QUALITYstarsNY Standards

Center-based & School-based Early Learning and Development Programs

COVID-19 Emergency Changes Addendum

In effect through June 30, 2021

This addendum reflects temporary changes to evidence requirements for some QUALITYstarsNY Program Standards during the COVID-19 pandemic. These changes will be effective immediately for programs rated through June 30, 2021.

Temporary COVID-19 changes are reflected in the Minimum Requirement column in bold text throughout the Standard Guidance Documents.

Standards with temporary evidence requirements changes during COVID-19:

Standard Category	Standard Code	Standard	Temporary Update During COVID-19
Learning Environment: Classroom Environment	CE 2	Program completes an ERS self-assessment using the appropriate scale(s) and writes an improvement plan to address subscale scores below 3.25.	**Documentation dated as far back as 2018 will be accepted.**
Learning Environment: Child	COA 3	Program documents the developmental status of each child within 45 days of	**Documentation dated as far back as 2018 will be accepted.**

Observation & Assessment		entering the program using a child development screening tool.	
Learning Environment: Child Observation & Assessment	COA 5	Program documents the developmental progress of each child at least quarterly using a child development assessment tool(s).	**Documentation for any 12-month period dating as far back as 2018 will be accepted.**
Family Engagement: Communication	C1	Program communicates with parents of infants in writing on a daily basis about care giving routines such as feeding, sleeping, and diapering/toileting.	**Programs may submit ONE of the following:** Evidence of use must include completed forms for at least one child with information regarding the following care giving routines: ❑ Feeding ❑ Sleeping ❑ Diapering ❑ Timing of above events **OR** Written policy stating how written reports are shared with families on a daily basis
Family Engagement: Communication	C4	Program meets one-on-one with parents about their individual child's developments at least twice a year.	**Documentation for a single child within a 12 month period dated as far back as 2018 will be accepted.**

If you have any questions about these temporary changes, please reach out to your Quality Improvement Specialist. If further assistance is need, you can contact support@qualitystarsny.org.

QUALITYstarsNY Program Standards

School-based Early Learning and Development Programs/UPK Programs

Learning Environment, Family Engagement, and Management & Leadership Standards - Amended September 1, 2012;
Qualifications & Experience Standards - Revised December 3, 2018; Temporary COVID-19 Addendum: Effective September 1, 2020 – June 30, 2021

LEARNING ENVIRONMENT

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

Classroom Environment (CE) - 60 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
CE 1	Program administrative staff attends training on the Environment Rating Scales (ERS).	Supervisors and administrative staff are versed in the ERS so they can coach and support teaching staff.	❑ Evidence in Aspire that at least 1 administrator has attended the relevant training within the previous 15 months, verified with Training Certificate	❑ Evidence in Aspire that at least 1 administrator has attended the relevant training within the previous 15 months, verified with Training Certificate	2
CE 2	Program completes an ERS self-assessment using the appropriate scale(s) and writes an improvement plan to address subscale scores below 3.25.	Administrators and teachers are familiar with the ERS so they can go through the scales and identify ways to improve.	❑ Completed ERS self-assessment report stating overall score and subscale scores. If applicable, include improvement plan	❑ Completed ERS self-assessment report, stating overall score and subscale scores ❑ Written improvement plan, if applicable ❑ ***Temporary COVID-19 Update:** Documentation dated as far back as 2018 will be accepted.*	8
Standards CE 3 – CE 5 are determined by a site's average Environment Rating Scale (ERS) score – not shown in the online portal					

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
CE 3	Program has an <u>independent</u> ERS assessment and achieves an overall score of 4.25 – 4.99. Written improvement plan for subscale scores below 3.50.	An external observer can provide an unbiased assessment of the learning environment.	❑ Completed ERS report(s) is automatically sent to QUALITYstarsNY	❑ Written improvement plan for subscale scores below 3.50	30
CE 4	Program has an <u>independent</u> ERS assessment using the appropriate scale(s) and achieves an overall score of 5.00 – 5.49. Written improvement plan for subscale scores below 4.00.	An external observer can provide an unbiased assessment of the learning environment.	❑ Completed ERS report(s) is automatically sent to QUALITYstarsNY	❑ Written improvement plan for subscale scores below 4.00	40
CE 5	Program has an <u>independent</u> ERS assessment using the appropriate scale(s) and achieves an overall score of 5.50 or higher. Written improvement plan for subscale scores below 4.50.	An external observer can provide an unbiased assessment of the learning environment.	❑ Completed ERS report(s) is automatically sent to QUALITYstarsNY	❑ Written improvement plan for subscale scores below 4.50	50

Child Observation & Assessment (COA) - 20 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
COA 1	Program has in place a child observation and assessment policy that includes the collection and protection of assessment results and sharing assessment results with families.	Program should have a written policy about the collection of observation and assessment information in order to ensure consistency throughout the program. The policy should include the rationale and procedures for collecting and sharing information. Assessment information should be kept confidential and only shared with those who need to know it (i.e., teachers, families and specialists).	❑ Policy or practice statement that references the type(s) of child data collected; how and when data are collected; how data are held confidential; and how and when data are shared with families	Evidence must explain all of the following: • The type(s) of child data that are collected • How and when data are collected • How data are held confidential (so that those who should not access it, do not) • How and when data are shared with families	2
COA 2	Program collects information at enrollment on children's development including social emotional concerns, dominant language, preferences and any special needs.	Programs should gather information about each child and family during enrollment, in order to inform curriculum planning, help guide children's learning, and understand family circumstances from day one. In addition to gathering information on any special needs, general information on children's preferences and background should also be collected.	❑ Copies of completed enrollment form(s) from 3 children, with identifying information removed. *If information is collected on multiple forms, include an example of each completed form*	Evidence must reference all of the following: ❑ 3 children ❑ Child's physical development ❑ Child's cognitive development ❑ Child's social-emotional development ❑ Dominant language of child ❑ Child's dietary needs and preferences ❑ Child's date of enrollment	2

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
COA 3	Program documents the developmental status of each child within 45 days of entering the program using a child development screening tool.	Before or soon after starting a program, a child should be initially screened for basic developmental levels in order to help define individual learning goals and identify any potential special needs.	❑ Copy of completed developmental screening form(s) used to document developmental screening for 3 children, with identifying information removed	Evidence must reference all of the following: ❑ 3 children ❑ Enrollment date *(This may be added to the form if no space exists)* ❑ Completed screening forms ❑ Screening date occurs before enrollment date OR within 45 days of the enrollment date ❑ **Temporary COVID-19 Update:** Documentation dated as far back as 2018 will be accepted *It is not necessary to submit the entire tool. A few pages showing completed information will suffice.*	2
COA 4	Program uses a developmental screening tool that is valid and reliable.	When programs use a developmental screening tool that has been researched, tested and shown to measure appropriate developmental milestones, they are assured that the results can be used for curriculum planning, as well as a basis to refer families for special educational services. **Valid**: A screening tool is valid when it measures what we want to measure and not something else. **Reliable**: A screening tool is reliable when the screening procedure is conducted accurately and consistently over time. The procedure would yield similar results if repeated or if done by different people.	Evidence must include completed forms, from a screening tool below, for 3 children. ❑ Ages and Stages Questionnaires ❑ Ages and Stages Questionnaires Social-Emotional ❑ Battelle Developmental Inventory Screening Test ❑ Bayley III Screening Test ❑ Bayley Infant Neurodevelopmental Screener (BIDS) ❑ Brigance Inventories System II ❑ Brigance Self-Help and Social-Emotional Scales ❑ Child Development Inventories (CDI) ❑ Denver Developmental Screening Test (DDST) ❑ Developmental Indicators for the Assessment of Early Learning (DIAL) ❑ Early Screening Inventory ❑ Infant-Toddler Developmental Assessment	Evidence must include all of the following: ❑ Name of tool ❑ Completed forms ❑ 3 children *It is not necessary to submit the entire tool. A few pages showing completed information will suffice.* If "**Other**" is selected, all of the following evidence must be submitted in addition to the items above: ❑ The tool is designed for the purpose of screening (not child assessment) ❑ The screening tool is appropriate for use with children between birth and age five ❑ The screening tool covers multiple developmental domains (i.e. physical/motor, cognitive, linguistic, and social-emotional) ❑ The screening tool is available for use by early childhood practitioners (e.g., early education teachers, child care providers, primary care	1

