhood or a related field, complete 18 college credits of specific coursework, and prepare a professional portfolio demonstrating competency in five content areas. The credential can be earned at three levels based on the level of degree the applicant holds: associate, bachelor or masters. Thus points can be earned for both the CPAC and the degree.

¹³ Highest quality rating (in another state) means a rating from a state with an operating Quality Rating and Improvement System

FIELD TEST RATING CENTER APPLICATION

Section 6: TEACHING STAFF QUALIFICATIONS FORM

Please complete the following form for each teaching staff (lead teacher, teacher, assistant teacher, teacher assistant/aide) at the site participating in the QUALITYstarsNY field test. Make additional copies as necessary.

Program ID:	Site Name:	
First Name:	Last Name:	
Job Title: <input type="checkbox"/> Teacher <input type="checkbox"/> Assistant Teacher/Teacher Aide	Year first employed in this position:	
Classroom(s) Assigned :	Number of hours worked per week:	
Teaching Staff Qualifications		Documentation:
<input type="checkbox"/> First Aid/ CPR training		Copy of certificate
<i>Please select one:</i>		
<input type="checkbox"/> Master's degree or higher in ECE/CD		Copy of transcript/diploma
<input type="checkbox"/> Master's degree or higher out of field with 24 or more ECE/CD credits		Copy of transcript
<input type="checkbox"/> Bachelor's degree in ECE/CD		Copy of transcript/ diploma
<input type="checkbox"/> Bachelor's degree out of field with 24 or more ECE/CD credits		Copy of transcript
<input type="checkbox"/> Associates degree in ECE/CD		Copy of transcript/ diploma
<input type="checkbox"/> Associates degree out of field with 24 or more ECE/CD credits		Copy of transcript
<input type="checkbox"/> Any degree out of field with less than 24 ECE/CD credits List degree: _____ List number of ECE/CD credits: _____		Copy of transcript
<input type="checkbox"/> No higher education degree but 18 or more college credits in ECE/CD		Copy of transcript
<input type="checkbox"/> No higher education degree but less than 18 college credits in ECE/CD		Copy of transcript
<i>Please select all that apply:</i>		
<input type="checkbox"/> Child Development Associate (CDA) – Preschool		Copy of credential
<input type="checkbox"/> Child Development Associate (CDA) – Infant/Toddler		Copy of credential
<input type="checkbox"/> NYS Infant-Toddler Credential		Copy of credential
<input type="checkbox"/> NYS Early Childhood (Birth-Grade 2) Certificate		Copy of certificate
<input type="checkbox"/> NYS Early Childhood Special Education Teacher Certificate ¹⁴		Copy of certificate
<input type="checkbox"/> Other (please list)		Transcript/certificate/etc.
Teaching Staff Experience		Documentation:
<i>Please select one:</i>		
<input type="checkbox"/> 3 or more years' experience teaching in any early care and education program		Employment Record
<input type="checkbox"/> 3 or more years' experience teaching in a nationally accredited early care and education program ¹⁵ , a Gold Certificate Head Start program, or a program with the highest quality rating ¹⁶ (in another state)		Employment record and evidence of accreditation or rated quality status (e.g. copy of accreditation certificate or rating award)

¹⁴ Other teaching certificates such as Montessori or early childhood teacher credentials from countries other than the U.S. will be evaluated on a case-by-case basis. Complete transcripts and copies of credentials should be submitted.

¹⁵ ECE means Early Childhood Education and CD means Child Development

¹⁶ Highest quality rating (in another state) means a rating from a state with an operating Quality Rating and Improvement System



FIELD TEST RATING SCHOOL APPLICATION

PURPOSE		
This packet contains the documentation that is necessary to complete to obtain your scores in the field test. Please complete each section to the best of your ability. If you have any questions please contact your lead agency representative.		
TABLE OF CONTENTS		
Section 1. Program Information Section 2. Glossary of Terms Section 3. Standards Checklist Section 4. Document List Form Section 5. Administrator Qualifications Form Section 6. Teaching Staff Qualifications Form Section 7. Feedback Form		
Section 1: PROGRAM INFORMATION		
*These names will be the contacts for confidential information between the program and NYC PDI		
Primary Contact*		Secondary Contact*
Name		Name
Title		Title
Phone (____) ____ - ____		Phone (____) ____ - ____
Fax (____) ____ - ____		Fax (____) ____ - ____
Email		Email
Program Name: (Legal name to appear on all correspondence)		Program ID:
Site Address (Physical location of site)		
Street		Suite/dept/floor
City	State	Zip
Phone (____) ____ - ____		Fax (____) ____ - ____

FIELD TEST RATING SCHOOL APPLICATION

Section 2: GLOSSARY OF TERMS	
Age Group	Infants & toddlers, ages birth – 36 months, Preschool, ages 2.5 years (30 months) – six years (kindergarteners)
Assistant Teacher / Teacher Aide	Adult who works under the direct supervision of a Teacher. Assistant Teacher/Teacher Aide can work independently in a teacher's absence, but for the vast majority of the time, the assistant teacher/teacher aide works directly with the teacher in the same space with the same group of children.
Attestation Statement	A written statement that affirms that something is true.
Documentation	Each standard requires physical evidence to be submitted to verify the level at which a program meets the standard. The documentation will vary depending on the specifics of the standard.
IEP	The Individualized Education Plan describes the goals the educational and developmental goals set for a child during the school year, as well as any special support needed to help achieve them. This Plan is created by the School District.
IFSP	The Individualized Family Service Plan documents and guides the early intervention process for children with disabilities and their families as prepared by the child's ongoing service coordinator and IFSP team.
Group or Classroom	Refers to the number of children assigned for most of the day to a teacher or a team of teaching staff who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or area. ¹⁷
Standard	A goal of practice based on scientific data or a consensus of high quality
Standard Category	There are four QSNY standard categories: Learning Environment, Family Engagement, Qualifications and Experience and Management and Leadership
Standard Code	Each standard is coded with a unique code e.g. COA 1a
Teacher	The adult with <u>primary</u> responsibility for a group of children. Can also be known as "lead teacher" or "master teacher." The teacher must spend the vast majority of time with one group of children who attend at the same time, rather than dividing time between classrooms or floating between groups. ¹⁸
Quarterly	Occurs four times per year or every 3 months for example (January – March; April to June; July to September; October to December)

¹⁷ NAEYC "teaching Staff Definitions" https://oldweb.naeyc.org/academy/criteria/teacher_staff_definition.html

¹⁸ Adapted from NAEYC "Teaching Staff Definitions"

https://oldweb.naeyc.org/academy/criteria/teacher_staff_definition.html

Section 3: STANDARDS CHECKLIST – Center-based Programs

This document is based on the Draft Standards for center-based programs. Through this document we aim to capture all that you do in your programs. Therefore, you may be asked to submit more documentation than is necessary to receive points for meeting a standard. Conversely, you may submit substantial documentation and still not receive points for meeting the standard. Please know that the scoring system has not been changed and evaluation team will score this checklist exactly as it is notated in the Draft Standards. Since the points are not listed in this document you may refer to the Draft Standards that are attached to this packet for more clarity on how you will be scored. Please note you will not receive partial points for partly meeting a standard.

Instructions for completing the Standards Checklist

- ✓ Check the box next to the standards you currently meet.
- ✓ Check the box(es) of the documentation(s) you are including to verify that you meet the standard.
- ✓ All documents that are listed in **bold and underlined** are required to be submitted in order to receive credit for meeting that standard.
- ✓ Documents that are not in bold and underlined are optional to submit. However, you must check (and submit) at least one document to receive credit for meeting a standard. If you would like to submit a document that is not listed, instead of or addition to the documents that are listed, you may do so by checking the “Other” box.
- ✓ The Design Team has identified some examples of documentation that should be submitted to receive credit for meeting a standard. However, not all possible types documentation have been identified. This is where you can assist us. If you would like to provide supporting documentation that is not listed check the “Other” box (where available) and list the documentation you are providing. “Other” documentation must be relevant to the standard. It will be evaluated as to its appropriateness in meeting the standard. It is possible that your “Other” documentation may not count towards meeting a standard because it is irrelevant. This determination is at the discretion of the evaluation team.
- ✓ All documentation submitted should be current, having been in practice within the previous 12 months unless otherwise noted.
- ✓ Copies of materials are acceptable, including transcripts.
- ✓ Please remove parent and/or child identifying information from all documentation.

Some standards will require that you provide the same documentation. For example, for multiple standards you may want to refer to your parent handbook. In this case please submit only one copy of the handbook. On the Document List Form (Section 4) please list the document (in this case the parent handbook), the page number(s) in the handbook that apply to the standard(s), and the standard code(s). Also, on the first page of the documentation please use a post-it note to indicate the standard codes(s) that are being met by that particular document.

FIELD TEST RATING SCHOOL APPLICATION

LEARNING ENVIRONMENT (LE)		
<p>Research Rationale: <i>There is substantial evidence that classroom environment features are central to program quality and there is limited evidence that varied and appropriate classroom materials support children's development. There is substantial evidence that the quality of teacher-child interactions contributes to quality in early care and education settings and substantial evidence that children with involved and responsive caregivers fare better on a wide variety of child development measures. There is a substantial amount of evidence that developmentally appropriate curriculum is related to other measures of program quality and substantial evidence that a developmentally appropriate curriculum is related to child outcomes. There is a moderate amount of evidence that developmentally-appropriate assessment is associated with improved child development outcomes.</i></p>		
LE I: CE	Classroom Environment (CE)	Documentation
<p>The Environment Rating Scale (ECERS-R) assessment scores will be used to determine your points in this section.</p>		

FIELD TEST RATING SCHOOL APPLICATION

LE II: COA	Child Observation and Assessment (COA)	Documentation
COA 1a.	<input type="checkbox"/> Parents complete a questionnaire at intake that collects information on children's development, such as dominant language, parent's current feeding practices (especially for infants), the child's food likes/ dislikes and food related allergies, and any special needs.	<input type="checkbox"/> Copy of completed questionnaire(s) with identifying information removed <input type="checkbox"/> Other (please list)
COA 1b.	<input type="checkbox"/> Developmental progress of each child is documented at least annually using anecdotal records or a child development checklist.	<input type="checkbox"/> Copy of anecdotal record(s) with identifying information removed (at least one for each age group served) <input type="checkbox"/> Copy of completed developmental record(s) with identifying information removed (at least one for each age group served) <input type="checkbox"/> Other (please list)
COA 1c.	<input type="checkbox"/> Developmental progress of each child is documented within 90 days of entering the program and at least once per year thereafter.	<input type="checkbox"/> Copy of completed developmental record(s) with identifying information removed (at least one for each age group served) <input type="checkbox"/> Other (please list)
COA 2a.	<input type="checkbox"/> Program provides all teaching staff with at least 2 hours of annual training in child observation and assessment, including recognition of developmental milestones and identifying possible developmental delays.	<input type="checkbox"/> Copy of trainer qualifications/credentials <input type="checkbox"/> Training agenda with learning outcomes <input type="checkbox"/> Staff participation/attendance lists <input type="checkbox"/> Other (please list)
COA 2b.	<input type="checkbox"/> Program provides all teaching staff with at least 3 additional hours of annual training in linking child observation and assessment to curriculum implementation.	<input type="checkbox"/> Copy of trainer qualifications/credentials <input type="checkbox"/> Training agenda with learning outcomes <input type="checkbox"/> Staff participation/attendance lists <input type="checkbox"/> Other (please list)

FIELD TEST RATING SCHOOL APPLICATION

LE III: CPI	Curriculum Planning and Implementation (CPI)	Documentation
CPI 1a.	<input type="checkbox"/> The program has a written statement of philosophy. The program adopts a written curriculum or curriculum framework that is consistent with its philosophy, matches the ages of children enrolled and addresses the key domains of child development. The curriculum is used by teaching staff.	<input type="checkbox"/> Copy of program philosophy <input type="checkbox"/> Copy of curriculum/ curriculum framework <input type="checkbox"/> Evidence of curriculum use in teacher plans <input type="checkbox"/> Evidence of curriculum use in training
CPI 1b.	<input type="checkbox"/> Curriculum /curriculum framework is evidence-based and reflects the contributions of people of different genders, ages, races/ethnicities, languages, and abilities. Staff receive training and supervision support to implement the curriculum.	<input type="checkbox"/> <u>Copy of curriculum / curriculum framework</u> <input type="checkbox"/> Evidence of curriculum use in training and/or supervision support <input type="checkbox"/> Evidence of curriculum use in teacher plans
CPI 1c.	<input type="checkbox"/> Curriculum/ curriculum framework is evidence-based and aligns with NYS Early Learning Standards ¹⁹ .	<input type="checkbox"/> <u>Copy of curriculum / curriculum framework</u> <input type="checkbox"/> Copy of crosswalk between curriculum and Early Learning Standards
CPI 1d.	<input type="checkbox"/> Curriculum/ curriculum framework is connected to a child assessment system. The assessment system reflects program philosophy, family culture, children's abilities and disabilities, and home language. Assessments are meaningful and accurate and assessments are used in settings familiar to the children. Staff receive training and supervision support to implement the curriculum and assessment system.	<input type="checkbox"/> <u>Copy of curriculum / curriculum framework</u> <input type="checkbox"/> Copy of assessment tools <input type="checkbox"/> Copy of training agenda <input type="checkbox"/> Memo indicating how curriculum/ curriculum framework is connected to the child assessment system
CPI 2a.	<input type="checkbox"/> Written weekly plans are used in each classroom to guide daily curriculum implementation.	<input type="checkbox"/> Copies of 2 weekly plans from different calendar quarters, for each classroom <input type="checkbox"/> Other (please list)
CPI 2b.	<input type="checkbox"/> The child observation and assessment system is used to guide curriculum implementation and individual child learning.	<input type="checkbox"/> Samples of weekly or daily lesson plans, including individualized learning goals based on child observations and assessment <input type="checkbox"/> Other (please list)

¹⁹ The NYS Early Learning Standards are still being drafted. They are not yet available for review.

FIELD TEST RATING SCHOOL APPLICATION

FAMILY ENGAGEMENT (FE)		
Research Rationale: <i>There is substantial evidence that parent involvement and parent-provider communication is important for high quality early childhood education. There is substantial evidence that parent-involvement is related to child development outcomes. Parent-provider communication in the parent's dominant language is necessary for optimum results.</i>		
FE I: C	Communication (C)	Documentation
Program enrolls children under 2 years of age: <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to C1b.		
C 1a.	<input type="checkbox"/> Program offers daily written report of each child's (2 years old and younger) experiences especially care-giving routines, such as feeding, sleeping, and diapering.	<input type="checkbox"/> Form used for communication <input type="checkbox"/> Daily report is referenced in teacher job descriptions <input type="checkbox"/> Daily report is referenced in parent handbook <input type="checkbox"/> Daily report is referenced in other (please list)
C 1b.	<input type="checkbox"/> Program provides families with a parent handbook.	<input type="checkbox"/> <u>Parent handbook</u>
	Program also offers the following (check all that apply): 1. <input type="checkbox"/> Regular (at least quarterly) parent newsletter	<input type="checkbox"/> <u>4 newsletters from quarters, etc.</u>
	2. <input type="checkbox"/> Program provides families with notes or notebook system for daily parent/provider communication	<input type="checkbox"/> Note form or notebook template used <input type="checkbox"/> 5 Completed notes or notebook entries with identifying information removed
	3. <input type="checkbox"/> Program provides families with more than one annual parent-teacher conferences (once annually is required by regulations)	<input type="checkbox"/> Parent-teacher conference announcement or invitation <input type="checkbox"/> Record of parent-teacher conference <input type="checkbox"/> Other (please list)
	4. <input type="checkbox"/> Program provides families with written information about each staff member's educational qualifications and professional experience	<input type="checkbox"/> Parent handbook with relevant pages referenced <input type="checkbox"/> Letter or memo <input type="checkbox"/> Staff directory <input type="checkbox"/> Other (please list)
	5. <input type="checkbox"/> Program offers parent meetings about program activities such as back to school meetings, annual meetings, registration meetings and open houses	<input type="checkbox"/> Copy of parent meeting announcement or invitation <input type="checkbox"/> Copy of meeting agenda or notes <input type="checkbox"/> Other (please list)

