

THE CHILD CARE QUALITY RATING SYSTEM (QRS) ASSESSMENT



Palm Beach Quality Counts

QRS Profile

April 2010



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Policy Research, Inc.



Palm Beach Quality Counts

QRS Profile

Prepared for:

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Child Care Quality Rating System (QRS) Assessment Study

PROFILE

Site:	Florida, Palm Beach County
Program Name:	Quality Counts
Interview Respondents:	Warren Eldridge, Executive Director, Early Learning Coalition of Palm Beach Karen Brandi, Systems Manager Children's Services Council Palm Beach County
Information Reviewed and Finalized:	March 16, 2010

Florida, Palm Beach County – Quality Counts

Program Information

This section provides general information about the QRS including the location, numbers and types of programs participating in the QRS, and goals.

Site name:	Florida, Palm Beach County
Program name:	Quality Counts
Service area:	County
Details about other geographic area:	Palm Beach County
Pilot:	Yes, pilot completed.
Pilot time frame:	2000-2002
Date full program launched:	2002
Voluntary:	Yes
Website:	http://www.cscppbc.org/bequality
Eligible programs:	Center-based programs, Head Start/Early Head Start, licensed family child care, and pre-K/comprehensive early childhood programs
Source of funds for eligible public program:	State, although some eligible pre-K/comprehensive early childhood programs are also funded through private funds.
Total numbers of programs participating:	150
Number of participating child care centers:	89
Number of participating family child care programs:	34
Number of other programs participating:	27 school-based programs
Percent of total programs enrolled in QRS:	23% of child care programs that accept subsidized children
Percent of programs at each rating level:	1 star = 1% 2 star = 4% 3 star = 23% 4 star = 39% 31% have not received annual star rating; they are in baseline period.
Additional details about programs in the QRS:	Programs are eligible only if they accept subsidized children.
Goals:	To produce positive outcomes for children. To provide consumer education to help parents recognize, expect, and seek out quality in a child care setting, and to articulate the standards for quality to child

care providers and parents.

To define, advocate for, and obtain the resources necessary to encourage, support, and promote quality early care and education.

Language from statute: None

Rating Details

This section provides details about how the rating component is structured and the process that is used to rate programs.

Rating structure:	Combination
Number of levels:	5 levels
Length of time rating is valid:	13 months
Rating process:	Programs attend an orientation session and apply to participate in Quality Counts. If accepted, they will meet with an Early Learning Coach and Career Advisor and have a baseline assessment completed. After the baseline assessment, programs have 18 months to establish goals, have on-site coaching, and individual career advising. After these 18 months, programs are formally assessed and assigned their overall star rating. Formal assessments occur every 13 months thereafter.
Method of combining points:	A program's star rating, which ranges from a 1-Star rating to a 5-Star rating, is determined by the combined assessment, scoring, and weighting of each of the pathways to quality. Ratings for each pathway are based on five levels of standards, ranging from 1-Star standards to 5-Star standards. The star rating for each pathway is multiplied by the weight assigned for that pathway. The star rating times the weight assigned equals points. The maximum points that a program can earn is 53 total points. The total points earned determines the programs overall star rating.
Method used to assess programs for infants/toddlers:	The Infant and Toddler Environment Rating Scale-Revised is used.
Method used to assess programs for school-aged children:	No
Different process used to assess family child care:	The Family Child Care Environment Rating Scale – Rating Scale is used, and family child care has different quality indicators.

Different process used to assess Head Start/Early Head Start:	No
Different process used to assess accredited programs:	No
Events that trigger re-rating:	Change of location, new owner
Appeal process:	Yes
Availability of technical assistance for rating process:	Yes
Description of technical assistance for rating process:	Providers receive help with documentation during the rating process.
Availability of technical assistance for preparatory process:	Yes
Description of technical assistance for preparatory process:	Before being rated, providers work on a quality improvement work plan and receive 18 months of coaching, access to scholarships and training, and career advising. Directors also receive support.