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
			❑ FirstSTEP Screening Test for Evaluating Preschoolers ❑ Kent Inventory of Developmental Skills (KIDS) ❑ Learning Accomplishment Profile-Diagnostic Screens ❑ Parents' Evaluation of Developmental Status (PEDS) ❑ Parents' Evaluation of Developmental Status-Developmental Milestones (PEDS:DM) ❑ Pediatric Symptom Checklist ❑ Preschool and Kindergarten Behavior Scales (PKBS) ❑ The Ounce Scale ❑ Other	practitioners, mental health service providers, home visitors, early intervention providers, etc.) ❑ Information about the screening tool's reliability and validity is available	
COA 5	Program documents the developmental progress of each child at least quarterly using a child development assessment tool(s).	Authentic assessments are done regularly throughout the year, developmental progress is tracked and learning goals are adjusted. This is done for all children in the program, regardless of age, using an age-appropriate tool. Authentic assessment tools can take many forms, including: ❑ Anecdotal records ❑ Observation notes ❑ Checklists ❑ Developmental scales ❑ Standardized assessment forms ❑ Work sampling In order to understand the whole child, providers should gather information about each child's development within all of the following domains: ❑ Physical well-being, health, and motor development ❑ Social and emotional development	❑ 4 completed assessment forms for 1 child. Forms must indicate that assessments were conducted quarterly, within the previous 15 months, with identifying information removed.	Evidence must include all of the following: ❑ 4 completed form(s) Conducted quarterly: on 4 different dates, at most 3 months apart ❑ 1 child ❑ ***Temporary COVID-19 Update:*** *Documentation for any 12-month period dating as far back as 2018 will be accepted.* ❑ Indicate all of the domains at least once in the assessment evidence *The entire tool is not necessary. A few pages showing completed information are sufficient.* *If a program uses a variety of assessment tools throughout the period, a different form of assessment may be submitted for each quarter. However programs must submit 4*	2

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
		❑ Approaches to learning ❑ Cognition and general knowledge ❑ Language, communication, and literacy		*forms of assessment for the same child.*	
COA 6	Program uses a developmental assessment tool(s) that is valid and reliable.	Valid and reliable assessment tools have been shown to give meaningful information on child development and can effectively help identify developmental delays, if any exist. **Valid**: An assessment is valid when it measures what we want to measure and not something else. **Reliable**: A sound assessment is reliable when the assessment is conducted accurately and consistently over time. The procedure would yield similar results if repeated or if done by different people.	Evidence must include completed assessments from a tool below for 3 children. ❑ Ages and Stages Questionnaires ❑ Creative Curriculum Developmental Continuum Assessment ❑ Bayley Scale of Infant and Toddler Development ❑ Brigance Inventories ❑ Galileo Preschool Assessment Scales ❑ High Scope Child Observation Record (COR) ❑ Learning Accomplishment Profile-Diagnostic (English or Spanish) ❑ Mullen Scales of Early Learning ❑ Ounce Scale ❑ Work Sampling System ❑ Teaching Strategies GOLD ❑ Other	Evidence must clearly indicate: ❑ Name of tool ❑ Completed forms ❑ 3 children *It is not necessary to submit the entire tool. A few pages showing completed information will suffice.* If **Other** is selected, the following evidence must be submitted in addition to the above: ❑ Indication that the tool is designed for the purpose of assessment (not screening) ❑ The assessment tool is appropriate for use with children between birth and age five ❑ The assessment tool covers multiple developmental domains (i.e. physical/motor, cognitive, linguistic, social-emotional) ❑ The assessment tool is available for use by early childhood practitioners (e.g., early education teachers, child care providers, primary care practitioners, mental health service providers, home visitors, early intervention providers, etc.) ❑ The assessment tool is valid and reliable	1
COA 7	Program has a plan to ensure that child screenings and assessments are done in a culturally and linguistically appropriate manner, including in the appropriate language.	All young children, including those from diverse cultural, racial, ethnic, linguistic, and ability backgrounds have the right to benefit from screenings and assessments conducted in a linguistically and culturally responsive manner (i.e.,	❑ Written statement that references accommodations made to both <u>screen</u> and <u>assess</u> children in their dominant language	Evidence must reference: • Accommodations that are made to both <u>screen</u> and <u>assess</u> children • Screenings and assessments are conducted in the child's dominant language	2

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
		that is informed by children's specific cultural, racial, ethnic, linguistic, and ability groups).			
COA 8	All teaching staff receives annual training in child observation and assessment that include recognition of developmental milestones and identifying possible developmental delays and linking child observation and assessment to curriculum implementation.	Teaching staff should have regular training that develops and continuously refines all aspects of child development, child observation and assessment, and integrating assessment results into curriculum/learning goals, in order to be knowledgeable of and able to implement the latest recommended practices.	❑ Evidence in Aspire that at least 60% of teaching staff have attended the relevant training within the previous 15 months, verified with Training Certificate	Evidence in Aspire that at least 60% of teaching staff have attended the relevant training within the previous 15 months, verified with Training Certificate	3
COA 9	Program can document that assessment results are used to inform instruction that addresses the needs of individual children.	Observation and assessment results are used to guide instruction to support each child in reaching developmental milestones and adapting to special needs. There should be a concrete connection between the child's needs and the learning opportunity. Evidence of assessment results may include: conclusions drawn from observations, work samples, checklists, such as: During an observation, teacher noticed 4 year old child shows interest in using scissors, but holds incorrectly and rips paper. The lesson plan would then indicate the individual child's learning goal and opportunity for cutting with scissors.	❑ A child's assessment results **AND** ❑ Evidence of how instruction is tailored to address assessment results **AND** ❑ Statement of how program uses the assessment results to make appropriate adaptations	Evidence must contain all of the following, specific to 1 child: ❑ One child ❑ Assessment results (e.g., observations and/or anecdotal evidence) ❑ How instruction is tailored to address assessment results (e.g., IEPs or lesson plans with modifications for individual children) Statement must reference: ❑ Assessment results ❑ Observations and assessments ❑ Individual child's learning goals	3
COA 10	Program can document that aggregated assessment results are used to inform program practice.	Regular reviews that tabulate and average across all of the children's assessment results will help the program understand its strengths and opportunities for improving the learning environment and supports for children and their families.	❑ Aggregated data report(s) **AND** ❑ Statement or improvement plan of how program uses assessment data to inform program practices	Evidence must include information regarding: • Data report(s) showing how developmental assessments are aggregated and analyzed • How aggregated results are used to inform program-wide practices. Examples of use include:	2

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
				• Teacher training • Policy changes • Parent education	

Curriculum Planning & Implementation (CPI) - 20 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
CPI 1	Program has a written education philosophy or statement.	The program has a set understanding or theory about children's learning and how it supports this effort.	❑ Education philosophy or statement noting the program's beliefs about how children learn and how the program supports children's learning and needs	Evidence must describe: ❑ Beliefs about how children learn ❑ How the program supports children's learning and needs	2
CPI 2	Program uses a written curriculum or curriculum framework that is developmentally appropriate and addresses the key domains of child development.	The program's curriculum or curriculum framework is written, organized and references the five key domains of child development in order to promote optimal child development.	❑ Curriculum or curriculum framework that references all key domains of child development **AND** ❑ Evidence of program's use of curriculum	Curriculum/curriculum framework must reference all key domains of child development: ❑ Physical development ❑ Social-emotional development ❑ Approaches to learning ❑ Cognition ❑ Language, communication and literacy **AND** ❑ 1 source of evidence of program's use of curriculum must be submitted. Acceptable examples include: • Lesson Plan(s) • Schedule(s) and/or explicit statement of how curriculum is appropriately used in lesson plans or schedule Any submitted evidence must be completed and include references to the curriculum so that one can tell it is based on the curriculum. For example, if coding is used, a legend is noted. *An explicit statement on how curriculum is appropriately transferred to lesson plans is expected.*	3