FIELD TEST RATING SCHOOL APPLICATION

	6. <input type="checkbox"/> Program offers a parent resource area with materials such as brochures, bulletin boards, etc.	<input type="checkbox"/> Photograph of resource area <input type="checkbox"/> List of items available in resource area or sample resources <input type="checkbox"/> Other (please list)
	7. <input type="checkbox"/> Program provides families with an up-to-date community resource list or handbook (updated at least annually)	<input type="checkbox"/> Copy of resource list or handbook <input type="checkbox"/> Other (please list)
Provider enrolls children whose home language is not English: <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to IFS 1a.		
C 1c.	<input type="checkbox"/> Program provides parent materials in the parent's dominant language and at appropriate literacy levels.	<input type="checkbox"/> <u>List of dominant languages of children and families</u> <input type="checkbox"/> Copies of translated parent handbook (s) <input type="checkbox"/> Copy of translated resource/referral handbook(s) <input type="checkbox"/> Other (please list)

FIELD TEST RATING SCHOOL APPLICATION

FE II: IFS	Involvement & Family Support (IFS)	Documentation
IFS 1a.	Program offers the following (check all that apply): 1. <input type="checkbox"/> Family social gatherings within the past 12 months, e.g. family parties	<input type="checkbox"/> Invitations or announcements <input type="checkbox"/> Attendance lists <input type="checkbox"/> Other (please list)
	2. <input type="checkbox"/> Program offers educational events on topics chosen by families	<input type="checkbox"/> Invitations or announcements <input type="checkbox"/> Attendance lists <input type="checkbox"/> Agendas <input type="checkbox"/> Other (please list)
	3. <input type="checkbox"/> Program offers volunteering opportunities for families.	<input type="checkbox"/> Family manual or parent handbook with relevant section marked <input type="checkbox"/> Announcements or invitations <input type="checkbox"/> Schedules or sign-in logs showing volunteer participation <input type="checkbox"/> Other (please list)
	4. <input type="checkbox"/> Program offers opportunities for families to share talents and expertise with teaching staff and children.	<input type="checkbox"/> Family manual with relevant section marked <input type="checkbox"/> Announcements or invitations <input type="checkbox"/> Schedules or sign-in logs showing family participation or <input type="checkbox"/> Other (please list)
	5. <input type="checkbox"/> Program offers families referral to community resources appropriate to family requests and needs.	<input type="checkbox"/> Family resource handbook or guide <input type="checkbox"/> Copies of brochures, flyers, or other written materials <input type="checkbox"/> Copies of referral forms <input type="checkbox"/> Other (please list)
	6. <input type="checkbox"/> Program offers families information on child health insurance, tax credits, child care financial assistance or other supports.	<input type="checkbox"/> Family resource handbook or guide with relevant pages referenced <input type="checkbox"/> Copies of brochures, flyers, or other written materials or <input type="checkbox"/> Other (please list)
IFS 1b.	Program offers the following decision-making opportunities (check all that apply): 1. <input type="checkbox"/> Program has a parent advisory committee that meets at least 4 times per year.	<input type="checkbox"/> List of members <input type="checkbox"/> Meeting agendas and/minutes from at least 4 meetings within the past 12 months. <input type="checkbox"/> Other (please list)

FIELD TEST RATING SCHOOL APPLICATION

	<p>2. <input type="checkbox"/> If program has a governing board²⁰, at least one parent of a currently enrolled child is a member.</p>	<p><input type="checkbox"/> <u>List of board members with affiliation and/or role.</u></p> <p><input type="checkbox"/> Meeting agendas and/minutes</p> <p><input type="checkbox"/> Other (please list)</p>
IFS 1c.	<p>Program implements the following family-responsive practices (check all that apply):</p> <p>1. <input type="checkbox"/> Family Survey is done annually and results are used for program improvement</p>	<p><input type="checkbox"/> <u>Copy of survey form</u></p> <p><input type="checkbox"/> Copy of completed survey form(s) with any identifying information removed</p> <p><input type="checkbox"/> Summary of results from survey</p> <p><input type="checkbox"/> Program improvement plans based on survey results</p> <p><input type="checkbox"/> Other (please list)</p>
	<p>2. <input type="checkbox"/> Program conducts self-assessment about engaging, involving and supporting families using a tool, such as the Center for the Study of Social Policy's Family Strengthening Self-Assessment tool, and results are used for program improvement²¹</p>	<p><input type="checkbox"/> <u>Copy of self-assessment tool</u></p> <p><input type="checkbox"/> <u>Summary of results from self-assessment</u></p> <p><input type="checkbox"/> Program improvement plans based on self-assessment results</p> <p><input type="checkbox"/> Other (please list)</p>
	<p>3. <input type="checkbox"/> At least half of teaching staff do a self-assessment of cultural competence using a tool, such as the checklist for Promoting Cultural & Linguistic Competency for ECE Personnel from the National Center on Cultural Competence²²</p>	<p><input type="checkbox"/> <u>Copy of self-assessment tool</u></p> <p><input type="checkbox"/> <u>List of staff completing self-assessment</u></p> <p><input type="checkbox"/> <u>Summary of results from self-assessment</u></p> <p><input type="checkbox"/> Program improvement plans based on self-assessment results</p> <p><input type="checkbox"/> Other (please list)</p>
IFS 2a.	<p>Program is prepared to welcome and support all children and families.</p> <p>1. <input type="checkbox"/> When program enrolls children who are English language learners (ELL) and/or whose families are ELL, program staff greet children and parents in their home languages.</p>	<p><input type="checkbox"/> <u>List of home languages of enrolled children and their families</u></p> <p><input type="checkbox"/> Copy of program policy about greeting</p> <p><input type="checkbox"/> Copies of translated materials</p> <p><input type="checkbox"/> Copies of staff resumes showing language fluency</p> <p><input type="checkbox"/> Other (please list)</p>
	<p>The home language of 20% or more of the children is a specific language other than English: <input type="checkbox"/> Yes, continue</p> <p><input type="checkbox"/> No, go to IFS 2b</p>	

²⁰ For school-based UPK an example of 'governing board' are the School District's UPK Advisory Board, the school building level Shared Decision making Team, or the School District's Board of Education

²¹ The print version of this tool is available at <http://www.strengtheningfamilies.net/> The online tool is at http://strengtheningfamilies.net/self_assessment/

²² This tool is available at <http://www11.georgetown.edu/research/guchd/nccc/documents/Checklist.EIEC.doc.pdf>

FIELD TEST RATING SCHOOL APPLICATION

	<p>Program is prepared to welcome and support all children and families.</p> <p>2. <input type="checkbox"/> When 20% of enrolled children are speakers of a particular language other than English, program employs at least one staff member who speaks that language;</p>	<p><input type="checkbox"/> <u>List of home languages of enrolled children and their families</u></p> <p><input type="checkbox"/> Copies of translated materials</p> <p><input type="checkbox"/> Copies of staff resumes showing language fluency</p> <p><input type="checkbox"/> Other (please list)</p>
IFS 2b.	<p>Program is prepared to welcome and support all children and families. Check all that apply.</p> <p>1. <input type="checkbox"/> Children with special education and/or special healthcare needs are welcomed into the program and staff are trained to address their special needs</p>	<p><input type="checkbox"/> Family handbook or guide with relevant pages referenced</p> <p><input type="checkbox"/> Copies of brochures, flyers, or other written materials</p> <p><input type="checkbox"/> Copies of referral forms</p> <p><input type="checkbox"/> Evidence of collaboration with special education (4410) school</p> <p><input type="checkbox"/> Other (please list)</p>
	<p>2. <input type="checkbox"/> Program staff maintain effective 2-way communication with all related service providers for children with IEPs or IFSPs. With parent permission, program staff participate in IEP/IFSP meetings.</p>	<p><input type="checkbox"/> Copies of correspondence or other communication with related service providers (please remove any child or parent identifying information)</p> <p><input type="checkbox"/> Copies of requests to parents for permission to participate in IEP/IFSP meetings (please remove any child or parent identifying information).</p> <p><input type="checkbox"/> Copies of correspondence or other evidence of meeting attendance.</p> <p><input type="checkbox"/> Other (please list)</p>

FIELD TEST RATING SCHOOL APPLICATION

FE III: T	Transitions (T)	Documentation
T 1	Program implements the following (check all that apply): 1. <input type="checkbox"/> Program has a written policy for transitioning children into the program	<input type="checkbox"/> Copy of policies <input type="checkbox"/> Parent handbook with relevant pages referenced <input type="checkbox"/> Copy of information on kindergarten registration <input type="checkbox"/> Other (please list)
	2. <input type="checkbox"/> Program has a written policy and procedures to support children and families transitioning into the program, during transitions within the program, and transitioning out of the program	<input type="checkbox"/> Copy of policies and procedures <input type="checkbox"/> Parent handbook with relevant pages referenced <input type="checkbox"/> Other (please list)
	3. <input type="checkbox"/> Program provides parents of 4-year-olds with information on kindergarten registration ²³	<input type="checkbox"/> Copy of policies and procedures <input type="checkbox"/> Parent handbook with relevant pages referenced <input type="checkbox"/> Sample parent information on kindergarten registration, copy of flyer for meeting, or handout with kindergarten information <input type="checkbox"/> Other (please list)
	4. <input type="checkbox"/> Program transfers child records, with parent permission, when child transitions to another educational setting (e.g., other center, kindergarten)	<input type="checkbox"/> Copy of policies and procedures <input type="checkbox"/> Copy of information from parent handbook <input type="checkbox"/> Sample records transfer letter <input type="checkbox"/> Other (please list)
T 2a.	<input type="checkbox"/> Program minimizes transitions for infants and toddlers by adopting and implementing a policy on continuity of care. Policy should address both daily and annual continuity of care from the child's perspective and ensure no more than one transition within child's first two years.	<input type="checkbox"/> Copy of policies and procedures <input type="checkbox"/> Parent handbook with relevant pages referenced <input type="checkbox"/> Other (please list)
Program enrolls preschool children: <input type="checkbox"/> Yes, continue <input type="checkbox"/> No go to ML I		

²³ For school-based UPK this pertains to the assurance: ensure continuity between the UPK program and kindergarten and early elementary grades

FIELD TEST RATING SCHOOL APPLICATION

T 2b.	<input type="checkbox"/> Program promotes the quality and continuity of teacher-child relationships through practices such as multi-age groupings, teacher looping, and supports staff using Caregiver-child Interaction assessment tools for self-assessment.	<input type="checkbox"/> Copy of policies and procedures <input type="checkbox"/> Parent handbook with relevant pages referenced <input type="checkbox"/> Copy of assessment tool <input type="checkbox"/> List of staff completing tool <input type="checkbox"/> Summary of results from tool <input type="checkbox"/> Other (please list)
-------	--	--

FIELD TEST RATING SCHOOL APPLICATION

QUALIFICATIONS AND EXPERIENCE (QE)		
<p>Research Rationale: <i>There is a substantial amount of evidence that teacher education and training are related to other measures of program quality and to child outcomes. There is substantial evidence that director professional development is related to other measures of program quality and limited evidence that director professional development is related to child outcomes. While there is limited and conflicting evidence that experience of staff is related to other measures of program quality or child development outcomes, consumers value experience</i></p>		
QE V: R	Retention (R)	Documentation
R 1	The overall retention rate for teaching staff ²⁴ is 80% or above.	The retention rate will be automatically calculated based on the submission of the Teaching Staff Qualification Forms.
<p>To receive points for the other standards in this category please complete the attached forms in Sections 5 and 6. Please complete one form for the program administrator and a separate form for each teaching professional in the UPK classrooms at the site applying for the rating.</p>		

²⁴ Teaching staff means all classroom staff including aides and assistants. Retention rate is the percent of current teaching staff in a given position title (e.g., teacher or assistant teacher), who were employed one year ago.

FIELD TEST RATING SCHOOL APPLICATION

MANAGEMENT AND LEADERSHIP (ML)		
Research Rationale: <i>There is some evidence that the implementation of program policies and procedures is related to other measures of quality and child development outcomes.</i>		
Note: For the field test school district personnel may submit one attestation statement indicating that they meet the standards listed under ML II: Financial Accountability and Sustainability, ML III: Policies and Procedures, ML IV: Staff Compensation and Benefits and ML V: Staff Planning. School districts will then automatically receive the maximum points in each of the previously listed sections. Schools should still complete and submit documentation for ML : Administrative Self-Assessment if applicable.		
ML I: ASA	Administrative Self-Assessment (ASA)	Documentation
ASA 1	<input type="checkbox"/> Program conducts a self-assessment using a tool, such as the Program Administration Scale or another administrative/management assessment tool.	<input type="checkbox"/> Copy of assessment tool <input type="checkbox"/> Summary of results from self-assessment <input type="checkbox"/> Other (please list)
ASA 2	<input type="checkbox"/> Program is actively engaged in self-study for NAEYC Accreditation	<input type="checkbox"/> Receipts for self-study materials <input type="checkbox"/> Copy of progress report(s) including date self-study began and expected candidacy date <input type="checkbox"/> Other (please list)
ML II: FAS	Financial Accountability and Sustainability (FAS)	Documentation
FAS 1a.	Program does the following (check all that apply): 1. <input type="checkbox"/> Payroll, insurance, and taxes are paid on time	<input type="checkbox"/> Attestation Statement <input type="checkbox"/> Receipts or other evidence of payments <input type="checkbox"/> Copies of NYS-45 and/or federal 941 reports <input type="checkbox"/> Other (please list)
	2. <input type="checkbox"/> Program has a current-year operating budget showing revenues and expenses.	<input type="checkbox"/> Attestation Statement <input type="checkbox"/> Current-year budget <input type="checkbox"/> For school-based UPK submit form FS-20 <input type="checkbox"/> Other (please list)
FAS 1b.	Program does the following (check all that apply): 1. <input type="checkbox"/> A system exists to generate quarterly income and expense statements, comparing actual revenues and expenses to budget	<input type="checkbox"/> Attestation Statement <input type="checkbox"/> Quarterly financial reports for one year <input type="checkbox"/> For school-based UPK submit form FS-20 <input type="checkbox"/> Other (please list)

FIELD TEST RATING SCHOOL APPLICATION

	2. <input type="checkbox"/> Fiscal records and budget are reviewed to ensure the program is operating without a deficit, or, if there is a deficit, a plan is in place to achieve budget solvency	<input type="checkbox"/> Attestation Statement <input type="checkbox"/> Affidavit by on-site administrator and/or board members <input type="checkbox"/> Meeting agenda and/or notes indicating fiscal/budget review <input type="checkbox"/> Budget solvency plan <input type="checkbox"/> Other (please list)
	3. <input type="checkbox"/> If eligible, program participates in CACFP ²⁵	<input type="checkbox"/> Attestation Statement <input type="checkbox"/> CACFP billing statements <input type="checkbox"/> CACFP reimbursement checks <input type="checkbox"/> For School-based UPK document that UPK students are included in the School Food program <input type="checkbox"/> Other (please list)
FAS 1c.	Program does the following (check all that apply):	
	1. <input type="checkbox"/> Program has written fiscal policies and procedures	
	2. <input type="checkbox"/> There is an independent review of accounting records by someone with accounting or bookkeeping expertise	<input type="checkbox"/> Attestation Statement <input type="checkbox"/> Accountant or bookkeeper resume or list of qualifications <input type="checkbox"/> Fiscal policies and procedures <input type="checkbox"/> Audited financial statements or contract/program review by funding agency <input type="checkbox"/> Other (please list)
	3. <input type="checkbox"/> An outside audit is conducted regularly by a Certified Public Accountant (CPA)	<input type="checkbox"/> Attestation Statement <input type="checkbox"/> Accountant or bookkeeper resume or list of qualifications <input type="checkbox"/> Fiscal policies and procedures <input type="checkbox"/> Audit report within the previous 12 months <input type="checkbox"/> Other (please list)
FAS 2	Program does the following (check all that apply): 1. <input type="checkbox"/> Program has Internet access and uses such for administrative communication ²⁶	<input type="checkbox"/> Attestation Statement <input type="checkbox"/> Sample e-mail correspondence <input type="checkbox"/> Bills from Internet Service Provider (ISP) <input type="checkbox"/> Other (please list)

²⁵ For more information on the Child and Adult Care Food Program, go to <http://www.fns.usda.gov/cnd/Care/>

²⁶ Administrative communication includes activities such as announcements about meetings, e-mails to staff about program activities