Quality Indicators for Center-Based Programs

This section describes the indicators used in a QRS to assess the quality of center-based programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and the category labels used in the profile may differ from the site-specific category names used in a QRS.

Number of site-specific indicator categories:	6
Site-specific names of categories used in the QRS:	Environment Staff Qualifications/Professional Development Staff to Child Ratio and Group Size Family Engagement Curriculum Program Administration

Licensing Compliance (centers)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Licensing compliance included:	Yes
Licensing required for enrollment:	Yes
Licensing equivalent to the first level:	No. There are indicators in addition to licensing that are required at the first level.

Licensing compliance referred to within:	N/A
Source of evidence:	Documentation submitted
Comments:	Programs have to be licensed and have been in business for 1 year in order to participate.

Ratio and Group Size (centers)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Ratio and group size indicators included:	Yes
Description:	<p>Ratios, Group Sizes group size</p> <p>Level 1: Infants- 1:4 1 year-1:6 2 years- 1:11 3 years- 1:15 4-5 years- 1:20</p> <p>Level 2: Infants- 1:4, group size 12 1 year- 1:6, group size 12 2 years- 1:9, group size 18 3 years- 1:13, group size 26 4 years- 1:16, group size 32</p> <p>Level 3: Infants- 1:4, group size 8 1 year-1:6, group size 12 2 years- 1:8, group size 16 3 years- 1:12, group size 24 4-5 years- 1:13, group size 26</p> <p>Level 4: Infants- 1:4, group size 8 1 year- 1:5, group size 10 2 years- 1:7, group size 14 3 years- 1:10, group size 20 4-5 years-1:10, group size 20</p> <p>Level 5: Infants-1:4, group size 8 1 year- 1:5, group size 10 2 years- 1:6, group size 12 3 years- 1:9, group size 18</p>

	4-5 years- 1:10, group size 20
Ratio and group size referred to within:	Staff to Child Ratio and Group Size
Source of evidence:	Documentation submitted, observation

Health and Safety (centers)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

Health and safety indicators included:	No
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Curriculum (centers)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Curriculum indicators included:	Yes
Description:	<p>Programs may select a curriculum from the Coalition's list or submit their curriculum for approval.</p> <p>Level 4:</p> <ul style="list-style-type: none"> -Programs must have written lesson plans that reflect goals and objectives set by the approved developmentally appropriate curriculum - An approved developmentally appropriate curriculum is fully implemented (effective 10/1/2011)
Curriculum review process:	Yes
Description of curriculum review process:	<p>Through the Early Learning Coalition's School Readiness program, programs that are applying for a contract to receive subsidized children must document that they are using an approved curriculum. (Because only the programs serving subsidized children are eligible for Quality Counts, programs in Quality Counts have already gone through this process.)</p> <p>Florida Early Learning Coalitions are directed by the state Office of Early Learning to establish lists of appropriate curricula and to establish a</p>

	procedure for reviewing-approving other curricula.
Approved curricula identified:	Yes
List of approved curricula:	<p>Preschool:</p> <p>Beyond Centers and Circle time Creative Curriculum for Preschool-4th Edition Montessori DLM Early Childhood Express Doors to Discovery Wee Learn Scholastic Early Childhood Program Houghton Mifflin</p> <p>Infants/Toddlers:</p> <p>Beyond Cribs and Rattles Creative Curriculum for Infants and Toddlers High/Scope West Ed Caregiving Series Wee Learn</p> <p>4 Year Olds Only: High Reach</p>
Curriculum referred to within:	Curriculum
Curriculum source of evidence:	Documentation submitted, Observation