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
CPI 3	Program uses a written curriculum or curriculum framework that is evidence-based, meaning research has been conducted regarding the relationship between the curriculum and children's learning.	Using a curriculum or curriculum framework this is evidence-based, gives the program and families assurance that learning experiences that are guided by the curriculum will effectively support children's learning for each key domain of child development. Evidence-based means the relationship between the curriculum and child outcomes has been proven effective through published, scientifically-based studies.	Cover page of one of the following curricula: ❑ Before ABCs: Promoting School Readiness in Infants and Toddlers ❑ Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice ❑ Creative Curriculum ❑ Create Curriculum for Infants, Toddlers, and Two's ❑ High Scope Curriculum ❑ The Montessori Method ❑ The Carolina Curriculum ❑ Zero to Three Cradling Literacy ❑ Other – submit evidence that curriculum is evidence-based	Evidence must reference: ❑ Cover page of the curriculum, including title (if applicable). If **Other** is selected, program must also include evidence of the research basis for the curriculum components. *Reference(s) to applicable studies and research is encouraged*.	3
CPI 4	Program uses a written curriculum or curriculum framework that aligns with the NYS Early Learning Guidelines and/or the Pre-K Foundation for the Common Core.	The written curriculum is aligned to major state initiatives that reference children's development and learning needs.	❑ Curriculum cover page or curriculum framework **AND** ❑ Completed curriculum crosswalk	Evidence must include: ❑ Curriculum cover page or curriculum framework ❑ Completed crosswalk *The QUALITYstarsNY Standards Resource Guide has a sample crosswalk template that may be used for this purpose. Alternatively, any statement or chart that clearly notes how the curriculum or curriculum framework aligns with every domain of the ELG can suffice.*	4
CPI 5	Program uses a written curriculum or curriculum framework that is adapted to be culturally competent by incorporating into the classroom curriculum culturally sensitive, books, themes and projects.	Written curriculum recognizes the diversity of cultures, linguistic abilities, family units, disabilities, and religions that exist within the classroom and throughout the world and fosters a sense of awareness, empathy, understanding, and acceptance of these differences.	❑ 3 activity/lesson plans indicating use of culturally sensitive books, themes or projects	Evidence must include the following: ❑ 3 different activity/lesson plans ❑ References to use of culturally sensitive books/themes/or projects Examples: • Curriculum guides teachers in planning and implementing learning experiences related to diverse cultures • Diverse elements of the world are incorporated into classroom and learning experiences	2

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
				• Curriculum provides opportunities for children to confront biases	
CPI 6	All teaching staff receives annual training to implement the curriculum and supervision support is provided to staff to assist with curriculum implementation.	Ongoing training is needed to develop and continuously refine teachers' abilities to effectively implement curricula activities.	❑ Evidence in Aspire that at least 60% of teaching staff have attended the relevant training within the previous 15 months, verified with Training Certificate	❑ Evidence in Aspire that at least 60% of teaching staff have attended the relevant training within the previous 15 months, verified with Training Certificate	3
	Program has currently enrolled children with IFSPs or IEPs		❑ If yes, continue ❑ If no, go to Physical Well-being & Health		
CPI 7	Program implements appropriate modifications and provides additional supports to enable children with IFSPs or IEPs more effective inclusion in the full range of the program's activities.	When working with children with special needs, it is important that they are evaluated by a professional and receive an IFSP/IEP specifying what is needed for the child's learning and early childhood education experience. It is also important that the evaluation is followed to support the individual child's development and that the child is included in the classroom/group as an equal participant.	❑ Statement describing 1 currently enrolled child with an IFSP or IEP and modifications made for the child and/or family by the program, with the child's name excluded	Evidence must include all of the following descriptions or examples: ❑ 1 currently enrolled child with an IFSP/IEP ❑ Modifications made for the child *The specific IEP/IFSP with the child's name should not be included.*	3

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

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
	Program has currently enrolled children under 12 months of age ❑ Yes, continue ❑ No, go to PH 2				
PH 1	Program provides infants daily opportunities to move freely under adult supervision to explore indoor and outdoor environments, including tummy time when awake.	Infants need freedom of movement, including tummy time, to build strength and motor skills.	Evidence must show daily, supervised exercise opportunities that include free movement on the stomach and other movement indoors and outdoors. ❑ Parent/family handbook **OR** ❑ Curriculum **OR** ❑ Daily schedules **OR** ❑ Lesson plans or goal statements **OR** ❑ Other	Evidence must show exercise opportunities, including all of the following: Daily ❑ Free movement on stomach while awake and alert ❑ Under supervision ❑ Indoor and outdoor	1
	Program has currently enrolled children 12 months of age and older ❑ Yes, continue ❑ No, go to PH3				
PH 2	Program provides opportunities for toddlers and/or preschoolers to have	Program should support the social-emotional, health, physical, and fine	Evidence must name the specific structured and unstructured physical	Evidence must show physical activity that is all of the following:	1

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
	at least 15 minutes of developmentally appropriate, structured and unstructured, moderate to vigorous physical activity (both inside and outside) for every hour they are in care. For example, in a 3 hour program, children should have at least 45 minutes of physical activity in total, not necessarily continuously.	and gross motor development of children through active play. Multiple daily opportunities should be offered for structured and unstructured physical activity.	activities provided and demonstrate that these activities occur both inside and outside. ❑ Parent/family handbook **OR** ❑ Policy statement **OR** ❑ Daily schedule or plan **OR** ❑ Other	❑ Structured (name the specific structured activity or activities) ❑ Unstructured (free play) ❑ Inside and outside (weather permitting)	
PH 3	Program has a policy that details the use of TV/video for children, including that TV/video is never used during nap and meal time or for children birth to age 2. For children ages 2 to 5 there is no more than 30 minutes once a week of high quality educational or movement-based commercial-free programming.	Children's access to television/video should be nonexistent for infants and toddlers and limited to 30 minutes per week for preschoolers so as to reduce the harmful effects of screen time and commercial marketing on health, learning, behavior and sleep.	❑ Policy statement on use of TV/video that references how viewing policies are differentiated by age group	Evidence must show: ❑ Written policy on TV/video that references how viewing policies are differentiated by age group Age 0-2yrs: (if applicable) ❑ No TV/video, ever Age 2-5yrs (if applicable) ❑ No TV/video, ever **OR** All of the following: ❑ No TV/video for children birth to age 2 ❑ 30 minutes/week MAX of TV/video ❑ No TV/video during naps ❑ No TV/video during meals ❑ All TV/video is quality educational and/or movement-based ❑ No commercials	2
PH 4	Program promotes the service or consumption of meals and snacks that meet the Child and Adult Care Food Program (CACFP) meal pattern for the ages served.	Nutrition is important to children's growth and development. Childhood is also a time to teach nutrition and healthy habits that will last a lifetime. Menus that comply with the CACFP meal pattern requirements meet children's nutrition and growth and development needs.	❑ If program participates in CACFP, submit evidence of CACFP participation	❑ Evidence of participation in CACFP (i.e., CACFP billing, CACFP reimbursement checks, correspondence from CACFP Sponsor or CACFP contract)	2