FIELD TEST RATING SCHOOL APPLICATION

	<p>2. <input type="checkbox"/> Program administrators use technology to manage finances and enrollment</p>	<p><input type="checkbox"/> Attestation Statement</p> <p><input type="checkbox"/> Sample spreadsheet that tracks finances, invoicing, etc.</p> <p><input type="checkbox"/> Sample spreadsheet that tracks enrollment, attendance, etc.</p> <p><input type="checkbox"/> Sample finance reports</p> <p><input type="checkbox"/> Other (please list)</p>
FAS 3	<p>Program does the following (check all that apply):</p> <p>1. <input type="checkbox"/> Program has written procedures to market and fill open slots/vacancies.</p>	<p><input type="checkbox"/> Attestation Statement</p> <p><input type="checkbox"/> Written procedures</p> <p><input type="checkbox"/> Other (please list)</p>
	<p>2. <input type="checkbox"/> Program uses at least 2 different external communication tools such as brochures, paid advertising, participation in community events to market open slots/vacancies; communication is in languages that are dominant in its community.</p>	<p><input type="checkbox"/> Attestation Statement</p> <p><input type="checkbox"/> Communication materials</p> <p><input type="checkbox"/> Translated materials</p> <p><input type="checkbox"/> Other (please list)</p>
	<p>3. <input type="checkbox"/> Program maintains records of all prospective parents and follow-up action is taken.</p>	<p><input type="checkbox"/> Attestation Statement</p> <p><input type="checkbox"/> Waiting lists</p> <p><input type="checkbox"/> Telephone logs</p> <p><input type="checkbox"/> Other (please list)</p>

ML III: PP	Policies and Procedures (PP)	Documentation
PP 1a.	<p>Program does the following (check all that apply):</p> <p>1. <input type="checkbox"/> Program has written job descriptions for all teaching and program administration positions²⁷</p>	<p><input type="checkbox"/> Attestation Statement</p> <p><input type="checkbox"/> Job description(s)</p> <p><input type="checkbox"/> Other (please list)</p>
	<p>2. <input type="checkbox"/> A written employee handbook is given to each employee when hired</p>	<p><input type="checkbox"/> Attestation Statement</p> <p><input type="checkbox"/> Employee handbook</p> <p><input type="checkbox"/> Form that records employee receipt of handbook</p> <p><input type="checkbox"/> Copy of orientation agenda or notes that indicate that handbook was distributed</p> <p><input type="checkbox"/> Other (please list)</p>

²⁷ For schools these must be for all teaching and administrative staff supported by the UPK budget

FIELD TEST RATING SCHOOL APPLICATION

PP 1b.	<p>Program does the following (check all that apply):</p> <p>1. <input type="checkbox"/> Program can document two methods used for communication with staff</p>	<input type="checkbox"/> Attestation Statement <input type="checkbox"/> Staff memos <input type="checkbox"/> Emails <input type="checkbox"/> Other communications (please list)
	<p>2. <input type="checkbox"/> Program can document that all teaching staff participate in at least monthly staff meetings</p>	<input type="checkbox"/> Attestation Statement <input type="checkbox"/> Program calendar showing meeting dates <input type="checkbox"/> Staff meeting attendance lists <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Other (please list)
	<p>3. <input type="checkbox"/> Written minutes from staff meetings are shared with staff</p>	<input type="checkbox"/> Attestation Statement <input type="checkbox"/> Staff memos <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Email correspondence <input type="checkbox"/> Other (please list)
PP 1c.	<p>Program does the following (check all that apply):</p> <p>1. <input type="checkbox"/> Program philosophy and employment policy demonstrate commitment to a diverse staff that reflects its community.</p>	<input type="checkbox"/> Attestation Statement <input type="checkbox"/> Philosophy statement <input type="checkbox"/> Employment policy <input type="checkbox"/> List of venues where job listings are advertised <input type="checkbox"/> Job description(s) <input type="checkbox"/> List of staff and their characteristics (e.g. race, language, gender, age) <input type="checkbox"/> Other (please list)
	<p>2. <input type="checkbox"/> New employee orientation includes receipt of job description and regulations applicable to the program.</p>	<input type="checkbox"/> Staff orientation checklist <input type="checkbox"/> Staff orientation agenda <input type="checkbox"/> Staff orientation meeting notes <input type="checkbox"/> Other (please list)
	<p>3. <input type="checkbox"/> Program has a written employee confidentiality policy</p>	<input type="checkbox"/> Attestation statement <input type="checkbox"/> Confidentiality policy <input type="checkbox"/> Other (please list)

FIELD TEST RATING SCHOOL APPLICATION

	<p>4. <input type="checkbox"/> All teaching and administrative employees have formal, written performance assessments annually</p>	<p><input type="checkbox"/> Forms used for assessment</p> <p><input type="checkbox"/> One completed and dated form for each teaching and administrative staff person</p> <p><input type="checkbox"/> Employment policy or employee handbook with relevant pages referenced</p> <p><input type="checkbox"/> Other (please list)</p>
PP 1d.	<p>Program does the following (check all that apply): ²⁸</p> <p>1. <input type="checkbox"/> All employees have individual professional development plans; teaching staff professional development plans match these areas:</p> <ul style="list-style-type: none"> • Child Growth and Development • Environment, Curriculum, and Content • Families in Society • Child Assessment • Communication • Professionalism and Leadership <p>These are the <u>NYS Core Body of Knowledge for Early Education</u> professionals. See http://www.earlychildhood.org/pdfs/CoreBody.pdf</p>	<p><input type="checkbox"/> Attestation statement</p> <p><input type="checkbox"/> Professional development plans</p> <p><input type="checkbox"/> Employment policy or employee handbook with relevant pages referenced</p> <p><input type="checkbox"/> Other (please list)</p>
	<p>2. <input type="checkbox"/> Performance assessment informs all professional development plans</p>	<p><input type="checkbox"/> Attestation statement</p> <p><input type="checkbox"/> Goal statements linking plans to performance assessments</p> <p><input type="checkbox"/> Other (please list)</p>
	<p>3. <input type="checkbox"/> Evidence of progress is demonstrated in at least 50% of professional development plans</p>	<p><input type="checkbox"/> Attestation statement</p> <p><input type="checkbox"/> Copy of course completion forms e.g. certificates and transcripts</p> <p><input type="checkbox"/> Other (please list)</p>

²⁸ School employees may submit one attestation statement to meet Standard PP 1d. The statement should note which numbers of PP 1d the statement applies to.

FIELD TEST RATING SCHOOL APPLICATION

ML IV: SCB	Staff Compensation and Benefits (SCB)	Documentation
SCB 1	<input type="checkbox"/> Program has an up-to-date written wage scale that is shared with staff and is based on role, education, training, and years of relevant experience	<input type="checkbox"/> Attestation Statement <input type="checkbox"/> Wage scale and date of last revision <input type="checkbox"/> Salary schedule from union contract and attestation statement that UPK teachers are paid on that schedule <input type="checkbox"/> Other (please list)
SCB 2	<input type="checkbox"/> Program offers staff a compensation package with benefit options, including the following (check all that apply): <ul style="list-style-type: none"> <input type="checkbox"/> Paid holidays; <input type="checkbox"/> Paid time off (sick, vacation, personal); <input type="checkbox"/> Health insurance; <input type="checkbox"/> Family and medical leave; <input type="checkbox"/> Flexible scheduling; <input type="checkbox"/> Retirement; <input type="checkbox"/> Life insurance; <input type="checkbox"/> Flexible spending account; <input type="checkbox"/> Dependent care assistance plan; <input type="checkbox"/> Tuition discounts for employee's children; <input type="checkbox"/> Tuition reimbursement for education 	<input type="checkbox"/> Attestation Statement <input type="checkbox"/> Employee handbook detailing benefits with relevant sections marked <input type="checkbox"/> Copy of union contract with relevant pages marked <input type="checkbox"/> Other (please list)

ML V: SP	Staff Planning (SP)	Documentation
SP 1	<input type="checkbox"/> Program has a written staffing plan to cover planned and unplanned absences and staff are provided with space to take breaks or plan away from children during the day	<input type="checkbox"/> Attestation Statement <input type="checkbox"/> Copy of union contract with relevant pages marked <input type="checkbox"/> Staffing plan <input type="checkbox"/> Employee handbook with relevant pages referenced <input type="checkbox"/> Photograph of staff break room <input type="checkbox"/> Other (please list)

FIELD TEST RATING SCHOOL APPLICATION

SP 2	<input type="checkbox"/> Program provides lead teachers with 1 hour of paid planning time per week (away from children) and staff have access to the Internet during planning time	<input type="checkbox"/> Attestation Statement <input type="checkbox"/> Copy of union contract with relevant pages marked <input type="checkbox"/> Staffing plan <input type="checkbox"/> Employee handbook with relevant pages referenced <input type="checkbox"/> Photograph of staff break room <input type="checkbox"/> Staffing plan <input type="checkbox"/> Bill from Internet Service Provider <input type="checkbox"/> Copy of staff emails or Internet research sites <input type="checkbox"/> Other (please list)
SP 3	<input type="checkbox"/> Program provides at least 1 hour every other week of paid planning time for classroom staff to plan together (e.g., team planning)	<input type="checkbox"/> Copy of union contract with relevant pages marked <input type="checkbox"/> Staffing plan <input type="checkbox"/> Staff emails/ memos <input type="checkbox"/> Staff affidavits/attestation statements <input type="checkbox"/> Other (please list)

FIELD TEST RATING SCHOOL APPLICATION

Section 4: DOCUMENT LIST FORM

Please list all of the documents that you are submitting along with the Standards Checklist on this form. For each document, please list the name of the document, the page number of the relevant content if applicable, and the standard(s) that is met. Use the unique standard code located in the left margin of the standard. You will probably use the same document to meet numerous standards. For example, the Parent Handbook can be submitted to meet standards C 1a -c and T1. In this case, note the name of the document, the page numbers you want reference, and the respective standards that are met on each of those pages.

Make additional copies of this form if necessary.

<u>Document</u>	<u>Page</u>	<u>Standard Code</u>
<i>Parent Handbook</i>	<i>6; 8-9</i>	<i>C 1a-c; T1</i>

FIELD TEST RATING SCHOOL APPLICATION

Section 5: ADMINISTRATOR QUALIFICATIONS FORM

Please complete the following form for the program administrator(s) that meet the qualifications for licensing regulation requirements. For school-based UPK this is the School District UPK Coordinator or Director.

Program ID:	Site Name:	
First Name:	Last Name:	
Job Title:		
Administrator Qualifications²⁹		Documentation:
<i>Please select highest degree³⁰ earned</i>		
<input type="checkbox"/> Master's degree or higher in ECE/CD		Copy of transcript/ diploma
<input type="checkbox"/> Master's degree or higher out of field with 24 or more ECE/CD credits		Copy of transcript/ diploma
<input type="checkbox"/> Bachelor's degree in ECE/CD		Copy of transcript/ diploma
<input type="checkbox"/> Bachelor's degree out of field with 24 or more ECE/CD credits		Copy of transcript/ diploma
<input type="checkbox"/> Associates degree in ECE/CD		Copy of transcript/ diploma
<input type="checkbox"/> Associates degree out of field with 24 or more ECE/CD credits		Copy of transcript/ diploma
<input type="checkbox"/> Any degree out of field with less than 24 ECE/CD credits List degree: _____ List number of ECE/CD credits: _____		Copy of transcript/ diploma
<i>Please select one:</i>		
<input type="checkbox"/> School Administrator Certificate ³¹		Copy of certificate
<input type="checkbox"/> Children's Program Administrator Credential (CPAC) ³²		Copy of credential
<input type="checkbox"/> 9 or more credits (13.5 Continuing Education Units (CEUs) in management, supervision, leadership, and/or administration		Copy of transcript
<input type="checkbox"/> 45 clock hours (a 3-credit course or 4.5 (CEUs) in management, supervision, leadership, and/or administration		Copy of transcript
<input type="checkbox"/> Other (please list)		Transcript/certificate/etc.

²⁹ NOTE: college credits and CEUs appear throughout this section. Life and work experience can be translated into credit by contacting Empire State College or another institution that offers a way to gain credit through life experience.

³⁰ *Degree* means from regionally accredited institutions of higher education that may have been earned through online course work, distance learning, degree completion programs or some combination that offer credit as part of a formal assessment of prior learning.
Credits in management, supervision, leadership, and/or administration means in school administration, business management, communication, technology, personnel supervision, early childhood management or administration, or some combination of these areas.
Credits in ECE/CD means specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and children's learning from birth through kindergarten; family and community relationships; the practices of observing, documenting, and assessing young children; teaching and learning processes; and professional practices and development.

³¹ *School administrator certificates* include the current School Building Leader (SBL), School District Leader (SDL), School District Business Leader (SDBL) or the former School Administration and Supervision (SAS).

³² The CPAC credential requires the applicant to hold at least an associate's degree (or sixty credits) in early childhood or a related field, complete 18 college credits of specific coursework, and prepare a professional portfolio demonstrating competency in five content areas. The credential can be earned at three levels based on the level of degree the applicant holds: associate, bachelor or masters. Thus points can be earned for both the CPAC and the degree.

FIELD TEST RATING SCHOOL APPLICATION

Administrator Experience	
<i>Please select one:</i>	
<input type="checkbox"/> 3 or more years' experience in supervision or management in an early care and education program	Employment Record
<input type="checkbox"/> 3 or more years' experience in supervision or management in a nationally accredited early care and education program, a Gold Certificate Head Start program, or a program with the highest quality rating ³³ (in another state)	Employment record and copy of accreditation certificate or rating award

³³ Highest quality rating (in another state) means a rating from a state with an operating Quality Rating and Improvement System

FIELD TEST RATING SCHOOL APPLICATION

Section 6: TEACHING STAFF QUALIFICATIONS FORM

Please complete the following form for each teaching staff (lead teacher, teacher, assistant teacher) who work in the UPK classrooms at the site participating in the QUALITYstarsNY field test. Make additional copies as necessary.

Program ID:	Site Name:	
First Name:	Last Name:	
Job Title: <input type="checkbox"/> Teacher <input type="checkbox"/> Assistant Teacher/Teacher Aide	Year first employed in this position:	
Classroom(s) Assigned :	Number of hours worked per week:	
Teaching Staff Qualifications		Documentation:
<input type="checkbox"/> First Aid/ CPR training		Copy of certificate
<i>Please select one:</i>		
<input type="checkbox"/> Master's degree or higher in ECE/CD		Copy of transcript/diploma
<input type="checkbox"/> Master's degree or higher out of field with 24 or more ECE/CD credits		Copy of transcript/ diploma
<input type="checkbox"/> Bachelor's degree in ECE/CD		Copy of transcript/ diploma
<input type="checkbox"/> Bachelor's degree out of field with 24 or more ECE/CD credits		Copy of transcript/ diploma
<input type="checkbox"/> Associates degree in ECE/CD		Copy of transcript/ diploma
<input type="checkbox"/> Associates degree out of field with 24 or more ECE/CD credits		Copy of transcript/ diploma
<input type="checkbox"/> Any degree out of field with less than 24 ECE/CD credits List degree: _____ List number of ECE/CD credits: _____		
<input type="checkbox"/> No higher education degree but 18 or more college credits in ECE/CD		Copy of transcript
<i>Please select all that apply:</i>		
<input type="checkbox"/> Child Development Associate (CDA) - Preschool		Copy of credential
<input type="checkbox"/> Child Development Associate (CDA) – Infant/Toddler		Copy of credential
<input type="checkbox"/> NYS Infant-Toddler Credential		Copy of credential
<input type="checkbox"/> NYS Early Childhood (Birth-Grade 2) Certificate		Copy of certificate
<input type="checkbox"/> NYS Early Childhood Special Education Teacher Certificate ³⁴		Copy of certificate
<input type="checkbox"/> Other (please list)		
Teaching Staff Experience		Documentation:
<i>Please select one:</i>		
<input type="checkbox"/> 3 or more years' experience teaching in any early care and education program		Employment Record

³⁴ Other teaching certificates such as Montessori or early childhood teacher credentials from countries other than the U.S. will be evaluated on a case-by-case basis. Complete transcripts and copies of credentials should be submitted.