Environment (centers)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Environment indicators included:	Yes
Environment Rating Scales (ERS) included:	Yes
Range of recognized ERS scores:	3.0-7.0
Environment description:	<p>Level 1: 3.0-3.49 Level 2: 3.5-3.99 Level 3: 4.0-4.49 Level 4: 4.5-5.49 Level 5: 5.5-7.0</p>
Additional indicators related to the environment (e.g., activities, interactions, specific features):	<p>In addition to having overall score requirements, Quality Counts uses specific subscales, as described below:</p> <p>Level 2: On the applicable Environment Rating Scales, the program has achieved average scores of 3.5 – 3.99</p>

(Level 2) on the following subscales: Activities and Language-Reasoning –ECERS, Listening and Talking – ITERS, Program Structure

Level 3:

On the applicable Environment Rating Scales, the program has achieved average scores of 4.0 – 4.49 (Level 3) on the following subscales: Activities and Language-Reasoning –ECERS, Listening and Talking – ITERS, Program Structure

Level 4:

On the applicable Environment Rating Scales, the program has achieved average scores of 4.5 – 4.99 (Level 4) on the following subscales: Activities and Language-Reasoning –ECERS, Listening and Talking – ITERS, Program Structure

Level 5:

On the applicable Environment Rating Scales, the program has achieved average scores of 5+ (Level 5) on the following subscales: Activities and Language-Reasoning –ECERS, Listening and Talking – ITERS, Program Structure

Environment referred to within:	Environment
Environment source of evidence:	Documentation submitted, Observation

Child Assessment (centers)

Indicators in this section refer to processes in place to assess, observe or monitor children’s development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Child assessment indicators included:	Yes
Description:	<p>Level 5:</p> <ul style="list-style-type: none"> -A system is in place for ongoing child observations, individualized program planning and family communication. -Process of completing ongoing child observations at least three times per year is described in writing (may be in the personnel policies and/or the family handbook). -Samples of child observation form, anecdotal notes, and/or child portfolios that reflect goals and progress for each individual child observed for at least 30% of children enrolled (names deleted). -Evidence that progress is shared with families.

	- Child assessment guides individualized program planning and communicating with families. -Lesson planning forms in use include a section for activities targeted towards meeting identified needs of individual children.
Child assessment review process:	No
Approved child assessments identified:	Yes
List of approved child assessments:	Ages and Stages Questionnaire is used for screening on children who are receiving subsidies.
Child assessment referred to within:	Curriculum
Child assessment source of evidence:	Documentation submitted

Staff Qualifications (centers)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Staff qualification indicators included:	Yes
Indicators for teachers include:	Education, Training
Indicators for directors include:	Education, Training
Directors qualifications related to administration and management	Yes
Administrative and management qualifications included in the indicators:	At Levels 4 and 5, directors have to have Florida Advanced Level Director's Credential (see attached document).
Bachelors degree indicator for director:	No
Bachelors degree indicator for teacher:	No
Bachelors degree indicator for assistant teacher:	No
Description:	<p>Level 2:</p> <ul style="list-style-type: none"> - Associate teachers: 25% have HS diploma/GED, 25% have DCF Staff Credential, 25% have one 3 credit ECE class or 45 hours informal ECE training annually, if higher benchmarks are not met. - Lead teachers: All have HS diploma/GED, 75% have DCF Staff Credential and 75% have one 3 credit ECE class or 45 hours informal ECE training annually, if higher benchmarks are not met. - Facility Director has HS diploma/GED, DCF Staff Credential and one 3 credit ECE class or 45 hours informal ECE training annually, if higher benchmarks are not met. -25% Professional Staff completed annual 50 points.

Level 3:

- Associate teachers: 50% have HS diploma/GED, 50% have DCF Staff Credential, 50% have one 3 credit ECE class or 45 hours informal ECE training annually, if higher benchmarks are not met.
- Lead teachers: All have HS diploma/GED, 90% have DCF Staff Credential and 90% have one 3 credit ECE class or 45 hours informal ECE training annually, if higher benchmarks are not met.
- Facility Director has HS diploma/GED, DCF Staff Credential or and one 3 credit ECE class or 45 hours informal ECE training annually, if higher benchmarks are not met.
- 50% Professional Staff completed annual 50 points.