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
		There must be a clear link between CACFP guidelines and the meal pattern (potion size and components for meals and snacks) on menus. For more information about CACFP meal patterns, visit the USDA Food and Nutrition website for child day care centers.	**OR** ❑ If program does not participate in CACFP, submit 1 week of menus for all meals and snacks served <u>using standard OCFS menu planning form</u> **AND** ❑ Statement of compliance with CACFP minimum meal pattern components for all meals and snacks served	If program does not participate in CACFP, evidence must include all of the following: ❑ 1 week of menus for all meals and snacks served <u>using standard OCFS menu planning form</u> ❑ Evidence of how the program complies with CACFP minimum meal pattern components for all meals and snacks served.	
PH 5	Program adopts a formal obesity prevention program.	It is important for programs to adopt a set, established program to promote healthy eating habits and physical activity. It is also critical for programs to instill in children, families, and staff, the importance of healthy living and to provide them with the tools to adopt healthy habits.	Evidence must demonstrate adoption of a formal obesity prevention program. ❑ Program assessment(s) **OR** ❑ Action plan(s) **OR** ❑ Timeline(s) **OR** ❑ Goal statement(s) **OR** ❑ Other	Evidence must show the adoption of approved prevention program(s). *See Resource Guide for list of approved options.* ❑ Evidence of use of an obesity prevention program	1
PH 6	Teaching or administrative staff attends training regarding implementation of the obesity prevention program.	Staff is trained regularly to implement a formal obesity prevention program, using the latest research and resources.	❑ Evidence in Aspire that at least 60% of teaching or administrative staff have attended the relevant training within the previous 15 months, verified with Training Certificate	❑ Evidence in Aspire that at least 60% of teaching or administrative staff have attended the relevant training within the previous 15 months, verified with Training Certificate	1

FAMILY ENGAGEMENT

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

Communication (C) - 25 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
Program has currently enrolled children under 12 months of age ☐ Yes, continue ☐ No, go to C2					
C 1	Program communicates with parents of infants in writing on a daily basis about care giving routines such as feeding, sleeping, and diapering/toileting.	It is important to keep families informed as to the health and schedule of their child on a daily basis. Verbal communications are great, but not enough to ensure that parents have the information they need at the end of a busy day, when their infants might be fussy and need their full attention.	☐ 3 completed copies of form(s) used for communicating with families about care routines that pertain to feeding, sleeping, diapering, and the times of day that these events occur **AND** ☐ Evidence that care routine information is shared with families on a daily basis	***Temporary COVID-19 Update:*** *Programs may submit ONE of the following documentation.* Evidence of use must include completed forms for 3 children with information regarding the following care giving routines: ☐ Feeding ☐ Sleeping ☐ Diapering ☐ Timing of above events **OR** ☐ Written policy stating how written reports are shared with families on a daily basis	3
C 2	Program communicates with families in a comprehensive, written format about the program's history, philosophy, admissions policies, applicable regulations, parent involvement opportunities, and other policies.	Important program information and policies should be written down, periodically updated and distributed to families.	Evidence must include information on the program's history, admissions policies and parent/family involvement opportunities. ☐ Parent/family handbook **OR** ☐ Handouts **OR** ☐ Website posting(s) **OR** ☐ Other	Evidence must reference: ☐ Program's history ☐ Admissions policies ☐ Parent/family involvement opportunities	5
C 3	Program periodically communicates in writing with families about program and child activities and other pertinent information.	It is important to regularly share information about general program events and children activities with families so that they are aware and may prepare or plan to participate. Information should be presented in a	☐ 3 sources of evidence stating the specific nature of activities shared and clearly indicating that information was communicated on 3 different dates within the previous 15 months	Evidence must include: ☐ 3 sources of evidence (e.g., newsletters, e-newsletters, e-mails, and website postings) demonstrating the program's communication with families	3

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
		format easily accessible to families and translated, if necessary.		about general children activities/program events and/or other pertinent information' ❑ From 3 various dates ❑ Within the previous 15 months	
C 4	Program meets one-on-one with parents about their individual child's developments at least twice a year.	Children grow fast and sometimes behave differently at home and school. Therefore, it is important for families and teachers to intentionally meet at least twice a year for a two-way discussion about their child's development, including physical well-being, health, and motor development; social and emotional development; approaches to learning; cognitive and general knowledge; and language, communication, and literacy. Teachers and families will be able to use this shared knowledge to support learning at home and school.	Evidence must demonstrate that meetings occurred on at least 2 different dates within the previous 15 months. ❑ Meeting invitation **OR** ❑ Calendar showing schedule of teachers' conferences **OR** ❑ Conference announcement(s) **OR** ❑ Parent/family handbook **OR** ❑ Sign in sheet(s) **OR** ❑ Other	Evidence must demonstrate: ❑ Meetings occurred on at least 2 different dates ❑ ***Temporary COVID-19 Update:*** *Documentation for a single child within a 12 month period dated as far back as 2018 will be accepted*	3
C 5	Program communicates with families in writing about staff member's educational qualifications and professional experience.	Families are informed, in writing, of the qualifications of the people who are taking care of and providing learning experiences to their children so they can trust and develop significant positive relationships.	Evidence must clearly show staff qualifications and experiences for at least 1 administrator and 1 teacher. ❑ Parent/family handbook **OR** ❑ Staff member profiles **OR** ❑ Website **OR** ❑ Other	Evidence must include: ❑ Written communication to families about staff qualifications and professional experience (e.g., memo, newsletter, handbook or website) Educational qualifications and experience for ❑ At least 1 teacher **AND** ❑ At least 1 administrator	3
C 6	Program communicates with families about program activities and policies in a group setting.	Families are informed in a group about what they need to know about the program. This is important as it allows for feedback and also is more dynamic and informative than just providing passive literature on the subject(s). Group meetings allow for questions, comments and interactions between families.	Evidence must demonstrate that program communicates with families in a group setting about activities and policies. ❑ Announcement **OR** ❑ Agenda **OR** ❑ Sign-in sheet **OR**	Evidence must reference: ❑ Group setting (i.e., during a program orientation or back to school day/night) ❑ About activities and policies	3

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
			❑ Other		
C 7	Program provides written information about family resources and supports, such as information on child development, oral health, child health insurance, tax credits, and child care financial assistance.	It is helpful to families when programs provide information about family resources and supports in the community.	Evidence must show that written information about relevant family resources and supports is accessible to families. ❑ Reference to the availability of resources **AND** ❑ 3 sample resources/supports offered	Evidence must demonstrate: ❑ Written statement such as a note to families or statement in family handbook referencing available resources and supports. ❑ 3 sample resources/supports	5

Family Involvement & Support (FIS) - 32 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
Program has currently enrolled children under 12 months of age ❑ Yes, continue ❑ No, go to FIS 2					
FIS 1	Program supports breastfeeding.	There are proven health benefits and development advantages associated with breastfeeding. Programs should support mothers who desire to provide breast milk for their children.	❑ If participating in CACFP, provide a completed CACFP Breastfeeding Friendly Certificate **OR** ❑ If not participating in CACFP, provide the Completed CACFP Self-Assessment	Evidence must include: ❑ Completed CACFP Breastfeeding Friendly Certificate **OR** ❑ Completed CACFP Self-Assessment	2
FIS 2	Program offers family social gatherings that intentionally include other family members, in addition to parents.	Engaging extended family members in the program's activities sends the message that every member of each child's family and communities are important to children's development.	Evidence must show that program offers family social gatherings that include family members beyond just parents ❑ Announcement or invitation **OR** ❑ Calendar showing gathering(s) **OR** ❑ Newsletter **OR** ❑ Other	Evidence must show: ❑ Proof of family social gatherings ❑ Intentional inclusion of family members beyond just parents (e.g., grandparents, siblings, uncles, etc.)	2