FIELD TEST RATING SCHOOL APPLICATION

<input type="checkbox"/> 3 or more years' experience teaching in a nationally accredited early care and education program ³⁵ , a Gold Certificate Head Start program, or a program with the highest quality rating ³⁶ (in another state)	Employment record and evidence of accreditation or rated quality status (e.g. copy of accreditation certificate or rating award)
--	--

³⁵ ECE means Early Childhood Education and CD means Child Development

³⁶ Highest quality rating (in another state) means a rating from a state with an operating Quality Rating and Improvement System



FIELD TEST RATING FAMILY DAY CARE APPLICATION

PURPOSE		
This packet contains the documentation that is necessary to complete to obtain your scores in the field test. Please complete each section to the best of your ability. If you have any questions please contact your lead agency representative.		
TABLE OF CONTENTS		
Section 1. Program Information Section 2. Glossary of Terms Section 3. Standards Checklist Section 4. Document List Form Section 5. Provider Qualifications Form Section 6. Assistant Qualifications Form Section 7. Feedback Form		
Section 1: PROGRAM INFORMATION		
*These names will be the contacts for confidential information between the program and NYC PDI		
Primary Contact*		Secondary Contact*
Name		Name
Title		Title
Phone (____) ____ - ____		Phone (____) ____ - ____
Fax (____) ____ - ____		Fax (____) ____ - ____
Email		Email
Program Name: (Legal name to appear on all correspondence)		Program ID:
Site Address (Physical location of site)		
Street		Suite/dept/floor
City	State	Zip
Phone (____) ____ - ____		Fax (____) ____ - ____

FIELD TEST RATING FAMILY/GROUP FAMILY APPLICATION

Section 2: GLOSSARY OF TERMS	
Age Group	Infants & toddlers, ages birth – 36 months, Preschool, ages 2.5 years (30 months) – six years (kindergarteners)
Assistant	Any person who has been selected by the provider to help the provider provide day care to children in a group family day care home.
Attestation Statement	A written statement that affirms that something is true
Documentation	Each standard requires physical evidence to be submitted to verify the level at which a program meets the standard. The documentation will vary depending on the specifics of the standard.
IEP	The Individualized Education Plan describes the goals the educational and developmental goals set for a child during the school year, as well as any special support needed to help achieve them. This Plan is created by the School District.
IFSP	The Individualized Family Service Plan documents and guides the early intervention process for children with disabilities and their families as prepared by the child’s ongoing service coordinator and IFSP team.
Provider	The person who owns the group family day care home or family day care home. Also known as “operator.”
Standard	A goal of practice based on scientific data or a consensus of high quality
Standard Category	There are four QSNY standard categories: Learning Environment, Family Engagement, Qualifications and Experience and Management and Leadership
Standard Code	Each standard is coded with a unique code e.g. COA 1a
Quarterly	Occurs four times per year or every 3 months for example (January – March; April to June; July to September; October to December)
Standard Code	Each standard is coded with a unique code e.g. COA 1a
Quarterly	Occurs four times per year or every 3 months for example (January – March; April to June; July to September; October to December)

Section 3: STANDARDS CHECKLIST – Family home-based Programs

This document is based on the Draft Standards for home-based programs. Through this document we aim to capture all that you do in your programs. Therefore, you may be asked to submit more documentation than is necessary to receive points for meeting a standard. Conversely, you may submit substantial documentation and still not receive points for meeting the standard. Please know that the scoring system has not been changed and the evaluation team will score this checklist exactly as it is notated in the Draft Standards. Since the points are not listed in this document you may refer to the Draft Standards that are attached to this packet for more clarity on how you will be scored. Please note you will not receive partial points for partly meeting a standard.

Instructions for completing the Standards Checklist

- ✓ Check the box next to the standards you currently meet.
- ✓ Check the box(es) of the documentation(s) you are including to verify that you meet the standard.
- ✓ All documents that are listed in **bold and underlined** are required to be submitted in order to receive credit for meeting that standard.
- ✓ Documents that are not in bold and underlined are optional to submit. However, you must check (and submit) at least one document to receive credit for meeting a standard. If you would like to submit a document that is not listed, instead of or addition to the documents that are listed, you may do so by checking the “Other” box.
- ✓ The Design Team has identified some examples of documentation that should be submitted to receive credit for meeting a standard. However, not all possible types documentation have been identified. This is where you can assist us. If you would like to provide supporting documentation that is not listed check the “Other” box (where available) and list the documentation you are providing. “Other” documentation must be relevant to the standard. It will be evaluated as to its appropriateness in meeting the standard. It is possible that your “Other” documentation may not count towards meeting a standard because it is irrelevant. This determination is at the discretion of the evaluation team.
- ✓ All documentation submitted should be current, having been in practice within the previous 12 months unless otherwise noted.
- ✓ Copies of materials are acceptable, including transcripts.
- ✓ Please remove parent and/or child identifying information from all documentation.

Some standards will require that you provide the same documentation. For example, for multiple standards you may want to refer to your family handbook. In this case please submit only one copy of the handbook. On the Document List Form (Section 4) please list the document (in this case the family handbook), the page number(s) in the handbook that apply to the standard(s), and the standard code(s). Also, on the first page of the documentation please use a post-it note to indicate the standard code(s) that are being met by that particular document.

FIELD TEST RATING FAMILY/GROUP FAMILY APPLICATION

LEARNING ENVIRONMENT (LE)		
<p>Research Rationale: <i>There is substantial evidence that classroom environment features are central to program quality and there is limited evidence that varied and appropriate classroom materials support children's development. There is substantial evidence that the quality of teacher-child interactions contributes to quality in early care and education settings and substantial evidence that children with involved and responsive caregivers fare better on a wide variety of child development measures. There is a substantial amount of evidence that developmentally appropriate curriculum is related to other measures of program quality and substantial evidence that a developmentally appropriate curriculum is related to child outcomes. There is a moderate amount of evidence that developmentally-appropriate assessment is associated with improved child development outcomes.</i></p>		
LE I: CE	Classroom Environment (CE)	Documentation
<p>The Environment Rating Scale (FCCERS,) assessment scores will be used to determine your points in this section.</p>		

FIELD TEST RATING FAMILY/GROUP FAMILY APPLICATION

LE II: COA	Child Observation and Assessment (CAO)	Documentation
COA 1a.	<input type="checkbox"/> Parents complete a questionnaire at intake that collects information on children's development, such as dominant language, parent's current feeding practices (especially for infants), the child's food likes/ dislikes and food related allergies, and any special needs.	<input type="checkbox"/> Copy of completed questionnaire(s) with identifying information removed <input type="checkbox"/> Other (please list)
COA 1b.	<input type="checkbox"/> Developmental progress of each child is documented at least annually using anecdotal records or a child development checklist.	<input type="checkbox"/> Copy of anecdotal record(s) for 3 to 5 children of different ages with identifying information removed (at least one for each age group served) <input type="checkbox"/> Copy of completed developmental record(s) for 3 to 5 children of different ages with identifying information removed (at least one for each age group served) <input type="checkbox"/> Other (please list)
COA 1c.	<input type="checkbox"/> Developmental progress of each child is documented within 90 days of entering the program and at least once per year thereafter.	<input type="checkbox"/> Copy of completed developmental record(s) for 3 to 5 children of different ages with identifying information removed (at least one for each age group served) <input type="checkbox"/> Other (please list)
COA 2a.	<input type="checkbox"/> Provider and any regular assistants have at least 2 hours of annual training in child observation and assessment including recognition of developmental milestones and identifying possible developmental delays.	<input type="checkbox"/> Copy of trainer qualifications/credentials <input type="checkbox"/> Training agenda with learning outcomes <input type="checkbox"/> Participation/attendance lists <input type="checkbox"/> Other (please list)
COA 2b.	<input type="checkbox"/> Provider and any regular assistants have at least 3 additional hours of annual training in linking child observation and assessment to curriculum implementation.	<input type="checkbox"/> Copy of trainer qualifications/credentials <input type="checkbox"/> Training agenda with learning outcomes <input type="checkbox"/> Participation/attendance lists <input type="checkbox"/> Other (please list)

FIELD TEST RATING FAMILY/GROUP FAMILY APPLICATION

LE III: CPI	Curriculum Planning and Implementation (CPI)	Documentation
CPI 1a.	<input type="checkbox"/> Provider adopts a written curriculum or curriculum framework that is consistent with his/her philosophy, matches the ages of children enrolled and addresses the key domains of child development. The curriculum is used.	<input type="checkbox"/> Copy of program philosophy <input type="checkbox"/> <u>Copy of curriculum/ curriculum framework</u> <input type="checkbox"/> <u>Evidence of curriculum use, such as daily plans or notes to parents</u>
CPI 1b.	<input type="checkbox"/> Curriculum /curriculum framework is evidence-based and reflects the contributions of people of different genders, ages, races/ethnicities, languages, and abilities. Staff receive training and supervision support to implement the curriculum.	<input type="checkbox"/> <u>Copy of curriculum / curriculum framework³⁷</u> <input type="checkbox"/> <u>Evidence of curriculum use in training and/or supervision support</u> <input type="checkbox"/> <u>Evidence of curriculum use, such as daily plans or notes to parents</u> <input type="checkbox"/> <u>Documentation: Samples of two weekly plans (from different calendar quarters e.g. Fall, Winter, Spring, Summer)</u>
CPI 1c.	<input type="checkbox"/> Curriculum/ curriculum framework is evidence-based and aligns with NYS Early Learning Standards ³⁸ .	<input type="checkbox"/> <u>Copy of curriculum / curriculum framework</u> <input type="checkbox"/> Copy of crosswalk between curriculum and Early Learning Standards
CPI 1d.	<input type="checkbox"/> The child observation and assessment system is used to guide curriculum implementation and individual child learning.	<input type="checkbox"/> Samples of at least 2 weekly or daily lesson plans (from different calendar quarters) that include individualized learning goals based on child observations and assessment. <input type="checkbox"/> Other (please list)

³⁷ You may submit one copy of this document and note on the Document List Form (Section 4) which standard(s) it applies to

³⁸ The NYS Early Learning Standards are still being drafted. They are not yet available for review.

FIELD TEST RATING FAMILY/GROUP FAMILY APPLICATION

FAMILY ENGAGEMENT (FE)		
<p>Research Rationale: <i>There is substantial evidence that parent involvement and parent-provider communication is important for high quality early childhood education. There is substantial evidence that parent-involvement is related to child development outcomes. Parent-provider communication in the parent's dominant language is necessary for optimum results.</i></p>		
FE I: C	Communication (C)	Documentation
C 1a.	<input type="checkbox"/> Provider gives parents a family handbook.	<input type="checkbox"/> Handbook
C 1b.	<p>Provider also offers the following (check all that apply):</p> <p>8. <input type="checkbox"/> Provider offers written report on the child's daily experiences for all children under 2 year, if applicable.</p>	<p><input type="checkbox"/> Attestation statement noting daily reports</p> <p><input type="checkbox"/> Form used for communication</p> <p><input type="checkbox"/> At least two completed form(s) with identifying information removed</p> <p><input type="checkbox"/> Daily report is referenced in teacher job descriptions</p> <p><input type="checkbox"/> Daily report is referenced in family handbook</p> <p><input type="checkbox"/> Daily report is referenced in other (please list)</p>
	<p>9. <input type="checkbox"/> Provider offers a regular (at least quarterly) parent newsletter</p>	<p><input type="checkbox"/> Attestation statement noting quarterly newsletters</p> <p><input type="checkbox"/> Newsletter (one copy from each quarter³⁹)</p>
	<p>10. <input type="checkbox"/> Provider offers families more than one parent-teacher conference every year (once annually is required by regulations)</p>	<p><input type="checkbox"/> Meeting announcement or invitation</p> <p><input type="checkbox"/> Meeting agenda or notes</p> <p><input type="checkbox"/> Other (please list)</p>
	<p>11. <input type="checkbox"/> Provider offers families written information about the provider's and any assistants' educational qualifications and professional experience</p>	<p><input type="checkbox"/> Family handbook with relevant pages referenced</p> <p><input type="checkbox"/> Letter or memo</p> <p><input type="checkbox"/> Staff directory</p> <p><input type="checkbox"/> Other (please list)</p>
	<p>12. <input type="checkbox"/> Provider offers parent meetings about program activities</p>	<p><input type="checkbox"/> Copy of meeting announcement or invitation</p> <p><input type="checkbox"/> Copy of meeting agenda or notes</p> <p><input type="checkbox"/> Other (please list)</p>

³⁹ Only one newsletter is needed if attestation statement is also included

FIELD TEST RATING FAMILY/GROUP FAMILY APPLICATION


	<p>13. <input type="checkbox"/> Program offers a parent resource area with materials such as brochures, bulletin boards, etc.</p>	<p><input type="checkbox"/> Photograph of resource area <input type="checkbox"/> List of items available in resource area or sample resources <input type="checkbox"/> Other (please list)</p>
	<p>14. <input type="checkbox"/> Program provides families with an up-to-date community resource list or handbook (updated at least annually)</p>	<p><input type="checkbox"/> Copy of resource list or handbook <input type="checkbox"/> Other (please list)</p>

FIELD TEST RATING FAMILY/GROUP FAMILY APPLICATION

FE II: IFS	Involvement & Family Support (IFS)	Documentation
IFS 1a.	Provider offers the following (check all that apply): 7. <input type="checkbox"/> Family social gatherings within the past 12 months, e.g. family parties	<input type="checkbox"/> Invitations or announcements <input type="checkbox"/> Attendance lists <input type="checkbox"/> Other (please list)
	8. <input type="checkbox"/> Educational events on topics chosen by families	<input type="checkbox"/> Surveys or other evidence of how families choose topics <input type="checkbox"/> Invitations or announcements <input type="checkbox"/> Attendance lists <input type="checkbox"/> Agendas <input type="checkbox"/> Other (please list)
	9. <input type="checkbox"/> Program offers volunteering opportunities for families, e.g. help with field trips	<input type="checkbox"/> Family manual with relevant section marked <input type="checkbox"/> Announcements or invitations <input type="checkbox"/> Schedules or sign-in logs showing volunteer participation <input type="checkbox"/> Other (please list)
	10. <input type="checkbox"/> Program offers opportunities for families to share talents and expertise with provider and children.	<input type="checkbox"/> Family manual with relevant section marked <input type="checkbox"/> Announcements or invitations <input type="checkbox"/> Schedules or sign-in logs showing family participation <input type="checkbox"/> Other (please list)
IFS 1b.	Provider implements the following family-responsive practices (check all that apply): 3. <input type="checkbox"/> Family survey is done annually and results are used by provider for improvement.	<input type="checkbox"/> Survey form <input type="checkbox"/> Summary results from survey <input type="checkbox"/> Copy of completed survey form(s) with any identifying information removed <input type="checkbox"/> Program improvement plans based on survey results <input type="checkbox"/> Other (please list)
	4. <input type="checkbox"/> Provider conducts a self-assessment using a tool, such as the Center for the Study of Social Policy's Family Strengthening Self-Assessment ⁴⁰ , and results are used for improvement.	<input type="checkbox"/> <u>Self-assessment tool</u> <input type="checkbox"/> Summary of results from self-assessment <input type="checkbox"/> Other (please list)

⁴⁰ The print version of this tool is available at <http://www.strengtheningfamilies.net/> The online tool is at http://strengtheningfamilies.net/self_assessment/

FIELD TEST RATING FAMILY/GROUP FAMILY APPLICATION

	 <input type="checkbox"/> Provider and any assistants conduct a self-assessment of cultural competence using a tool, such as the Checklist for Promoting Cultural & Linguistic Competency for ECE Personnel from the National Center on Cultural Competence ⁴¹ .	<input type="checkbox"/> <u>Self-assessment tool</u> <input type="checkbox"/> <u>List of staff completing self-assessment</u> <input type="checkbox"/> Summary of results from self-assessment showing staff who completed <input type="checkbox"/> Program improvement plans based on self-assessment results <input type="checkbox"/> Other (please list)
IFS 2a.	Provider offers the following (check all that apply): 1. <input type="checkbox"/> Provider offers families referral to community resources appropriate to family requests and needs.	<input type="checkbox"/> Family resource handbook or guide <input type="checkbox"/> Brochures, flyers, or other written materials <input type="checkbox"/> Copies of referral forms <input type="checkbox"/> Other (please list)
	2. <input type="checkbox"/> Provider offers families information on child health insurance, tax credits, child care financial assistance or other supports.	<input type="checkbox"/> Family resource handbook or guide <input type="checkbox"/> Brochures, flyers, or other written materials <input type="checkbox"/> Other
IFS 3a.	Provider enrolls children whose home language is not English: <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to IFS 3b	
	Provider is prepared to welcome and support all children and families by doing the following (check all that apply):	
	1. <input type="checkbox"/> Provider and/or assistants greet children and families in their home languages.	<input type="checkbox"/> List of home languages of enrolled children and their families <input type="checkbox"/> Provider policy about greeting <input type="checkbox"/> Copies of staff resumes showing language fluency. <input type="checkbox"/> Other (please list)
	2. <input type="checkbox"/> Provider offers parent materials in the parent's dominant language and at appropriate literacy levels.	<input type="checkbox"/> Copies of translated materials <input type="checkbox"/> Other (please list)
The home language of 20% or more of the children is one particular language other than English: <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to IFS 3b.		