Level 4:

- Associate teachers: 75% have HS diploma/GED, 75% have DCF Staff Credential, 75% have one 3 credit ECE class or 45 hours informal ECE training annually, if higher benchmarks are not met.
- Lead teachers: All have HS diploma/GED, DCF Staff Credential, 90% have one 3 credit ECE class or 45 hours informal ECE training annually, if higher benchmarks are not met. 25% have completed 12 ECE credit hours.
- 25% will hold an Associate degree or higher with 12 ECE credits or 60 credits with 12 ECE credits (effective 10/1/2010).
- Facility Director has HS diploma/GED, DCF Staff Credential, completed 12 ECE credit hours, and holds FL Advanced level credential.
- Associate degree or higher with 12 ECE credits or 60 credits with 12 ECE credits.
- 75% Professional Staff completed annual 50 points.

Level 5:

- Associate teachers: All have HS diploma/GED, DCF Staff Credential, 75% have one 3 credit ECE class or 45 hours informal ECE training annually if higher benchmarks are not met and 25% have completed 12 ECE credit hours.
- Lead teachers: All have; HS diploma/GED, DCF Staff Credential, and completed 12 ECE credit hours, if higher benchmarks are not met.
- 50% will hold an Associate degree or higher with 12 ECE credits or 60 credits with 12 ECE credits

(effective 10/1/2010).
 - Facility Director has HS diploma/GED, DCF Staff Credential, completed 12 ECE credit hours, and holds FL Advanced level credential.
 -Associate degree or higher with 12 ECE credits or 60 credits with 12 ECE credits (effective 10/1/2010).
 -100% Professional Staff completed annual 50 points.

Staff qualifications referred to within:	Staff Qualifications/Professional Development
Staff qualifications source of evidence	Documentation submitted, data system, registry
Comments:	<p>-100% of professional staff at the 2, 3, 4, and 5-star level must meet the 40-Hour Certification + 5-Hour Literacy requirement.</p> <p>For annual training, QIS has a “50 points” system that is used to encourage continuing education for providers. Programs are required to have certain percentage of staff that meet 50 points requirement (annual training) at each level (see description). Staff can choose the training, but each training has to go through registry with approved trainers.</p> <p>DCF Staff Credential requirement – includes the Birth-Five Florida Child Care Professional Credential (FCCPC) – formerly the FL CDA-Equivalent, the DOE Early Childhood Professional Certificate (ECPC), national CDA or equivalent national early childhood credential, Associate degree or higher in ECE or related field, Associate degree or higher out of field with 6 credits in ECE plus 480 hours experience. See the website of the Department of Children and Families-DCF child care training: www.myflorida.com/childcare/training. For a detailed description of requirements please refer to the Quality Counts Professional Development Form.</p>

Family Partnership (centers)

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Family partnership indicators included:	Yes
Description:	<p>Level 1:</p> <ul style="list-style-type: none"> - Family Handbook is written and includes parental rights and responsibilities. - Signed acknowledgement of receipt of handbook by parent. <p>Level 2:</p> <ul style="list-style-type: none"> -Minimum of 3 modes of communication are used to share child and program information with families. <p>Level 3:</p> <ul style="list-style-type: none"> -At least 2 family activities per year provided. <p>Level 4:</p> <ul style="list-style-type: none"> - Families are invited to scheduled family-teacher conferences to review child's progress and needs and to set goals, 2x/year. - Activities provided for children and families to assist with transition to new settings within the child care program and/or to kindergarten. <p>Level 5:</p> <ul style="list-style-type: none"> - Families have opportunity to evaluate the provider in writing at least annually. - Resources are available to communicate with families in the family's primary language. - Developmental screening and referral process is in place for 90% of all children, and results are shared with staff and families. - Activity suggestions are developed with staff and families for children identified with delays.
Family partnership referred to within:	Family engagement
Family partnership source of evidence:	Documentation submitted, observation.