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
FIS 3	Program provides workshops, training or other events for families on educational topics.	It is helpful for programs to support the ongoing education of families on topics relevant to their children's development.	Evidence must show that program provides educational opportunities to families. ❑ Announcement or invitation **OR** ❑ Calendar showing gathering(s) **OR** ❑ Newsletter **OR** ❑ Other	Evidence must demonstrate that program offers: ❑ Family educational opportunities (i.e., workshops or trainings) ❑ Other events	2
FIS 4	Program offers volunteering opportunities for families, such as help with field trips and opportunities to share talents and expertise.	It is important to provide families with opportunities to participate in their child's program. Allowing family members to volunteer will enhance the trust and partnership between families and care givers.	Evidence must show that program offers opportunities for family members to volunteer. ❑ Policy Statement **OR** ❑ Memo **OR** ❑ Announcement or invitation **OR** ❑ Other	Evidence must demonstrate that program offers opportunities for family members to volunteer. *Indication that families can initiate volunteer opportunities that will then be considered can also meet this standard.*	2
FIS 5	Families complete a program evaluation or survey annually and results are used for program improvement.	Programs are looking to improve based on what their clients feel are their strengths and weaknesses. This information is analyzed and used to improve the program.	❑ 3 samples of completed surveys or other evaluation tool(s) **AND** ❑ Improvement/implementation plan(s) based on survey/evaluation results	Evidence must include: ❑ 3 surveys or other evaluation tool(s) ❑ Improvement/implementation plan for program that is clearly based on family survey results	4
FIS 6	Program provides regular opportunities for parents to participate in program-level decisions.	Families are actively engaged in program-level decision making and have some influence on program-level decisions.	Evidence must demonstrate that families are given opportunities to participate in program-level decisions. ❑ Parent Advisory Council member list **OR** ❑ Governing Board member list **OR** ❑ Hiring Board **OR** ❑ Other	Evidence must clearly demonstrate: ❑ Opportunities for parental participation in program-level decisions	4
FIS 7	Program completes a program assessment using a tool on family responsive practices such as the Center for the Study of Social Policy's Family Strengthening Self-	Program is actively working to assess and improve upon its family responsive practices. This is a process that should be in-depth,	❑ Program assessment tool, at least 50% completed **AND** ❑ 1 improvement/action plan based on assessment results	Evidence must include: ❑ Program assessment tool, at least 50% completed **AND**	3

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
	Assessment tool and results are used for program improvement.	spread over many weeks, and result in meaningful action plans.		❑ 1 improvement/action plan based on assessment results	
FIS 8	Program completes a self-assessment of cultural competence using a tool, such as the National Association for the Education of Young Children Pathways to Cultural Competence Checklist, the Self-Assessment Checklist for Personnel Providing Services and Supports In Early Intervention and Early Childhood Settings from the National Center on Cultural Competence, or other tool. The results are used for program improvement.	Program is actively working to improve its cultural and linguistic competency so that it can support and work with diverse families.	❑ Completed NAEYC Pathways self-assessment checklist **OR** ❑ Completed NCCC self-assessment checklist **AND** ❑ Completed improvement plan based on assessment results	Evidence must include: ❑ Completed self-assessment tool **AND** ❑ Completed improvement plan noting the link between the assessment and the improvement activities	3
Program currently has enrolled children whose home language is not English ❑ Yes, continue ❑ No, go to Transitions					
FIS 9	Program staff greets children and parents in the home languages of the children and parents.	Staff supports the needs of children and families whose home language is not English.	❑ List of home language(s) spoken other than English **AND** ❑ Policy/philosophy statement indicating how staff greet children in their home language(s)	Evidence must reference: ❑ Home language(s) spoken other than English ❑ How staff greet children in home language(s)	2
FIS 10	Program staff is trained to address the needs of children whose home language is not English.	Staff will be more capable of supporting the needs of children and families whose home language is not English, if they participate in regular training to develop and refine their knowledge of practices related to English Language Learners (ELL).	❑ Evidence in Aspire that at least 60% of teaching staff have attended the relevant training within the previous 15 months	❑ Evidence in Aspire that at least 60% of teaching staff have attended the relevant training within the previous 15 months	4
The home language of 50% or more of the enrolled children is a language other than English ❑ Yes, continue ❑ No, go to Transitions					
FIS 11	Program employs at least one staff member who speaks the home language(s) of the children.	To support the needs of children who speak a home language other than English and communicate with families about their children, a program needs to have someone who speaks both the primary language and the language spoken by the family.	❑ List of home languages of children/families **AND** ❑ Resume(s) of current staff showing language fluency **OR** ❑ Evidence of bi-lingual CDA **OR** ❑ Staff transcripts **OR** ❑ Program Information Report (Head Start) **OR**	Evidence must include: ❑ List of primary languages of children/families **AND** ❑ Evidence that staff speaks language(s) of majority of children ❑ Evidence that person(s) noted as "staff" is employed at the program	4

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
			❑ Other		

Transitions (T) - 15 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
T 1	Program has a written policy and/or procedures for transitioning children into the program, which includes providing information on separation and attachment to families.	Separation is difficult for both young children and their parents/families. Program staff should be knowledgeable about the meaning of separation at different ages and have the skills to help both children and parents/families to understand and cope with separation. Having a specific written policy demonstrates a program's awareness about transitions and acknowledges its significance to both staff and family member in early care and learning settings.	Evidence must reference ways in which the program supports families when starting the program, including providing information on separation and attachment. ❑ Policy statement **OR** ❑ Procedures	Evidence must reference: ❑ Ways program supports families when starting the program ❑ Separation information ❑ Attachment information	3
T 2	Program has a written policy and/or procedures to support children and families during transitions within the program (i.e. moving from the threes class to the fours class or when a teacher leaves and a new one is hired).	A program should aim to reduce the number of transitions that children experience. However, some changes are inevitable and the program should follow careful procedures to help children and their families adjust to new routines. When possible, families should be included in the planning for changes in their child's routine or primary caregiver. Time should also be allowed to support the changes with gradual implementation.	Evidence must reference ways in which the program supports families transitioning within the program. ❑ Policy statement **OR** ❑ Procedures	Evidence must reference: ❑ Ways program supports families transitioning within the program	3

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
T 3	Program supports children and families transitioning out of the program including when children transition to another educational setting (e.g., other center, kindergarten).	A program should follow procedures to help children and their families adjust to new routines. Careful implementation and clarity in written policies and procedures reduce the trauma and upset. When possible, families should be included in the planning for changes in their child's routine or primary caregiver. Additionally, in the case of children going to Kindergarten, programs should have resources to aid families in making this large transition to school.	Evidence must reference ways in which the program supports families in transitioning their program and into another. ❑ Policy statement **OR** ❑ Procedures **OR** ❑ Information from parent/family handbook **OR** ❑ Sample of information given to families (e.g. kindergarten registration) **OR** ❑ Evidence of meetings or other supports	Evidence must reference: ❑ Ways program supports families in <u>transitioning out of</u> the program and into another program	3
T 4	Program promotes the quality and continuity of teacher-child relationships through teacher training, teacher scheduling or other policies such as ensuring no more than one transition within the child's first two years.	In order for children to thrive and learn in early childhood settings, they must feel secure and relaxed and have a strong sense of connection with their caregivers. The teacher-child relationship requires time and consistency to develop. The better a teacher knows the children and families in her program, the better she will be able to understand the individual child, interpret behaviors, and support development. This is particularly important for children under three years of age. (The NYS Infant Toddler Resource Network recommends that children have only one caregiver from enrollment until age three).	Evidence must demonstrate how program promotes the quality and continuity of child-teacher relationships. ❑ Policy **OR** ❑ Information from parent/family handbook **OR** ❑ Sample written transition plan **OR** ❑ Staffing schedule **OR** ❑ Other	Evidence must demonstrate: ❑ How program promotes the quality and continuity of child-teacher relationships	6

QUALIFICATIONS AND EXPERIENCE

> Research Rationale: There is substantial evidence that teacher education and training are related to other measures of program quality and child outcomes. Similarly, research shows that director professional development is related to other measures of program quality and some, though limited, evidence suggests that director professional development is related to child outcomes. While there is limited and conflicting evidence that staff experience is related to other measures of program quality or child development outcomes, staff experience is valued by consumers.
>
> Note: A program can earn points in both the administrator and the teaching staff categories. Points are earned for the degrees and coursework completed AND for each of several credentials AND for experience. **For Standards in the Qualifications & Experience category, teaching staff points are weighted by part-time or full-time status and averaged** (to account for programs with different numbers of staff). Documentation pertaining to professional qualifications and experiences are collected and verified through The Aspire Registry.