⁴¹ This tool is available at <http://www11.georgetown.edu/research/gucchd/nccc/documents/Checklists.EIEC.doc.pdf>

FIELD TEST RATING FAMILY/GROUP FAMILY APPLICATION

	<p>3. <input type="checkbox"/> Provider has access to at least one English speaker who also speaks the other language (e.g. another parent, community volunteer, and neighbor).</p>	<p><input type="checkbox"/> <u>List of home languages of enrolled children and their families</u></p> <p><input type="checkbox"/> Statement of person who speaks dominant language.</p> <p><input type="checkbox"/> Resumes showing language fluency.</p> <p><input type="checkbox"/> Other (please list)</p>
IFS 3b.	<p>Program enrolls children with special education and/or special health care needs <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to FE III: T</p>	
	<p>Provider is prepared to welcome and support all children and families by doing the following (check all that apply):</p>	
	<p>3. <input type="checkbox"/> Children with special education and/or special healthcare needs are welcomed into the provider's home and provider obtains training to address their special needs</p>	<p><input type="checkbox"/> Family handbook or manual with relevant pages referenced</p> <p><input type="checkbox"/> Copies of brochures, flyers, or other written materials</p> <p><input type="checkbox"/> Copies of referral forms</p> <p><input type="checkbox"/> Evidence of collaboration with special education (4410) school</p> <p><input type="checkbox"/> Other (please list)</p>
	<p>4. <input type="checkbox"/> Provider maintains effective 2-way communication with all related service providers for children with IEPs or IFSPs. With parent permission, program staff participate in IEP/IFSP meetings.</p>	<p><input type="checkbox"/> Copies of correspondence or other communication with related service providers (please remove any child or parent identifying information)</p> <p><input type="checkbox"/> Copies of requests to parents for permission to participate in IEP/IFSP meetings (please remove any child or parent identifying information).</p> <p><input type="checkbox"/> Copies of correspondence or other evidence of meeting attendance.</p> <p><input type="checkbox"/> Other (please list)</p>

FIELD TEST RATING FAMILY/GROUP FAMILY APPLICATION

FE III: T	Transitions (T)	Documentation
T 1	Provider implements the following (check all that apply): 5. <input type="checkbox"/> Program has a written policy for transitioning children into the home child care setting	<input type="checkbox"/> Copy of policies <input type="checkbox"/> Parent handbook with relevant pages referenced <input type="checkbox"/> Other (please list)
	6. <input type="checkbox"/> Provider has a written policy and procedures to support children and families transitioning into the home child care setting, during transitions within the home setting, and transitioning out of the home setting	<input type="checkbox"/> Copy of policies and procedures <input type="checkbox"/> Parent handbook with relevant pages referenced <input type="checkbox"/> Other (please list)
	7. <input type="checkbox"/> Provider provides parents of 4-year-olds with information on kindergarten registration	<input type="checkbox"/> Copy of policies and procedures <input type="checkbox"/> Parent handbook with relevant pages referenced <input type="checkbox"/> Sample parent information on kindergarten registration, copy of flyer for meeting, or handout with kindergarten information <input type="checkbox"/> Other (please list)
	8. <input type="checkbox"/> Program transfers child records, with parent permission, when child transitions to another educational setting (e.g., other program, kindergarten)	<input type="checkbox"/> Copy of policies and procedures <input type="checkbox"/> Copy of information from parent handbook <input type="checkbox"/> Sample records transfer letter <input type="checkbox"/> Other (please list)

FIELD TEST RATING FAMILY/GROUP FAMILY APPLICATION

QUALIFICATIONS AND EXPERIENCE (QE)		
<p>Research Rationale: <i>There is a substantial amount of evidence that provider education and training are related to other measures of program quality and to child outcomes. There is substantial evidence that provider's professional development is related to other measures of program quality and limited evidence that provider's professional development is related to child outcomes. While there is limited and conflicting evidence that experience of staff is related to other measures of program quality or child development outcomes, consumers value experience</i></p>		
QE V: R	Retention (R)	Documentation
R 1	<input type="checkbox"/> Provider has been in business continuously for more than 5 years	<input type="checkbox"/> <u>Copies of regulation certificates</u>
<p>To complete the other sections of the QE category please see the attached forms in Sections 5 and 6. Please complete one form for the Provider and a separate form for each assistant.</p>		

FIELD TEST RATING FAMILY/GROUP FAMILY APPLICATION

MANAGEMENT AND LEADERSHIP (ML)		
<i>Research Rationale: There is some evidence that the implementation of program policies and procedures is related to other measures of quality and child development outcomes.</i>		
ML I: ASA	Administrative Self-Assessment (ASA)	Documentation
ASA 1	<input type="checkbox"/> Provider is actively engaged in self-study for NAFCC Accreditation ⁴² .	<input type="checkbox"/> Receipts for self-study materials <input type="checkbox"/> Copy of progress report(s) including date self-study began and expected candidacy date <input type="checkbox"/> Other (please list)

ML II: FAS	Financial Accountability and Sustainability (FAS)	Documentation
FAS 1a.	Provider does the following (check all that apply): 3. <input type="checkbox"/> Insurance, and taxes are paid on time (and payroll if there are employees)	<input type="checkbox"/> Receipts or other evidence of payments <input type="checkbox"/> Copies of NYS-45 and/or federal 941 reports <input type="checkbox"/> Other (please list)
	4. <input type="checkbox"/> Provider has a current-year operating budget showing both revenues and expenses.	<input type="checkbox"/> <u>Current-year budget</u> <input type="checkbox"/> Other (please list)
FAS 1b.	Provider does the following (check all that apply): 4. <input type="checkbox"/> Provider has distinct banking account(s) for the child care business	<input type="checkbox"/> Banking statement(s) <input type="checkbox"/> Other (please list)
	5. <input type="checkbox"/> At least quarterly, provider reviews income and expense statements, comparing actual revenues and expenses to budget	<input type="checkbox"/> Attestation statement <input type="checkbox"/> Meeting agenda and/or notes indicating fiscal/budget review <input type="checkbox"/> Budget solvency plan <input type="checkbox"/> Other (please list)
	6. <input type="checkbox"/> If eligible, program participates in CACFP ⁴³	<input type="checkbox"/> CACFP billing statements <input type="checkbox"/> CACFP reimbursement checks <input type="checkbox"/> Other (please list)
FAS	Provider does the following (check all that apply):	

⁴² For more info on self-study and NAFCC accreditation, go to <http://www.nafcc.org/accreditation/accreditation.asp>

⁴³ For more information on the Child and Adult Care Food Program, go to <http://www.fns.usda.gov/cnd/Care/>

FIELD TEST RATING FAMILY/GROUP FAMILY APPLICATION

1c.	<p>4. <input type="checkbox"/> Provider reviews fiscal records and budget to ensure the provider is operating without a deficit, or, if there is a deficit, a plan is in place to achieve budget solvency.</p>	<input type="checkbox"/> Fiscal policies and procedures <input type="checkbox"/> Financial reviews <input type="checkbox"/> Budget solvency plan <input type="checkbox"/> Other (please list)
	<p>5. <input type="checkbox"/> Provider calculates cost of care, has goals for her own compensation, and uses both to set tuition rates.</p>	<input type="checkbox"/> Accountant or bookkeeper resume or list of qualifications <input type="checkbox"/> Fiscal policies and procedures <input type="checkbox"/> Audited financial statements or contract/program review by funding agency <input type="checkbox"/> Other (please list)
	<p>6. <input type="checkbox"/> There is an independent review of accounting records by someone with accounting or bookkeeping expertise.</p>	<input type="checkbox"/> Accountant or bookkeeper resume or list of qualifications <input type="checkbox"/> Fiscal policies and procedures <input type="checkbox"/> Evidence of financial review <input type="checkbox"/> Other (please list)
FAS 2	<p>Program does the following (check all that apply):</p> <p>3. <input type="checkbox"/> Provider has Internet access and uses such for administrative use⁴⁴</p>	<input type="checkbox"/> Sample e-mail correspondence <input type="checkbox"/> Bills from Internet Service Provider (ISP) <input type="checkbox"/> Other (please list)
	<p>4. <input type="checkbox"/> Provider use technology to manage finances and enrollment, e.g. Minute Menu for CACFP</p>	<input type="checkbox"/> Sample spreadsheet that tracks finances, invoicing, etc. <input type="checkbox"/> Sample spreadsheet that tracks enrollment, attendance, etc. <input type="checkbox"/> Sample finance reports <input type="checkbox"/> Other (please list)
FAS 3	<p>Program does the following (check all that apply):</p> <p>4. <input type="checkbox"/> Provider has written procedures to market and fill open slots/vacancies.</p>	<input type="checkbox"/> Written procedures <input type="checkbox"/> Marketing plan <input type="checkbox"/> Other (please list)
	<p>5. <input type="checkbox"/> Provider uses at least 2 different external communication tools such as brochures, paid advertising, participation in community events.</p>	<input type="checkbox"/> Communication materials <input type="checkbox"/> Translated materials <input type="checkbox"/> Other (please list)
	<p>6. <input type="checkbox"/> Provider maintains records of all prospective parents and follow-up action is taken.</p>	<input type="checkbox"/> Waiting lists <input type="checkbox"/> Telephone logs <input type="checkbox"/> Other (please list)

⁴⁴ Administrative use includes activities such as announcements about meetings, e-mails to staff about program activities

FIELD TEST RATING FAMILY/GROUP FAMILY APPLICATION

ML III: PP	Policies and Procedures (PP)	Documentation
pp 1	Provider does the following (check all that apply): <input type="checkbox"/> Provider uses substitutes no more than 20% of the time; e.g. no more than one day per week	<input type="checkbox"/> Signed statement attesting to use of substitutes <input type="checkbox"/> Other (please list)
	Provider operates a Group Family Child Care Program <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to ML III: PP 2	
	<input type="checkbox"/> Provider has written job descriptions for all any regular paid employee (assistant, alternate and/or substitute).	<input type="checkbox"/> <u>Job description(s)</u> <input type="checkbox"/> Employee handbook <input type="checkbox"/> Other (please list)
PP 2	Provider maintains liability insurance and, if children are transported, vehicle insurance	<input type="checkbox"/> Copies of insurance policy(ies) <input type="checkbox"/> Other (please list)
PP 3	Providers maintains confidentiality and communicates this confidentiality policy to any family members, employees and substitutes	<input type="checkbox"/> Signed statement attesting to confidentiality <input type="checkbox"/> Confidentiality policy <input type="checkbox"/> Other (please list)
PP 4	4. <input type="checkbox"/> The provider has a professional development plans matched to the <u>NYS Core Body of Knowledge for Early Education</u> (http://www.earlychildhood.org/pdfs/CoreBody.pdf) and can document progress	<input type="checkbox"/> <u>Professional development plans</u> <input type="checkbox"/> <u>Course completion certificates</u> <input type="checkbox"/> Other (please list)
	Provider operates a Group Family Child Care Program <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to ML IV: CB 1	
	5. <input type="checkbox"/> The provider and any paid employees each have an individual professional development plan.	<input type="checkbox"/> <u>Professional development plans</u> <input type="checkbox"/> Goal statements linking plans to performance assessments <input type="checkbox"/> Course completion certificates <input type="checkbox"/> Other (please list)
	6. <input type="checkbox"/> The provider's feedback on the employee's performance informs the employee's professional development plan and progress can be documented.	<input type="checkbox"/> <u>Professional development plans</u> <input type="checkbox"/> Goal statements linking plans to performance assessments <input type="checkbox"/> Course completion certificates <input type="checkbox"/> Other (please list)

FIELD TEST RATING FAMILY/GROUP FAMILY APPLICATION

ML IV: CB	Compensation and Benefits (CB)	Documentation
CB 1	<input type="checkbox"/> Provider offers one week paid vacation for self and any paid, full-time employees.	<input type="checkbox"/> <u>Annual budget showing vacation calculation</u> <input type="checkbox"/> Other (please list)
CB 2	<input type="checkbox"/> Provider offers the following for self and any paid, full-time employees (check all that apply): <ul style="list-style-type: none"> <input type="checkbox"/> 5 days of paid time off (sick and/ or personal) <input type="checkbox"/> Paid holidays <input type="checkbox"/> Paid professional development days <input type="checkbox"/> Any paid assistant, alternate or substitute is paid at least the minimum wage 	<input type="checkbox"/> Employee handbook detailing benefits with relevant sections marked <input type="checkbox"/> Other (please list)
CB 3	<input type="checkbox"/> Health insurance is available ⁴⁵ to provider and any paid, full-time employees.	<input type="checkbox"/> Health insurance policy <input type="checkbox"/> Health care bills <input type="checkbox"/> Payroll records <input type="checkbox"/> Other (please list)

ML V: SP	Program Planning (SP)	Documentation
SP 1	<input type="checkbox"/> Provider (and any full-time assistant(s)) uses the Internet for program planning resources.	<input type="checkbox"/> Bill from Internet Service Provider <input type="checkbox"/> Copy of staff emails or Internet research sites <input type="checkbox"/> Staffing plan <input type="checkbox"/> Other (please list)
	<input type="checkbox"/> Provider (and any full-time assistant(s)) spends at least one hour per week in program planning; assistant is paid for planning time	<input type="checkbox"/> Staffing plan <input type="checkbox"/> Copy of weekly schedule <input type="checkbox"/> Other (please list)
SP 2	<input type="checkbox"/> Provider has a written staffing plan, including names of approved alternates and substitutes to cover planned and unplanned absences.	<input type="checkbox"/> Staffing plan <input type="checkbox"/> Alternate and substitute qualifications <input type="checkbox"/> Clearance for alternates and substitutes <input type="checkbox"/> Other (please list)

⁴⁵ *Available* means that a person has health insurance from any source (such as spouse's employer, a public program), not necessarily that the provider is paying for health insurance coverage.

FIELD TEST RATING FAMILY/GROUP FAMILY APPLICATION

Section 4: DOCUMENT LIST FORM

Please list all of the documents that you are submitting along with the Standards Checklist on this form. For each document, please list the name of the document, the page number of the relevant content if applicable, and the standard(s) that is met. Use the unique standard code located in the left margin of the standard. You will probably use the same document to meet numerous standards. For example, the Family Handbook can be submitted to meet standards C 1a –b and T1. In this case, note the name of the document, the page numbers you want reference, and the respective standards that are met on each of those pages.

Make additional copies of this form if necessary.

[illegible]

FIELD TEST RATING FAMILY/GROUP FAMILY APPLICATION

Section 5: PROVIDER QUALIFICATIONS FORM

Please complete the following form for the program administrator(s) that meet the qualifications for licensing regulation requirements.

Program ID:	Site Name:	
Provider First Name:	Provider Last Name:	
Job Title:		
Provider Management Qualifications		Documentation:
<input type="checkbox"/> First Aid/ CPR training		Copy of certificate
<i>Please select one:</i>		
<input type="checkbox"/> Children's Program Administrator Credential (CPAC) ⁴⁶		Copy of certificate, CEU document or transcript
<input type="checkbox"/> 9 credits (13.5 CEUs) in management, leadership, and/or administration (or for Group FCC in supervision)		Copy of certificate, CEU document or transcript
<input type="checkbox"/> 6 credits (9 CEUs) in management, leadership, and/or administration (or for Group FCC in supervision)		Copy of certificate, CEU document or transcript
<input type="checkbox"/> 45 clock hours (a 3-credit course or 4.5 CEUs) in management, leadership, and/or administration (or for Group FCC in supervision)		Copy of certificate, CEU document or transcript
<input type="checkbox"/> 15 clock hours (1.5 Continuing Education Units (CEUs)) in management, leadership, and/or administration (or for Group FCC in supervision)		Copy of certificate, CEU document or transcript
<input type="checkbox"/> Other (please list)		Transcript/certificate/etc.
Provider Administrative Experience		
<i>Please select one:</i>		
<input type="checkbox"/> 3 or more years' experience in supervision or management in an early care and education program ⁴⁷		Employment Record
<input type="checkbox"/> 3 or more years' experience in a leadership position in a nationally accredited early care and education program, or one with the highest quality rating (in another state) ⁴⁸		Employment record and copy of accreditation certificate or rating award

⁴⁶ The CPAC credential requires the applicant to hold at least an associate's degree (or sixty credits) in early childhood or a related field, complete 18 college credits of specific coursework, and prepare a professional portfolio demonstrating competency in five content areas. The credential can be earned at three levels based on the level of degree the applicant holds: associate, bachelor or masters. Thus points can be earned for both the CPAC and the degree.

⁴⁷ Early care and education program means ANY center, school or home-based program for children birth to five.