Administrator Qualifications (AQ) - 24 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
				AQ 1 and AQ 2 each award points only ONCE for the highest applicable degree or credit category. Points are based on Admin staff average.	
AQ 1	Administrator has undergraduate degree to manage a high quality program.	Administrator has educational background to manage a high quality program.	As indicated in Aspire, verified with transcript.	One of the following is indicated and verified in Aspire: Bachelor's degree in: ❑ Early Childhood Education (ECE) (12 points) ❑ ECE-related field with 24 or more ECE credits (12 points) ❑ ECE-related field with 18-23 ECE credits (10 points) ❑ ECE-related field with 0-17 ECE credits (8 points) ❑ Field unrelated to ECE (6 points) Associate's degree in: ❑ ECE (6 points) ❑ ECE-related field with 12 or more ECE credits (6 points) ❑ ECE-related field with 9-11 ECE credits (4 points) ❑ ECE-related field with 0-8 ECE credits (2 points)	2-12
AQ 2	Administrator has graduate-level degree or college credits in ECE-related leadership, administration or management to manage a high quality program.	Administrator has graduate-level degree or relevant college credits to manage a high quality program.	As indicated in Aspire, verified with transcript.	One of the following is indicated and verified in Aspire: Master's degree or higher in: ❑ ECE (8 points) ❑ ECE-related field with 15 or more ECE credits (8 points) ❑ ECE-related field with 5-14 ECE credits (6 points) ❑ ECE-related field with 0-4 ECE credits (4 points) ❑ Field unrelated to ECE (2 points) College credits in ECE-related leadership, administration or management: ❑ 9 or more credits (4 points) ❑ 6-8 credits (1 point)	1-8

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
AQ3	Administrator has relevant certificate or credential in management, supervision, leadership, and/or administration to manage a high quality program.	Administrator has a relevant certificate or credential in management, supervision, leadership, and/or administration to manage a high quality program.	As indicated in Aspire, verified with certificate/credential.	One of the following is indicated and verified in Aspire: ❑ CPAC ❑ NYS School Building Leader Certificate ❑ School Administrator/Supervisor Certificate	4

Administrator Experience (AE) - 3 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
AE 1	At least 3 years of experience in supervision or management in an early care or education program.	Administrator has experience supervising or managing an ECE program.	As indicated in Aspire employee profile.	❑ 3 years of experience in supervision or management in an ECE program	3

Teaching Staff Qualifications (TSQ) - 55 points

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

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS		POINTS
TSQ 3	Teaching staff has graduate level or higher education to provide developmentally appropriate and high quality care.	Teaching staff has graduate level or higher education to provide developmentally appropriate and high quality care.	As indicated in Aspire, verified with transcript.	One of the following is indicated and verified in Aspire: Master's degree or higher in: ❑ ECE (8 points) ❑ ECE-related field with 15 or more ECE credits (8 points) ❑ ECE-related field with 5-14 ECE credits (6 points) ❑ ECE-related field with 0-4 ECE credits (4 points)		4-8

					POINTS (If no degree in TSQ 2 or TSQ 3)	**POINTS (If has degree in TSQ 2 or TSQ 3)**
	TSQ 4 awards full points to staff that DO NOT hold higher education degrees and conditional points to staff that do hold higher education degrees. Points are only awarded once for the highest applicable category, regardless of the number of credits or certifications earned.					
TSQ 4	Teaching staff has relevant credential(s) and/or ECE college credits apart from their completed degrees to provide developmentally appropriate and high quality care.	Teaching staff has relevant credential(s) and/or ECE college credits apart from their completed degrees to provide developmentally appropriate and high quality care.	As indicated in Aspire, verified with transcript, certificate, or credential.	❑ NYS Infant Toddler Care & Education Credential (ITCEC)	26	6
				❑ American or International Montessori Infant/Toddler or Early Childhood Credential	23	4
				❑ Child Development Associate (CDA) with Infant-Toddler or Preschool specialization	20	2
				❑ 12 ECE college credits in ECE/Child Development	12	0

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
	TSQ 5 and TSQ 6 each award points only once per Standard, regardless of the number of certifications held in each category.				
TSQ 5	Teaching staff has relevant early childhood credentials or teaching certificates.	Teaching staff has relevant credentials to provide developmentally appropriate and high quality care.	As indicated in Aspire, verified with certificate.	One of the following credential is indicated in Aspire staff profile and verified with certificate: ❑ NYS Early Childhood Teacher (B-Gr 2) Certificate ❑ B-2 Extension ❑ NYS Students with Disabilities (B-Gr 2) Certificate ❑ NYS Teacher (N-6) Certificate	4
TSQ 6	Teaching staff has relevant, specialized certificates or teaching credentials.	Teaching staff has relevant credentials to provide developmentally appropriate and high quality care.	As indicated in Aspire, verified with certificate.	One of the following credential is indicated in Aspire staff profile and verified with certificate: ❑ NYS Literacy B-Gr 6 ❑ NYS PreK-6 ❑ NYS Bilingual ❑ National Board Teacher Certification	2

Teaching Staff Experience (TSE) - 4 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
TSE 1 points are based on the weighted average of program teaching staff.					
TSE 1	At least 3 years of experience teaching in an early childhood education program.	Teaching staff has experience working in an ECE program to provide developmentally appropriate and high quality care.	As indicated in Aspire employment tab	❏ At least 3 years of experience teaching in an ECE program documented in Aspire	4

Retention (R) - 4 points

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

MANAGEMENT AND LEADERSHIP

Research Rationale: *There is some evidence that implementation of program policies and procedures is related to other measures of quality and child development outcomes.*
Note: For multi-site organizations, this section may need to be completed by staff in the central office. Documentation must apply to the applicant site.

School-based programs providing UPK automatically meet the Standards in gray below.

Administrative Self-Assessment (ASA) - 10 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
ASA 1	Program conducts a program management self-assessment using a tool, such as the Program Administration Scale (PAS), the National Association for the Education of Young Children (NAEYC) self-study or Head Start Monitoring Protocol or another administrative/management assessment tool.	Program is systematically looking to improve its management and business practices.	❏ Completed PAS Item Summary Form and completed PAS Profile **OR** ❏ NAEYC Candidacy Report **OR** ❏ NAEYC Annual Accreditation Assessment **OR** ❏ Head Start Monitoring Protocol with an additional summary cover sheet **OR**	PAS Submission Requires: ❏ Completed PAS Item Summary Form ❏ Completed PAS Profile **OR** ❏ NAEYC Candidacy Report **OR** ❏ NAEYC Annual Accreditation Assessment **OR** Head Start Monitoring Protocol submission requires an additional cover sheet describing: ❏ Who was on the self-assessment team ❏ What areas they reviewed ❏ A summary of the findings **OR**	5

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
			❑ Head Start Assessment tool with an additional summary cover sheet **OR** ❑ Other self-assessment tool, including the full tool **AND** ❑ An additional summary cover sheet	Head Start Self-Assessment Tool submission requires an additional cover sheet describing: ❑ Who was on the self-assessment team ❑ What areas they reviewed ❑ A summary of the findings **OR** If submitting an Other self-assessment tool, required documents include: ❑ The full tool A cover sheet describing: ❑ Who was on the self-assessment team ❑ What areas they reviewed A summary of the findings	
ASA 2	Program demonstrates progress on a plan aligned to the administrative/management self-assessment.	After an evaluation, it is important that management follows through on area(s) identified as needing improvement in order to improve the program.	❑ Plan indicating progress made in at least 3 areas identified as needing improvement with concrete steps to make improvements in each area	Evidence must reference: ❑ Plan based on self-assessment results ❑ At least 3 areas needing improvement ❑ Steps on how to accomplish goals	5