⁴⁸ Highest quality rating (in another state) means a rating from a state with an operating Quality Rating and Improvement System

FIELD TEST RATING FAMILY/GROUP FAMILY APPLICATION

Provider Qualifications ⁴⁹	
<input type="checkbox"/> Master's degree or higher in ECE/CD	Copy of transcript/diploma
<input type="checkbox"/> Master's degree or higher out of field with 24 or more ECE/CD credits	Copy of transcript
<input type="checkbox"/> Bachelor's degree in ECE/CD	Copy of transcript/ diploma
<input type="checkbox"/> Bachelor's degree out of field with 24 or more ECE/CD credits	Copy of transcript
<input type="checkbox"/> Associates degree in ECE/CD	Copy of transcript/ diploma
<input type="checkbox"/> Associates degree out of field with 24 or more ECE/CD credits	Copy of transcript
<input type="checkbox"/> Any degree out of field with less than 24 ECE/CD credits List degree: _____ List number of ECE/CD credits: _____	Copy of transcript
<input type="checkbox"/> No higher education degree but 18 or more college credits in ECE/CD	Copy of transcript
<input type="checkbox"/> No higher education degree but 9 or more college credits in ECE/CD	Copy of transcript
<input type="checkbox"/> No higher education degree but less than 9 college credits in ECE/CD	Copy of transcript
<i>Please select all that apply:</i>	
<input type="checkbox"/> Child Development Associate (CDA) – Family Child Care	Copy of credential
<input type="checkbox"/> Child Development Associate (CDA) - Preschool	Copy of credential
<input type="checkbox"/> Child Development Associate (CDA) – Infant/Toddler	Copy of credential
<input type="checkbox"/> NYS Infant Toddler Credential	Copy of credential
<input type="checkbox"/> NYS Early Childhood (Birth-Grade 2) Certificate	Copy of certificate
<input type="checkbox"/> NYS Early Childhood Special Education Teacher Certificate	Copy of certificate
<input type="checkbox"/> Other (please list)	Transcript/certificate/etc.

⁴⁹ *Degree* means from regionally accredited institutions of higher education that may have been earned through online course work, distance learning, degree completion programs or some combination that offer credit as part of a formal assessment of prior learning.
Credits in management, supervision, leadership, and/or administration means in school administration, business management, communication, technology, personnel supervision, early childhood management or administration, or some combination of these areas.
Credits in ECE/CD means specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and children's learning from birth through kindergarten; family and community relationships; the practices of observing, documenting, and assessing young children; teaching and learning processes; and professional practices and development.

FIELD TEST RATING FAMILY/GROUP FAMILY APPLICATION

Section 6: ASSISTANT STAFF QUALIFICATIONS FORM

Please complete the following form for each assistant at the site participating in the QUALITYstarsNY field test. Make additional copies as necessary.

Program ID:	Site Name:	
Assistant First Name:	Assistant Last Name:	
Job Title:		
Assistant Qualifications		Documentation:
<input type="checkbox"/> First Aid/ CPR training		Copy of certificate
<i>Please select one:</i>		
<input type="checkbox"/> Master's degree or higher in ECE/CD		Copy of transcript/diploma
<input type="checkbox"/> Master's degree or higher out of field with 24 or more ECE/CD credits		Copy of transcript/ diploma
<input type="checkbox"/> Bachelor's degree in ECE/CD		Copy of transcript/ diploma
<input type="checkbox"/> Bachelor's degree out of field with 24 or more ECE/CD credits		Copy of transcript/ diploma
<input type="checkbox"/> Associates degree in ECE/CD		Copy of transcript/ diploma
<input type="checkbox"/> Associates degree out of field with 24 or more ECE/CD credits		Copy of transcript/ diploma
<input type="checkbox"/> Any degree out of field with less than 24 ECE/CD credits List degree: _____ List number of ECE/CD credits: _____		Copy of transcript
<input type="checkbox"/> No higher education degree but 18 or more college credits in ECE/CD		Copy of transcript
<input type="checkbox"/> No higher education degree but 9 or more college credits in ECE/CD		Copy of transcript
<input type="checkbox"/> No higher education degree but less than 9 college credits in ECE/CD		Copy of transcript
<i>Please select all that apply:</i>		
<input type="checkbox"/> Child Development Associate (CDA) – Family Child Care		Copy of credential
<input type="checkbox"/> Child Development Associate (CDA) – Preschool		Copy of credential
<input type="checkbox"/> Child Development Associate (CDA) – Infant/Toddler		Copy of credential
<input type="checkbox"/> NYS Infant Toddler Credential		Copy of credential
<input type="checkbox"/> NYS Early Childhood (Birth-Grade 2) Certificate		Copy of certificate
<input type="checkbox"/> NYS Early Childhood Special Education Teacher Certificate		Copy of certificate
<input type="checkbox"/> Other (please list)		Transcript/certificate/etc.
Assistant Experience		Documentation:
<i>Please select one:</i>		
<input type="checkbox"/> 3 or more years' experience teaching in any early care and education program		Employment Record
<input type="checkbox"/> 3 or more years' experience teaching in a nationally accredited early care and education program ⁵⁰ , a Gold Certificate Head Start program, or a program with the highest quality rating ⁵¹ (in another state)		Employment record and evidence of accreditation or rated quality status (e.g. copy of accreditation certificate or rating award)

⁵⁰ ECE means Early Childhood Education and CD means Child Development

⁵¹ Highest quality rating (in another state) means a rating from a state with an operating Quality Rating and Improvement System

FIELD TEST RATING FAMILY/GROUP FAMILY APPLICATION

APPENDIX G

QUALITY IMPROVEMENT PLANNING PROTOCOL

QIP FRAMEWORK

Step One: Preparation Process

1. Consultant reviews and uses QIP Framework as a guide for entire consultation process

Objective: Maintain consistent protocol for all QSNY programs

2. Building a Relationship with Program Administrator/Provider (concurrent w/ component 3)

Objective: To establish and build trust and rapport

- ☐ Make initial contact, date: _____
- ☐ Identify Agent of Change, with whom consultant will meet: _____
- ☐ Discuss the consultation process
- ☐ Confirm address (directions, landmarks, program entrance, security measures, etc.)
- ☐ Ask for preferred means of communication: ☐ telephone: _____ ☐ e-mail: _____
- ☐ What time is best for communication? _____
- ☐ Arrange for first visit, date: _____
- ☐ Confirm appointment the day before visit
- ☐ Assess the match between the program administrator's/provider's needs and priorities and consultant's skills and knowledge
- ☐ Learn more about the program and staff
- ☐ Learn more about program administrator's/provider's concerns and priorities

3. Assessment Analysis (concurrent w/ component 2)

Outcome: Become familiar with program/provider data

Due to the variations in programmatic policies and procedures relative to sharing observation results, during the field test, QSNY will share only the Baseline Report with public school administrators. The Baseline Report and an aggregated ERS Strength and Needs Report will be shared with Center-based programs and Family/group family child care providers. Teachers will receive a copy of their classroom's observation, which they may share with program administrator.

- ☐ Review Baseline Report
- ☐ Review ERS Strength and Needs Report
- ☐ Review ERS Extended Score Sheets
- ☐ Review Standards Checklist Asset and Needs Report
- ☐ Review Standards Checklist

4. Consultant completes **QIP Consultation Preparation Worksheet**

Objective: Prepared worksheet that will facilitate quality improvement planning process

QIP FRAMEWORK

Step Two: On-site Consultation Process:

Consultant meets with Program Administrator/Provider, using WELS data and QIP Consultation Preparation Worksheet to guide on-site process

Objective: Working in collaboration with the Program Administrator/Provider to establish written goals and strategies for effecting positive changes, in accordance with **QUALITYSTARSNY** standards.

Setting Goals

- ☐ Discuss assessment results and possible causes of findings
- ☐ Summarize program administrator's/provider's concerns and priorities related to assessment results
- ☐ Identify one or more specific goals on which to focus consultation
- ☐ Determine what knowledge, skills, and other resources are needed to address goals
- ☐ Determine how both parties will know when the goal has been accomplished (benchmarking & outcomes)

Selecting Strategies

- ☐ Determine which strategies the Program Administrator/Provider has tried previously and how well it worked
- ☐ Discuss other strategies that could be employed
- ☐ Select strategies that are acceptable to both the program administrator/provider and consultant
- ☐ Determine what resources are available (internal & external)
- ☐ Determine what knowledge, skills, and resources are needed to implement the strategies
 - Consider QUALITY Scholars for Professional Development
- ☐ Identify roles and responsibilities for implementing the strategies selected

On-site Consultation Review

- ☐ Summarize Outcomes of Visit
- ☐ Review next steps

Step Three: Post Visit Process (Recordkeeping)

- ☐ Consultant drafts QIP based on Program Administrator/Provider priorities and Preparation Worksheet
- ☐ Consultant routes QIP to Program Administrator/Provider for feedback
- ☐ Consultant finalizes QIP in WELS, after receiving comments from Program Administrator/Provider
- ☐ Consultant drafts Quality Scholars application based on QIP and Justification Form

APPENDIX H

QUALITY IMPROVEMENT CONSULTATION WORKSHEET

Site Contact Name:		Phone Number:		
Street Address:		E-mail Address:		
City:		NY	Zip code:	
Date of Initial Contact:				
Date for site visit:		Time:		
Date for follow-up:		Telephone? <input type="checkbox"/>	On-site? <input type="checkbox"/>	E-mail? <input type="checkbox"/>

Program Administrator/Provider Input (Concerns/Priorities) before on-site visit:

Has Program Administrator/Provider participated in ERS training? Yes ☐ No ☐ Notes:

- ☐ Consent from teachers for QIP Consultant to share ERS scores with Program Administrator
- ☐ Reminder to Program Administrator/Provider: Copy of evidence submitted with QSNY standards checklist readily available (not all programs have retained a copy of materials)

STRENGTHS			
QSNY Standard	Source of Evidence	QIP Consultant Hypotheses, such as qualifications & experience of administrator/staff (teachers/family workers), connections between ERS items and/or standards	Possible recommendations for using strengths

Program Administrator's/Provider's Reflection about strengths:

AREAS OF OPPORTUNITY FOR DEVELOPMENT			
QSNY Standard	Source of Evidence	Formulate a definition of the area in need of development	Possible recommendations, such as resources, strategies, benchmarks, timeline (immediate, short term, long term), & agent of change

Program Administrator's/Provider's Reflection about areas of opportunity for development, including priorities for development:

What are the Program Administrator's/Provider's priorities for program development?

- 1.
- 2.
- 3.

QUALITY IMPROVEMENT PLAN FOR PROFESSIONAL DEVELOPMENT

Definition of area in need of PROFESSIONAL DEVELOPMENT, include		QSNY Standard:		
		(Action Item code)		
Goal:				
Action Plan:				
Resources available for professional development: (internal & external)				
Amount in budget for staff/professional development:			Allocation per person:	
Community Resources available at no cost to program (union/professional association/grant/funding agency etc.):				
Recommendations for Professional Development (check off PD to which QUALITYscholarsNY will be applied):				
<input type="checkbox"/>				
<input type="checkbox"/>				
Timeline	Priority	Person responsible:	Benchmark(s)/Outcome(s):	Target completion date:
<input type="checkbox"/> Immediate (0-3 months)	<input type="checkbox"/> High			
<input type="checkbox"/> Short term (4 – 18 months)	<input type="checkbox"/> Medium			
<input type="checkbox"/> Long term (1-3 years)	<input type="checkbox"/> Low			
<input type="checkbox"/> Immediate (0-3 months)	<input type="checkbox"/> High			
<input type="checkbox"/> Short term (4 – 18 months)	<input type="checkbox"/> Medium			
<input type="checkbox"/> Long term (1-3 years)	<input type="checkbox"/> Low			
<input type="checkbox"/> Immediate (0-3 months)	<input type="checkbox"/> High			
<input type="checkbox"/> Short term (4 – 18 months)	<input type="checkbox"/> Medium			
<input type="checkbox"/> Long term (1-3 years)	<input type="checkbox"/> Low			
Staff Participating in PD to which QUALITYscholarsNY will be applied:				
Number of Administrators:		Number of Teaching Staff:		
Name(s):		Teaching Staff Name(s):		
Comments:				

QUALITY IMPROVEMENT PLAN

Action Items for strategies other than professional development

Definition of area in need of development, include		QSNY Standard(s):		
Goal:				
Action Plan:				
Resources (other than professional development) needed:				
Resources (other than professional development) available: (internal & external)				
Timeline	Priority	Person responsible:	Benchmark(s)/Outcome(s):	Target completion date:
Immediate (0-3 months) <input type="checkbox"/> Short term (4-18 months) <input type="checkbox"/> Long term (1-3 years) <input type="checkbox"/>	High			
	<input type="checkbox"/>			
	Medium			
	<input type="checkbox"/>			
	Low			
	<input type="checkbox"/>			
Comments:				

APPENDIX I:

DOCUMENT REVIEW PROTOCOL

In assigning points for meeting QUALITYstarsNY standards during the field test, programs and providers that submitted documentation identified as pertaining to a given standards indicator were assigned the full number of possible points. In order to determine the adequacy of submitted documentation in demonstrating that specific standards indicator were met, selected documents from a sample of field test participants was reviewed and coded.

In consultation with the field test advisory group, the following documents were selected:

- Intake Questionnaire or Enrollment Form (referenced in Learning Environment COA1a)
- Child Developmental Record (referenced in Learning Environment COA1b and COA1c)
- Curriculum and Related Materials (referenced in Learning Environment CPI1a through CPI1d, CPI2a and CPI2b)
- Family or Parent Handbook (referenced in Family Engagement C1b)
- Individual Staff Professional Development Plans, for centers and schools only (referenced in Management and Leadership PP1d1)
- Budget Information, for family/group family child care home providers only (referenced in Management and Leadership FAS1a2)

A set of elements was identified for each document, representing the kinds of information that would ideally be found in it. These elements were based on expert input from evaluation team staff, consideration of the documentation requirements for NAEYC and NAFCC accreditation, and review of the contents of similar documents found through an internet search. The elements coded for each document are shown in the following table. One point was given for each element that was found.

The review and coding of the documents was carried out under the supervision of Suzanne Dohm, who conducted the coder training and inter-coder reliability checks.

ELEMENTS CODED FOR INTAKE QUESTIONNAIRE/ENROLLMENT FORM
Evidence of child's date of birth (e.g., birth certificate)
Contact information for parent and at least one person to contact in case of emergency
Information on persons permitted to transport (drop off/pick up) child
Evidence of immunization and recent physical examination
Information on identified special needs
Information on allergies (food and other)
Information on family eligibility for/enrollment in child care subsidy program
Information on child's usual routines and preferences (food, nap, etc.)
Information on family/household composition
ELEMENTS CODED FOR CHILD DEVELOPMENTAL RECORD
Evidence of developmental screening within 90 days of child's enrollment
Evidence of periodic assessment
Assessment includes attention to developmental milestones
Assessment includes attention to child's individual interests/needs
Assessment includes attention to learning and developmental progress
Assessment covers cognitive development/skills
Assessment covers language development/skills
Assessment covers social-emotional development
Assessment covers physical and/or motor skill development
ELEMENTS CODED FOR CURRICULUM
Curriculum has strong evidence of effectiveness: Curiosity Corner, Direct Instruction, ELLM, Interactive Book Reading, Let's Begin with Letter People, Ready Set Leap!

Curriculum has moderate evidence of effectiveness: Breakthrough to Literacy, Bright Beginnings, Building Blocks plus DLM/Building Blocks, DLM Express plus Open Court, EMERGE, PATHS, Project Approach, Sound Foundations
Creative Curriculum
High Scope
<i>If use of any of the above curricula were mentioned, the elements below related to areas covered and differentiation by age or developmental level were assumed to be met</i>
Another formal/written curriculum that specifies learning goals and offers suggestions for teaching/learning strategies
Curriculum covers at least 4 of the following areas: language and literacy, mathematics, social and personal development, healthful living, scientific thinking/exploration, social studies including community and family, creative arts, physical development, technology
Evidence that curriculum is differentiated by child age and/or developmental level
Evidence that curriculum recognizes diverse cultures and addresses respect for cultural and other differences among children/families
Evidence that curriculum recognizes/supports different learning styles (uses different modalities to introduce children to concepts/skills – e.g., auditory, tactile, kinetic, visual, etc.)
Evidence of teacher training on use of the curriculum
Evidence that child observation/assessment is used to guide implementation of curriculum
ELEMENTS CODED FOR FAMILY/PARENT HANDBOOK
Information on provider/program goals, philosophy
Information on food services and policies related to food
Information on health procedures and policies (required documents, accidents, illness)
Information on parent involvement opportunities and expectations
Information on curriculum, learning standards/expectations, child assessment
Information on child conduct expectation, behavior management/discipline practices Information on expectations regarding children's clothing, bedding, toys, personal belongings
Handbook material is dated
Handbook date is 2008 or later

ELEMENTS CODED FOR INDIVIDUAL STAFF PROFESSIONAL DEVELOPMENT PLAN (Centers and Public Schools Only)
Evidence that plan is based on staff assessment/performance review/evaluation
Evidence that plan responds to individual preferences/interests
Evidence that plan is updated annually
Plan addresses knowledge/skill development related to child growth and development
Plan addresses knowledge/skill development related to care/learning environment, curriculum approach, curriculum content
Plan addresses knowledge/skill development related to family dynamics and working/communicating with families
Plan addresses knowledge/skill development related to cultural competence
Plan addresses knowledge/skill development related to child observation and assessment
Plan addresses knowledge/skill development related to professionalism, including regulations, health and safety requirements, child abuse/neglect reporting, etc.
Plan specifies methods for meeting professional development goals (mentoring, coaching, workshops, courses)
Plan specifies progress assessment schedule/process
ELEMENTS CODED FOR BUDGET (Family/group family child care Home Providers Only)
Budget includes expenditures for food
Budget includes expenditures for supplies and materials for children's use
Budget includes expenditures for training/professional development
Budget includes expenditures associated with home-based business (such as percent of rent/mortgage, utilities, insurance, maintenance, etc.)
Budget includes salary and employment taxes

APPENDIX J:
SUPPORTS FOR EARLY LITERACY ASSESSMENT (SELA)
AND
SUPPORTS FOR SOCIAL-EMOTIONAL GROWTH ASSESSMENT (SSEGA)

The SELA (Supports for Early Literacy Assessment) is an observation-based assessment instrument designed to measure the quality of supports for young children's language and literacy development in center-based preschool settings (e.g., child care, prekindergarten, Head Start). The SELA's items focus on supports for preschoolers' language and literacy evident in teacher practices, the classroom environment, and parent involvement. This instrument can be used to document strengths and weaknesses in supports for several areas of emergent literacy including children's awareness of print, interest in reading and writing, oral language development, and phonological awareness. The SELA has shown sensitivity to change over time in evaluations of state and city-level preschool professional development initiatives (Frede, Jung, Barnett, Lamy, Figueras, 2007; Marshall & Roberts, 2007) and detected intervention effects in a randomized control study of the curriculum, *Tools of the Mind* (Barnett, Jung, Yarosz, Thomas, Hornbeck, Stechuk, & Burns, 2008). The SELA has shown a moderate relationship to the ECERS-R (Lamy, Frede, Seplocha, 2004).

The SSEGA (Supports for Social Emotional Growth Assessment), assesses supports for children's social-emotional growth in preschool classrooms evident in the classroom environment and routines and teacher behavior. Most of its 16 items focus on teacher behaviors that promote a positive teacher-child relationship and children's acquisition of social-emotional competencies (ability to get along with peers, manage negative emotions, experience enthusiasm and persistence, and understand emotions and social situations). In a pilot study using the SSEGA, ratings of classroom supports for children's social-emotional skills were significantly correlated with teachers' reports of recent professional development focused on social-emotional development, and their beliefs about the value of social-emotional teaching strategies.

Both the SELA and the SSEGA require a 2.5 to 3 hour classroom observation and 30 minute interview with the lead teacher. These instruments have been used reliably by trained researchers, teachers, and program directors in professional development projects conducted by a member of the evaluation team, Sheila Smith.

Field test observers, most of whom were experienced in using the ERS instruments, were trained by Dr. Sherry Davidson. Dr. Davidson worked with Dr. Sheila Smith during the development of the SELA and SSEGA instruments. After the classroom training sessions, the field test observers conducted test observations to determine inter-rater reliability.

REFERENCES

- Barnett, S.W., Jung, K., Yarosz, D.J., Thomas, J.T., Hornbeck, A., Stechuk, R., Burns, S. (2008) Educational Effects of the Tools of the Mind Curriculum: A Randomized Trial. *Early Childhood Research Quarterly*. 23:299-313.
- Frede, E., Jung, K., Barnett, W.S., Esposito, L.C., Figueras, A. (2007) *The Abbott Preschool Program Longitudinal Effects Study (APPLES), Interim Report (2007)*. Early Learning Improvement Consortium (ELIC) with the New Jersey Department of Education.
- Lamy CE, Frede E, Seplocha H, et al. *Inch by Inch, Row by Row Gonna Make this Garden Grow: Classroom Quality and Language Skills in the Abbott Preschool Program*. Rutgers, NJ: National Institute for Early Education Research;2004.
- Marshall, N.L., Roberts, J. (2007) *Boston Quality Inventory: Preschool Classrooms in Community Programs (Report)* Wellesley, MA: Wellesley Centers for Women.

OBSERVATIONS NOTED WHEN SELA ITEMS INDICATE LOW QUALITY AND WHEN THEY INDICATE HIGH QUALITY

SELA Items	Observations when rating shows low quality	Observations when rating shows high quality
Teachers encourage children to use and extend their oral language.	Teacher mostly elicited “yes” or “no” responses (e.g., “Do you want to wear this?” “Can you bring me the red car?” “What color is the leaf?”)	The teacher said, “Mathew brought his fireman book today! Mathew, can you tell us about it?....Yes, I see his heavy hose. I wonder how he can carry his hose up the ladder.” (Teacher gives child time to respond.)
Teachers speak to children in ways that introduce new words, concepts and linguistic structures.	While the child built with blocks, the teacher kept asking, “What color is that block?” and then saying the color (e.g., “that one is green”) even when the child said he was building a city.	Teachers often helped children understand new concepts and vocabulary (e.g., “Did you know a life jacket can help you float?” “An eggshell is crunchy....”)
Teachers organize activities that promote children’s oral language development.	Teachers circulated during Centers time but “talk” had to do with managing conflicts and materials. Small group activity was teacher-directed; children made turkeys with pre-cut shapes and conversation was limited and focused on instructions (“e.g., you fold the paper here, put the glue here...”).	The teachers helped children build a volcano with sand during outside time, and encouraged their use of language (after pouring in water and vinegar, she asked, “What do you think will happen?”) and explained, “the volcano is erupting like the volcano we read about”)

SELA Items	Observations when rating shows low quality	Observations when rating shows high quality
Teachers draw children's attention to the sounds they hear in words.	Although children used a sign-in sheet upon arrival, the teacher did not use this opportunity to call attention to letters and letter sounds in the child's or classmates' names. The <i>only</i> activity focused on letters and sounds was children sitting alone at the computer for 50 minutes.	When a teacher joined two children in dramatic play, a child said he needed a "doctor hat." The teacher helped him make a hat with construction paper and wrote "doctor" pointing out the "d" and emphasizing the /d/ sound. Then she helped children recognize the "n" letter and sound as she helped another child who wanted a "nurse's hat."

**OBSERVATIONS NOTED WHEN SSEGA ITEMS INDICATE LOW QUALITY
AND WHEN THEY INDICATE HIGH QUALITY**

SSEGA Items	Observations when rating shows low quality	Observations when rating shows high quality
Teachers talk positively to children about their individual interests, preferences, and personal circumstances.	Teachers used harsh voices and rarely paid attention to children's interests (e.g., "you don't listen" when a child talked during a small group activity). Another showed no interest in the child's block construction, and instead scolded, "I told you to make a city."	A teacher greets a child, saying, "You had a birthday over the weekend!" A teacher smiles while looking at a child's drawing. "Look at your colorful drawing! I'm so used to seeing your beautiful castles. This is something different. Want to tell me about it?"
Teachers use a variety of methods for supporting children's positive interactions with peers..	Teachers issued commands to control behavior rather than encouraging positive interactions. Teachers said, "Sit down!" "Don't hit!" "Stop pushing."	Teachers used a jobs chart that paired children together to cooperate in completing tasks (e.g., table washing); the teacher pointed out that the table-washers were "a great team," and worked together to get the tables very clean.
Teachers help children understand their own and others' emotions.	Teachers never acknowledged or labeled feelings, and were critical when children expressed negative feelings (e.g., "Stop whining; "your acting like a baby")	After soothing a child who "missed his dad," the teacher said to another child, "You look a little worried about your friend...; maybe he would like to look at

SSEGA Items	Observations when rating shows low quality	Observations when rating shows high quality
		that book with you.”
Teachers help children understand social situations and behavior.	A teacher said, “you hurt someone’s feelings. How do you think that made her feel?” Another said simply, “That was mean. Apologize!”	A teacher gently explained, “he doesn’t like it when you squirt water in his eye. You kept squirting when he asked you to stop, and he got upset...”

APPENDIX K:

PROGRAM FOR INFANT/TODDLER CARE PROGRAM ASSESSMENT RATING SCALE (PARS)

The Program Assessment Rating Scale (PARS) is a newly developed observational tool designed to assess the quality of center and home-based infant and toddler early care and education settings. It is part of the Program for Infant/Toddler Care (PITC), a comprehensive training system for infant and toddler teachers developed by WestEd (see <http://www.wested.org/cs/we/view/feat/176>.)

The PARS is grounded in research that points to the interrelatedness of social-emotional, intellectual, language, and physical development and learning and shows that young children's learning is best supported through responsive, relationship-based nurturance (Bornstein & Bornstein, 1995; Shonkoff & Phillips, 2000, Lally & Mangione, 2006). Based on this research, the PITC PARS assesses the extent to which program policies and procedures, the care environment, and interactions with care teachers support infants and toddlers' social-emotional development.

The complete PARS instrument includes 5 sub-scales, 27 items, and 108 sub-items. Sub items are scored as "met" or "not met". For the purposes of the QUALITYstarsNY field test, items from 2 sub-scales (Quality of Adult Interactions with Infants/Toddlers and Relationship-Based Care) were selected for inclusion in the program observation. These sub-scales assess provider-child interactions in great detail, and thus complement the information gathered as part of the Environment Rating Scales. The **Quality of Adult Interactions with Infants/Toddlers** Sub-scale consists of 7 items (28 sub-items). It assesses the responsiveness of individual care teachers' interactions with the infants and toddlers in their care. Sub-scale I items include: *Responsiveness and Sensitivity to Children, Positive Tone and Attentiveness, Responsive Engagement and Intervention, Respect for Infants' Initiative and Choices, Facilitation of Cognitive Development and Learning, Adult Use of Language and Communication and Adult Support of Children's Language Development and Communication.* The **Relationship-Based Care** Sub-scale assesses the extent to which caregiving practices and program procedures satisfy infants' and toddlers' individual needs by building predictable and supportive relationships with 1 or 2 caregivers. One item (4 sub-items), *Following Children's Individual Schedules*, was included for use in the observations.

PARS Sample Items

Subscale: Quality of Adult Interactions with Infants/Toddlers

Item: Responsiveness and Sensitivity to Children (Birth to 36 months)

Sub-items:

1. The infant/toddler care teacher responds promptly and appropriately to children's *non*-distressed cues such as vocalizations, gestures, requests, moods, and other nonverbal and verbal cues.
2. The infant/toddler care teacher consistently acknowledges when a child is interested in social interaction such as mirroring or imitating a smile, making eye contact when the child attempts to make eye contact, or making a comment when the child gives or shows something.
3. The infant/toddler care teacher responds promptly and appropriately to children's distress cues.
4. The infant/toddler care teacher tries to understand a child's distress or discomfort in a way that meets the child's need and comforts the child. When a child seeks comfort, cries, or expresses sadness, the infant/toddler care teacher responds consistently and attempts to meet the child's need and comforts the child. When a child expresses anger, the infant/toddler care teacher gently acknowledges the child's feelings and, if necessary, redirects her or his behavior.

Subscale: Quality of Adult Interactions with Infants/Toddlers

Item: **Positive Tone and Attentiveness (Birth to 36 months)**

Sub-items:

1. The infant/toddler care teacher expresses an overall positive, warm tone with children.
2. The infant/toddler care teacher emotionally and physically relates to children with gentleness.
3. The infant/toddler care teacher minimizes conversations with other adults.
4. The infant/toddler care teacher observes all children in care with interest and is emotionally and physically available to meet each child's needs for attention or support.

Training Observers to Use PARS

QUALITYstarsNY PARS observers underwent rigorous training to learn and become reliable using the PARS instrument. Observers were selected based on their expertise in early childhood settings, and previous observation experience. A total of 4 observers were trained, 3 of whom also had experience using the ERS instruments.

Training was conducted by Dr. Gabriela Lopez from WestEd (and overseen by Dr. McCabe), and took place over 5 days. Day one served to introduce observers to the instrument. Days 2-5 included field test practice using the instrument and reliability testing. Two observers conducted their field practice with Dr. Lopez and were tested for reliability in order to become "anchors" for PARS observations being conducted in New York. Observers were deemed

anchors after they had 3 consecutive assessments where they achieved 80% agreement with Dr. Lopez. The two anchors were then paired with the second two PARS trainees. Trainees worked with the anchors until they also achieved 80% agreement for 3 consecutive observations. Observers were typically able to achieve reliability in their first 3 assessments.

Scoring and Interpreting the PARS

PARS observations typically take 3-4 hours of observation time. Observers take running notes during the observation and are instructed to record examples of specific behaviors and verbal exchanges between caregivers and children. Scoring is not completed while in the field (as can be done for the ERS instruments). Instead, running notes are reviewed after the observation and used as the basis to score individual sub-items. Examples from running notes are included on the score sheet in order to illustrate how an item is “met” or “not met”. The scoring process takes 1-2 hours after an observation is completed.

PARS scores pertain to individual caregivers. Therefore, if a classroom has more than one teacher, an individual PARS score is obtained for each teacher. Sub-items are averaged in order to create sub-scale scores, which range from 0 to 4. The table below describes how sub-scale scores can be interpreted in terms of quality.

Interpretations for PARS sub-scale scores

<u>Sub-Score Range</u>	<u>Interpretation</u>
0 to 1.79¹	Inadequate
1.8 to 2.79²	Minimal
2.8 to 3.99³	Good
4⁴	Excellent

Notes:

¹ Programs at this level are meeting 45% or less of the total number of items.

² Programs at this level are meeting 45-70% of the total number of items.

³ Programs at this level are meeting 70-99% of the total number of items.

⁴ Programs at this level are meeting 100% of the total number of items.

The QUALITYstarsNY field test included PARS observations with 27 programs in infant and toddler center-based classrooms (N=18) and family/group family child care homes (N=9). PARS assessments are conducted at the teacher level. In center-based programs, PARS scores were averaged across the two teachers for these analyses.

Should the PARS observation tool be included in state-wide implementation of QUALITYstarsNY, the following recommendations/observations should be considered:

1. Observations using PARS should be conducted simultaneously with the ERS, but by a second observer. Conducting observations with both tools at the same time reduces burden on the program and allows observations “coincide”. This process worked well in

- the field test, although it does require additional coordination of scheduling across observers. The participants seemed to accept having both observations done together.
2. Observers can be trained to use both the ERS and the PARS. Learning PARS did not interfere with the observers' confidence in being able to use the ERS.
 3. Training for PARS observers should include an emphasis on writing appropriate comments to back up ratings of met or not met. These comments will facilitate understanding of ratings and allow for better quality improvement efforts. The detail provided in the comments on PARS score sheets varied quite a bit among the current group of trained PARS observers.
 4. It would be helpful to have quality improvement team members trained in PARS so they better understand the ratings and can facilitate QI efforts in relation to PARS scores. As one observer comments "I worry about what happens when the score sheets leave the observers hands...the person trying to reconcile will need to know both instruments really well in order to help understand why score is low on PARS if score is high on ERS."
 5. Although observations using PARS require a focus on provider interactions with *individual* children, observers suggested that sharing this information with providers was not necessary. Instead, they gave similar information as when doing ERS (e.g., "I'm here to observe, and I will stay in background.")
 6. PARS training is labor intensive, but approximately the same as for the ERS. New York State now has 2 "gold standard" PARS observers (who met reliability criteria established by WestEd) who could be helpful in training future PARS observers.
 7. Translating "raw observation notes" to the score sheets is time intensive. Translating notes into PARS score sheets took a minimum of 2.5 hours per teacher. If 2 teachers are in a classroom, it could take 6-8 hours to type up notes. However, observers indicated that they did increase their speed and efficiency with PARS practice.
 8. If the trend toward lower PARS scores, especially in family/group family child care settings, continues in larger-scale roll out of QUALITYstarsNY, providing additional quality improvement efforts (e.g. training Family Child Care Infant Toddler specialists in PITC) that target PARS quality dimensions will be helpful.