Financial Accountability & Sustainability (FAS) - 27 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
FAS 1	Liability insurance is current to date.	Programs must protect themselves in the case of accidents, other occurrences and from the risks of liabilities imposed by lawsuits and similar claims.	Evidence must reference program's liability insurance and be in effect at least 1 month past the submission date. ❑ Insurance declaration page **OR** ❑ Proof of payment **OR** ❑ Other	Evidence must reference: ❑ Liability insurance certificate effective date is at least 1 month past submission date (as stamped on hard-copy cover or in portal site list, whichever is earliest)	2
FAS 2	Payroll and payroll taxes are paid on time.	Program pays employees and pays appropriate taxes.	Evidence of paid payroll taxes must be dated within the previous 15 months. ❑ Voided check to appropriate state/federal entity indicating payment **OR** ❑ Report from a payroll management company **OR** ❑ Other	Evidence must reference: ❑ Payroll taxes are PAID ❑ Dated within the previous 15 months Taxes paid must be based on employee wages (i.e., Social Security, Medicare, income tax withholdings or unemployment taxes)	2

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
FAS 3	State and federal taxes are paid or IRS Form 990 is filed on time.	Fiscal responsibilities, including the payment of taxes, should be maintained at all times.	Evidence must demonstrate that state and federal income taxes were paid within the previous 15 months. ❑ IRS Form 990 **OR** ❑ Proof of tax payment	Evidence must demonstrate: ❑ State **AND** federal income taxes are **PAID** ❑ Dated within the previous 15 months	2
FAS 4	Program has a current-year operating budget related to the early care and education program showing revenues and expenses.	Programs should plan for future expenditures by creating a regular budget (usually annually).	❑ Current program/operating budget showing revenues and expenses	Evidence must indicate the following about the budget : ❑ Related to the early childhood education program ❑ Revenues ❑ Expenses ❑ Dated within the previous 15 months	4
FAS 5	Program generates at least quarterly income and expense statements, comparing actual revenues and expenses to budget.	The program should periodically investigate its finances by comparing revenues to expenses so that it can plan accordingly.	Evidence must be dated within the previous 15 months. ❑ Quarterly (4) financial reports comparing actual and projected income and expenses **OR** ❑ Policy statement that program has a system to generate income and expense statements	Evidence must include all of the following: ❑ Quarterly (4) financial reports (unless program only operates for 9 months/year, in which case 3 reports is sufficient) ❑ Reports compare actual and projected income and expenses ❑ Dated within the previous 15 months. **OR** Policy statement must reference that the program has a system to: ❑ Generate income ❑ Generate expense statements	4
FAS 6	Program has written fiscal policies and procedures that detail the management of funds and payroll.	Fiscal policies and procedures should be documented so that in the case of changes in management, these important policies are known to staff and can be continued. Also, written policies promote transparency of fiscal practices.	❑ Fiscal policies and procedures outlining management of income, expenses and payroll	Evidence must reference the management of: ❑ Income ❑ Expenses ❑ Payroll	5

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
FAS 7	There is an independent review of accounting records (reconciliation of bank statements to the general ledger) by someone with accounting or bookkeeping expertise who is not an employee of the organization.	An external review of accounting records is needed to insure that a non-biased review is conducted and that accountability for finances can be maintained.	Evidence must be dated within the previous 15 months. ❑ Evidence of financial review comparing accounting records against bank accounts **AND** ❑ Statement regarding the reviewer's relationship to program	Evidence must demonstrate all of the following: ❑ Financial review comparing accounting records with bank accounts ❑ Name of reviewer and relationship to program ❑ Dated within the previous 15 months	5
FAS 8	Program has established procedures to market and fill open child care slots/vacancies.	Program should have a plan in place to market open slots.	❑ Procedures used to market and fill openings **AND** ❑ A sample of 1 tool used for marketing	Evidence must include all of the following: ❑ Procedures used to market and fill openings ❑ Sample of 1 tool used for marketing (e.g., bulletin, billboard sign, advertisement, business card, etc.)	3

Policies and Procedures (PP) - 27 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
PP 1	Program has written job descriptions for all positions.	Job descriptions should be clearly defined so that roles and responsibilities are clearly known throughout the organization.	❑ Job descriptions, including job title and list of responsibilities, for at least 1 administrator and 1 teacher	Evidence must include all of the following: Job descriptions, including: ❑ Job title ❑ List of responsibilities For at least: ❑ 1 administrator AND ❑ 1 teacher	1
PP 2	Employees are given access to an employee handbook when hired.	Employees are informed of policies, rights, and expectations at the start. This information is written and compiled in one place.	❑ Employee handbook with signed employee receipts from at least 1 administrator and 1 teacher **OR** ❑ Hiring procedures referencing the sharing of employee handbook with new hires	Evidence must include the following: For receipts: ❑ Employees given access to employee handbook when hired From at least: ❑ 1 teacher AND ❑ 1 administrator For hiring procedures	2

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
				❑ Reference to sharing of employee handbook with new hires	
PP 3	Program provides new employees with an orientation that includes: • Review of job description • Discussion/Review of regulations applicable to the program • Review of evacuation and emergency procedures • Review of educational plan/curricula	New staff are provided with pertinent information regarding the employment including: * Job Description/ Responsibilities * Regulations Applicable to Program * Evacuation and Emergency Procedures * Educational Plan Curricula	Evidence must indicate that the all of the orientation topics listed are reviewed during staff orientation. ❑ Staff orientation checklist **OR** ❑ Description of orientation process	Evidence must indicate that all of the following topics are covered during staff orientation: ❑ Job description/ responsibilities ❑ Regulations applicable to program ❑ Evacuation and emergency Procedures ❑ Educational plan OR curricula	2
PP 4	Program has a written employee confidentiality policy that dictates how child, family and employee information are kept confidential.	It is important to maintain confidentiality regarding children, families and employees.	❑ Confidentiality policy describing how employees maintain confidential information on children, families, and other employees	Policy must reference how employees maintain confidentiality of information for: ❑ Children ❑ Families ❑ Employees	2
PP 5	All program staff participates in at least 4 staff meetings during operational months.	Staff come together periodically to discuss program-related issues and engage in professional development activities.	Evidence must be dated within the previous 15 months and indicate that all-program staff meetings occur at least 4 times throughout the program year. ❑ Dated staff meeting attendance lists **OR** ❑ Program calendar indicating staff meetings **OR** ❑ Dated meeting notes **OR** ❑ Dated meeting agendas **OR** ❑ Other	Evidence must reference all of the following: ❑ All-program staff (teachers and administrators) meeting ❑ 4x/ program year ❑ Dated within the previous 15 months	2
PP 6	Written notes are taken at program staff meetings and then shared with staff.	Distributed notes keep everyone in the loop and make sure everyone gets the same information from meetings. Also, notes are important for keeping record of events, increasing accountability, and facilitating communication.	Evidence must be dated within the previous 15 months. ❑ Staff meeting notes from 2 meetings **AND** ❑ Email, memo, or statement referencing the sharing of notes	Evidence must reference: ❑ 2 staff meeting notes ❑ Dated within the previous 15 months ❑ Email, memo or statement demonstrating how meeting notes are shared with staff	2