COMMENTS RECORDED BY OBSERVERS WHEN PARS ITEM WAS MET OR NOT MET

PARS Sub-Item	Comments When Item NOT Met	Comments When Item Met
The infant/toddler care teacher follows children's (birth to 36 months) lead, allowing infants and toddlers to choose activities and play materials.	<p>The children were allowed to choose some of their activities, but almost all of their time was spent in teacher-directed play. The provider got out crayons, then potato heads, then balls and basketball hoop, then blocks. Provider often switched gears before children lost interest in an activity.</p> <p>Program is not set up for babies to choose appropriate materials and activities for their care/developmental level. Babies are placed on the carpet with no toys and they crawl around to the bins where preschool toys are located or they attempt to interact with preschool children playing with board games, crayons-the pieces are taken from the babies and not replaced with age appropriate toys.</p>	<p>Child brings a flower over to teacher to smell. Teacher pretends to smell flower. Child puts a stuffed dog up to teacher to smell. Teacher says "dogs smell with noses, don't they."</p> <p>Small group of children playing with telephones. Teacher approaches area, sits down on bench and pretend along with children who are interested. When children have had enough, they are free to leave group and engage in another activity in the classroom.</p> <p>Conversations on telephone revolves around the child's interests.</p>
The infant/toddler care teacher's responses reflect an understanding of the focus of the child's learning	<p>Caregiver's responses to child's play is not reflective of the child's learning. Responses are geared towards behavior guidance, providing words/language for verbal vocalizations, and asking closed ended questions. i.e. "I think she wants to open that"; "Oh, you have more cares for him"; "Do you want a car?"</p> <p>The caregiver often directed the play and did not seem to be focused on the children's learning. Brittany was busy trying to stack blocks when provider said "Brittany, do you want to make a train with us?". Brittany stopped what she was doing and</p>	<p>Child playing with pretend play dishes and comments, "I have a knife." Teacher responds "To cut up your hot dogs?" pauses and then says "You have a blue spoon and a blue knife and a red fork. Look on your plate."</p>

PARS Sub-Item	Comments When Item NOT Met	Comments When Item Met
	<p>joined the others.</p> <p>Many missed opportunities for expanding the child's learning. Caregiving is not focused on child's exploration, interests or discovery. Preschool child gives baby a dandelion. Baby takes it in her hand and waves it back and forth. Provider responds, "Can I have that?" and takes the dandelion away. Baby vocalizes distress signal; Provider picks up baby and brings her to stand at the table.</p>	
The infant/toddler care teacher seeks to expand learning when interacting with children engaged in discovery or learning	There were many missed opportunities with respect to this item. For example, a child was playing with a table toy and making it light up by putting a block in a fitted hole. Provider said, "That's a cool toy. You're playing with the cool toy" Provider didn't comment on the color of the light or the fact that it was blinking. She also did not point out to the child the cause and effect nature of his actions.	Teacher playing at sand table and child finds something while digging. He makes eye contact and teacher asks "What does it look like to you?" She waits and then says "Do you know what it's called?" Waits and says "A sand dollar." Teacher adds sea shells to sand on trays on the table. Child says "shells" while exploring them. Teachers says "They are smooth inside and bumpy on the outside."
The infant/toddler care teacher initiates interaction with young infants aged birth to 18 months when they are alert and active.	Caregiver does not initiate interactions with 12 month old child. Frequency of interactions occurs with preschool children who are more verbal and command attention from caregiver. 12 month old child is often moved to accommodate play by older children.	Notifies child looking underneath the bathroom sink. Teacher responds "Are you checking it out under there? Those are the pipes."
If the infant/toddler teacher has to interrupt a child (birth to 36 months) actively engaged in learning or exploration, the infant/toddler care	All children except 12 month old are playing with playdough at the table. Caregiver chooses some toys from the playroom and brings them to the table for the 12 month old to play with. Caregiver holds child on her lap while she helps older children get	Breakfast time and the children were playing in the sand table. Teacher approaches and says "few more minutes and then we will get ready for snack". She waits and asks if a child is ready to go wash his hands. She gives him time to stop

PARS Sub-Item	Comments When Item NOT Met	Comments When Item Met
teacher gives the child time to make the transition.	the playdough and props that they want. Each time caregiver stands up from the table, the 12 month old is carried (away from playing with the toys he was engaged in) with her until caregiver sits back down at the table where his toys are waiting. No language provided to the child to anticipate the interruption.	playing and he goes to the sink on his own.

APPENDIX L:

COMMENTS MADE BY FIELD TEST PARTICIPANTS IN RESPONSE TO QUESTION ABOUT WHETHER THE STANDARDS ADDRESSED ALL IMPORTANT ASPECTS OF QUALITY

STANDARD	COMMENTS
Learning Environment	Work sampling methods for child observation & assessment
Child Observation & Assessment	Obtaining information on health status, conditions, food allergies
	Home visits in child observation & assessment
Learning Environment	Difficult to capture innovative, creative curricula that reflect special individual qualities of the program
Curriculum Planning & Implementation	Unclear what curriculum would apply for infant/toddler classrooms
	Difficult to document how curriculum “comes alive” on paper
	Enrichment activities that are possible because of location/affiliation of site
	How to document meeting the needs of individual children
Family Engagement	Standards do not allow for staff verbal discussions with parents before and after class
Communication	Having an “open door” policy instead of designated parent conferences
	How would other means of sharing information with parents – verbally, on bulletin boards, resource rooms – be captured?
	Parent communication is built into IEPs and IESPs – how is this captured?
	Parent information materials not collated into a handbook
Family Engagement	Recognition of difficulties of working with hard-to-engage parents
Involvement & Family	Informal communication and support offered at “teachable” moments

STANDARD	COMMENTS
Support	through provider-parent relationship
	Offering family activities as opportunities for involvement and relationship-building
	Parent/Family resource area
Family Engagement	No comments offered
Transitions	
Qualifications & Experience	Concerns about confidentiality in sharing personnel information
Staff Retention	Required trainings not mentioned (e.g., MAT)
	Recognition of the value of life experience as well as credentials
	Staff retention per se is not a measure of quality
	Meeting the state requirements for training hours should be included
	In some circumstances, e.g., 4410 schools, credentials should include specialist degrees
	Documentation of bilingual capacity is often not included on resumes
	Documentation of staff physical examinations should be included
	SED regulations dictate staff credentials and professional development
Management & Leadership	Self-assessment should include “program evaluation”
Administrative Self-Assessment	Quality of administration is much more than self-assessment using standard tools
	Staff retreats and reflection sessions instead of formal assessment tools
	Annual performance reviews are evaluation/assessment tools

STANDARD	COMMENTS
	Does not appear to apply to family providers
Management & Leadership	More specificity in FAS1a1 – what types of insurance, what taxes?
Financial Accountability & Sustainability	Confidential/Proprietary information
	Information housed at corporate office, school district, headquarters of agency
	Relevance to quality is unclear
Management & Leadership	OCFS dictates requirements
Policies & Procedures	Family providers do not have written policies for internal procedures
Management & Leadership	Confidential/Proprietary information
Staff Compensation & Benefits	4410 programs have budgets set by SED
	How to account for part-time employees
Management & Leadership	Staggered staff schedules make team planning difficult
Staff Planning	Planning time is paid but during children's rest periods
	Family provider plans are not written as there is no one else involved in daily operations

APPENDIX M:

RESOURCES FOR CONSIDERING ADDITIONAL OBSERVATIONAL INSTRUMENTS FOR QUALITYstarsNY

A forthcoming volume authored by leading early childhood and measurement scholars can provide a helpful source for examining measures that assess quality in the domains of language/literacy and social-emotional development (Zaslow, M., Martinez-Beck, I., Tout, K., & Halle, T).

It should be noted that existing published classroom assessment measures have all shown mostly modest relationships between measured quality and child learning outcomes (Burchinal, Kainz, Tout, Zaslow, Martinez-Beck, & Rathgeb, 2009). However, one advantage to including assessments that yield information about specific classroom features expected to promote preschoolers' language, literacy, and social-emotional growth is that such information can be valuable in professional development and technical assistance activities. For example, an assessment that shows a classroom to be lacking activities that help children expand their vocabularies and knowledge of letters can prompt a quality advisor and teaching team to work toward incorporating more of these activities. An emerging body of research suggests that professional development and coaching focused on language, literacy, and social-emotional growth can improve children's learning outcomes (Zaslow, Tout, Halle, ck Whittaker, & Lavelle, 2010).

The following are measures that might be candidates for use in QUALITYstarsNY. Descriptions of these and other domain-specific measures and their technical properties can be found in a publication by Child Trends and the US Office of Planning, Research and Evaluation, *Quality in Early Childhood Care and Education Settings: A Compendium of Measures, Second Edition*, available at http://www.childtrends.org/Files/Child_Trends-2010_03_10_FR_QualityCompendium.pdf. Further information about the ELLCO, ECERS-R and CLASS can also be found at the Brookes publisher website; the SSEGA and SELA are unpublished.

- The ELLCO Pre-K. The Early Language and Literacy Classroom Observation tool is an updated version of an earlier assessment with well-established validity. This tool measures feature of the classroom environment, curriculum, and teacher practices that support preschoolers' language and literacy development.
- The ECERS-E (Early Childhood Environmental Rating Scale – extension). This tool, developed by UK researchers as supplement to the ECERS-R, includes a subscale that assesses supports for early literacy as well as math and science.
- The CLASS (Classroom Assessment Scoring System). This tool contains a set of items (“language modeling”) its “Instructional Support” domain related to supports for children's language development. It also has a domain with items that assess a

classroom's "emotional support," although these are more focused on the classroom's emotional climate than on teachers' use of social-emotional teaching strategies. The CLASS focuses mainly on teacher-child interactions.

- The complete SELA assesses supports for language and prereading skills, provided in the context of developmentally appropriate classroom activities, features of the classroom environment, and classroom routines.
- The complete SSEGA assesses supports for a positive teacher-child relationships and children's social-emotional competencies including positive social skills, emotion regulation, and the ability to understand social behavior. It assesses supports found in the classroom environment, teacher behaviors, and classroom routines.

References

- Burchinal, M., Vandergrift, N., Pianta, R.C., & Mashburn, A.J. (2010). Threshold analysis of association between child care quality and child outcomes for low-income children in pre-kindergarten programs. *Early Childhood Research Quarterly, 25*, 166-176.
- Burchinal, M., Kainz, K. C., Tout, K., Zaslow, M., Martinez-Beck, I & Rathgeb, C. (2009) Early Care and Education Quality and Child Outcomes. OPRE Research to Policy Brief. Available at http://www.researchconnections.org/files/childcare/pdf/OPRERestoPolicyBrief1_FINAL.pdf.
- Dickinson, D. K., McCabe, A., & Essex, M. A. (2006). A window of opportunity we must open: The case for high-quality support for language and literacy. In D. K. Dickinson & S. B. Neuman (Eds.), *Handbook of early literacy research* (Vol. 2, pp. 11–28). New York: Guilford.
- Ladd, G. W., Herald, S. L., & Kochel, K. P. (2006). School Readiness: Are there Social Prerequisites? *Early Education and Development, 17*(1), 115-150.
- NICHD Early Child Care Research Network. (2005). Pathways to reading: The role of oral language in the transition to reading. *Developmental Psychology, 41*(2), 428–442
- Zaslow, M., Tout, K., Halle, T., Vick Whittaker, J., & Lavelle, B. (2010). *Toward the Identification of Features of Effective Professional Development for Early Childhood Educators, Literature Review*. Washington, D.C.: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service.
- Zaslow, M., Martinez-Beck, I., Tout, K., & Halle, T. (in press) *Quality Measurement in Early Childhood Settings*, New York: Brookes Publishing Co.

APPENDIX N:

NUTRITION AND PHYSICAL ACTIVITY OBSERVATION AND CODING

The Nutrition and Physical Activity Observation form used in the QUALITYstarsNY field test was adapted from the Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) instrument, developed by the North Carolina Department of Health and Human Services and the Center for Health Promotion and Disease Prevention at the University of North Carolina, Chapel Hill.¹ An observational tool, Environment and Policy Assessment and Observation (EPAO), was developed for evaluation purposes. The developers of the NAP SACC and EPAO tools reviewed a draft of the field test version for consistency with the underlying concepts and measurement approaches. The field test assignment of point values for observations drew heavily upon the EPAO scoring guide. The table below describes the items and the points for the field test observations.

OBSERVATION ITEM	ITEM SCORING	MAXIMUM POINTS
FRUITS & VEGETABLES		
Fruit – raw (not juice) served	If served, 2 points	2
Fruit – frozen or canned	If served, 1 point	2
Fruit – frozen or canned, in own juice	If in own juice, 1 point	
Fruit – frozen or canned, in light or heavy syrup, or unable to determine	No points	
Fruit juice	If served, 1 point	2
Fruit juice – 100% juice	If 100% juice, 1 point	
Fruit juice – fruit drink, fruit cocktail, or unable to determine	No points	
Vegetables – raw without dip	If served, 2 point	

¹ See Ammerman, AS, Benjamin, SE, Sommers, JS, Ward, DS. 2004. *The Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) environmental self-assessment instrument*. Division of Public Health, NC DHHS, Raleigh, NC, and the Center for Health Promotion and Disease Prevention, UNC-Chapel Hill, Chapel Hill, NC. Also see <http://www.unc.edu/~mwwhite/napsacc/bkgrd.html>.

OBSERVATION ITEM	ITEM SCORING	MAXIMUM POINTS
		4
Vegetables – raw with dip	If served, 1 point	
Vegetables – cooked and served without fat	If served , 2 points	
Vegetables – cooked or served with fat	No points	
Vegetables (not fried) – unable to determine how cooked	If served, 1 point	2
Vegetables (not fried) – dark green, red, yellow, or orange	If served, 2 points	
Vegetables (not fried) – other colors	No points	
Fried vegetables (e.g. French fries, tater tots, hash browns, battered and fried vegetables of any kind)	If served, no points	2
Fried vegetables (e.g. French fries, tater tots, hash browns, battered and fried vegetables of any kind)	If not served, 2 points	
BEVERAGES		
Milk	If any served, 2 points	4
Milk – whole/regular, unable to determine fat content	No points	
Milk – 4% or 2% fat content	If served, 1 point	
Milk – 1% fat or skim	If served, 2 points	
Drinking water, inside – not available, unable to determine	No points	3
Drinking water, inside – available during breaks, on request, self-serve	1 point each	
WHOLE GRAINS/LEAN MEATS		
Bread or rolls – white, other, unable to determine	No points	

OBSERVATION ITEM	ITEM SCORING	MAXIMUM POINTS
Bread or rolls – whole wheat	If served, 2 points	2
Bread or rolls – white wheat	If served, 1 point	
Cereals – sugar coated, unable to determine	No points	2
Cereals – oatmeal, Cheerios, other whole grain	If served, 2 points	
Lean meats (e.g. baked or broiled chicken or fish, deli turkey)	If served, 1 point	1
Lean meats (e.g. baked or broiled chicken or fish, deli turkey)	If not served, no points	
HIGH SUGAR/HIGH FAT FOODS		
Fried meats or fish (e.g. chicken nuggets, fish sticks)	If served, no points	2
Fried meats or fish (e.g. chicken nuggets, fish sticks)	If not served, 2 points	
High saturated fat meats (e.g. sausage, bacon, hot dogs, bologna, ground beef, ham)	If served, no points	2
High saturated fat meats (e.g. sausage, bacon, hot dogs, bologna, ground beef, ham)	If not served, 2 points	
Sugary drinks (e.g. sports drinks, sweet tea, punch, soda)	If served, no points	2
Sugary drinks (e.g. sports drinks, sweet tea, punch, soda)	If not served, 2 points	
PHYSICAL ACTIVITY		
Location of physical activity – classroom or main area used in family home	No points	2
Location of physical activity – indoor space suitable for gross motor play, outside in play yard, other outdoor space	If any, 2 points	
Equipment available for physical activity – fixed (e.g. swings, slides, climbing equipment)	If any, 2 points	4
Equipment available for physical activity – portable (e.g. wheel toys, balls, tumbling mats, jump ropes, wagons)	If any, 2 points	
Adult involvement in physical activity – led or	If led, 2 points;	

OBSERVATION ITEM	ITEM SCORING	MAXIMUM POINTS
participated in activities	If participated, 2 points	4
Adult involvement in physical activity – observed activities	No points	