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
PP 7	Program philosophy and staff recruitment strategies demonstrate commitment to diversity and having staff reflect its community.	Programs that are committed to recruiting and hiring culturally diverse staff demonstrate their respect for the families they serve by having staff with similar backgrounds who can appreciate the impact that family and community culture has on young children.	Evidence must reference program's commitment to staff diversity and its intention to hire staff that reflects its community. ❑ Philosophy or policy statement including commitment to diversity **OR** ❑ Staff recruitment strategy statement	Evidence must reference: ❑ Philosophy or policy statement referencing the program's commitment to diversity **OR** ❑ Staff recruitment strategy statement that describes/reflects upon the program's community (cultural, linguistic, etc.)	2
PP 8	All employees have formal, written performance assessments annually.	Program leadership provides structured communication about employee's performance of job functions, establishes ways for further development, and highlights goals and achievements. This process is provided by program leadership for all teaching staff, management and administration, and other support roles.	❑ Statement indicating all staff (including direct and non-direct care staff) are formally assessed at least 1x/program year **AND** ❑ 2 completed performance assessments for 1 administrative staff position and 1 teaching staff position within the previous 15 months	Evidence must reference: For policy statement: ❑ All staff are assessed at least 1x/ program year For performance assessments: ❑ Criteria are objective, behavior-based and related to the job functions ❑ Dated within the previous 15 months ❑ For 1 teaching staff position **AND** ❑ 1 administrative staff position	4
PP 9	Teaching staff have individual professional development plans that match the <u>Core Body of Knowledge: New York State's Core Competencies for Early Childhood Educators</u> (CBK) competency areas.	Every member of the professional staff will benefit personally and professionally from having an individual, written professional development plan in order to effectively track each individual's course for gaining knowledge and skills on all topics related to early childhood education. The Core Body of Knowledge (CBK) outlines recommended practices for professionals who work directly with young children. These practices offer a road map for building meaningful relationships with children, families and colleagues; for creating nurturing, stimulating environments; and for developing oneself as a professional in an incredibly important field. The CBK is structured to consider all areas established by NYS as being	Evidence must be provided for 1 teaching staff position and have been completed within the previous 15 months. ❑ CBK Professional Development Planning Tool Plan or Paula Jorde Bloom Staff Development Action Plan **OR** ❑ Other pre-approved professional development plan that refers to at least 2 CBK areas **AND** ❑ Statement of how Plan(s) refer to the CBK competencies	Evidence must reference all of the following: ❑ For 1 teaching staff position ❑ CBK Professional Development Planning Tool Plan, Paula Jorde Bloom Staff Development Action Plan, or other plan that <u>refers to at least 2 CBK areas</u> ❑ Dated within the previous 15 months <u>CBK COMPETENCY AREAS:</u> 1. Child Growth and Development; 2. Family and Community Partnerships; 3. Observation and Assessment; 4. Environment and Curriculum; 5. Health, Safety, and Nutrition; 6. Professionalism and Leadership; and 7. Administration and Management.	5

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
		essential competencies for early childhood educators.			
PP 10	Performance assessment, including observations and feedback, informs individual professional development plans.	Assessments that are based in part on observations are not a stand-alone solution but are used as a part of a continuous performance management and development process.	❏ Completed performance assessment for 1 teaching staff position that includes observation(s), assessment criteria and comments/feedback **AND** ❏ Professional development plan with at least 2 goal statements highlighted with link to performance assessments clearly demonstrated	Evidence must reference: ❏ 1 example for 3 teaching staff positions Performance assessments: ❏ Indication of completion (no templates) ❏ Observation(s) ❏ Other assessment(s) criteria ❏ Feedback on observations and/or other assessment criteria Professional development plan: ❏ At least 2 goal statements ❏ Demonstrates link to assessments (via referencing assessment criteria, such as observations) CBK Professional Development Planning Tool Plan, Paula Jorde Bloom Staff Development Action Plan, or other plans qualify.	5

Staff Compensation and Benefits (SCB) -13 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
SCB 1	Program has an up-to-date written wage scale that is based on position, education, training, and years of relevant experience.	Staff is paid wages in line with qualifications and experience.	❏ Wage scale that is based upon position, education, training and years of relevant experience	Evidence must include a wage scale that is based upon: ❏ Position ❏ Education ❏ Training ❏ Years of relevant experience	1
SCB 2	Program offers full-time staff a compensation package with benefit options: (2 POINTS PER BENEFIT OPTION, UP TO 8 POINTS MAXIMUM) ❏ paid holidays ❏ paid time off (sick, vacation, personal) ❏ health insurance ❏ professional development days	Staff is provided with a comprehensive benefits package to support personal and professional needs.	❏ Employee handbook detailing benefits **OR** ❏ Compensation package **OR** ❏ Employee policy **OR** ❏ Other	Evidence must reference the following to receive the maximum number of points for this standard: ❏ All full-time staff ❏ Up to 4 of the benefit options listed (2 points per benefit option)	2

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
SCB 3	Program offers full-time staff a compensation package with at least 3 of the following benefit options: ❑ family and medical leave (beyond what is required by law) ❑ flexible scheduling ❑ retirement ❑ life insurance ❑ flexible spending account ❑ dependent care assistance plan ❑ tuition discounts for employee's children ❑ tuition reimbursement for education ❑ employee assistance program ❑ dental insurance	Staff is provided with a comprehensive benefits package to support personal and professional needs including support for other family members.	Evidence must indicate that the program offers at least 3 of the listed benefit options for full time staff. ❑ family and medical leave (beyond what is required by law) ❑ flexible scheduling ❑ retirement ❑ life insurance ❑ flexible spending account ❑ dependent care assistance plan ❑ tuition discounts for employee's children ❑ tuition reimbursement for education ❑ employee assistance program ❑ dental insurance	Evidence must reference the following: ❑ All full-time staff ❑ At least 3 of the benefit options listed Examples of evidence demonstrating program's use of a compensation package may include: ❑ Employee handbook detailing benefits ❑ Compensation package ❑ Employee policy ❑ Other	3
SCB 4	Program offers part-time staff a pro-rated compensation package that includes, at a minimum, paid time off.	Part-time staff is provided with some employment benefits, including paid time off, at a minimum.	Evidence must reference some or all of the listed benefit options for part-time staff. ❑ Employee handbook detailing benefits **OR** ❑ Compensation package **OR** ❑ Employee policy **OR** ❑ Other	Evidence must reference: ❑ Part-time staff compensation package ❑ Pro-rated ❑ PAID time off, at minimum	1

Staff Planning (SP) - 13 points

CODE	STANDARD	INTENTION	DOCUMENTATION	MINIMUM REQUIREMENTS	POINTS
SP 1	Program has a written general plan to cover planned and unplanned absences.	The program has deliberately considered and formalized a process to address absences to ensure that program activities proceed as usual.	❑ Plan for absences, both planned and unplanned	Evidence must reference: ❑ Planned staff absences ❑ Unplanned staff absences	3
SP 2	Program provides lead teachers with at least 1 hour of paid planning time per week.	The program supports teachers in preparing for class time activities.	Evidence must indicate that at least 1 hour of paid planning time each week is provided for lead teachers. ❑ Staffing plan **OR** ❑ Policy statement **OR** ❑ Other	Evidence must reference: ❑ Lead teachers ❑ Get at least 1 hour/week ❑ PAID planning time	4

SP 3	Program provides at least 1 hour every other week of paid planning time for classroom staff to plan together (away from children).	The program supports teachers to come together and collaborate on planning for children's learning.	Evidence must indicate that paid planning time is provided for classroom staff time to plan together (away from children) for at least 1 hour every other week. ❑ Policy statement **OR** ❑ Staffing plan **OR** ❑ Evidence of staff meeting **OR** ❑ Other	Evidence must reference: ❑ Classroom staff ❑ Get at least 1 hour/ 2 weeks ❑ PAID planning time ❑ Team planning time ❑ Without/away from children	4
SP 4	Staff has access to computers and the Internet during planning time.	The program supports teachers' access to and use of technology in lesson-planning.	Evidence must demonstrate that all teaching staff has internet access during planning time. ❑ Staff handbook **OR** ❑ Policy statement **OR** ❑ Staff e-mails **OR** ❑ Other	Evidence must reference: ❑ Internet access ❑ During planning time ❑ For all teaching staff	2