Administration and Management (centers)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Administration and management indicators included:	Yes
Description:	<p>Level 1: Provider has a risk management plan (a written action plan for emergencies such as hurricanes, fire, flood, etc. including evacuation routes identified and practice drills) in place.</p> <p>Level 2: -Personnel policy manual includes written staff orientation procedures and job descriptions. -Monthly staff turnover report is submitted to Registry 13 months prior to, but not including the assessment month.</p> <p>Level 3: -Staff meetings are held at least quarterly. -Written performance evaluations are completed annually.</p> <p>Level 4: -Written operating policies & procedures include standard business and fiscal management practices. -Marketing plan is in place to maximize full enrollment. -Performance evaluations include classroom observation.</p> <p>Level 5: -Salary scale is in place and is differentiated by Education and experience. -Financial recordkeeping system provides quarterly reports and analysis and 1-year projected budget. -Performance evaluations include professional development plans.</p>
Administration and management referred to within:	Program administration
Administration and management source of evidence:	Documentation submitted, observation

Cultural/Linguistic Diversity (centers)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

Cultural/linguistic diversity indicators included:	Yes
Comments:	At level 5 in Family Engagement, programs are required to have resources available to communicate with families in the family's primary language.

Accreditation (centers)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. The National Association for the Education of Young Children (NAEYC) accreditation, the National Early Childhood Program Accreditation (NECPA), the National Accreditation Commission for Early Care and Education Programs (NAC) and the Council on Accreditation (COA) are commonly included accreditation systems used in QRSs for center-based programs.

Accreditation included:	No
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Community Involvement (centers)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Community involvement indicators included:	No
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Provisions for Children with Special Needs (centers)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

Indicators that specify provisions for children with special needs included:	No
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Indicators for Family Child Care Programs

This section describes the indicators used in a QRS to assess the quality of family child care programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and these category labels may not be used in their QRS.

Number of site-specific indicator categories:	6
Site-specific names of categories used in the QRS:	Environment Professional Development Parent Involvement Program (Curriculum) Administration & Business Management Child Development Screenings

Licensing Compliance (family child care)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Licensing compliance included:	Yes
Licensing required for enrollment:	Yes
Licensing equivalent to the first level:	No. There are indicators in addition to licensing that are required at the first level.
Licensing compliance referred to within:	N/A
Source of evidence:	Documentation submitted

Ratio (family child care)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Ratio and group size indicators included:	No
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Health and Safety (family child care)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

Health and safety indicators included:	No
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Curriculum (family child care)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Curriculum indicators included:	No
Comments:	<p>Palm Beach calculates a Program (Curriculum) score by averaging the family child care program's score of Listening and Talking, Activities and Program Structure subscales of the FCCERS-R. Scores at each star level are as follows.</p> <p>Star 1: Score of 0 – 3.99 Star 2: Score of 4 – 4.49 Star 3: Score of 4.5 – 4.99 Star 4: Score of 5 and above</p>

Environment (family child care)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Environment indicators included:	Yes
Environment Rating Scales (ERS) included:	Yes
Range of recognized ERS scores:	0-5.0 and above
Description:	<p>Star 1: FCCERS-R Score of 0 – 3.99 Star 2: FCCERS-R Score of 4 – 4.49 Star 3: FCCERS-R Score of 4.5 – 4.99 Star 4: FCCERS-R Score of 5 and above</p>
Additional indicators related to the environment (e.g., activities, interactions, specific features):	None
Environment referred to within:	Environment
Environment source of evidence:	Documentation submitted, Observation

Child Assessment (family child care)

Indicators in this section refer to processes in place to assess, observe or monitor children's development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Child assessment indicators included:	Yes
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Description:	<p>Star 1: Utilizes Coalition approved tools and frequency schedules for 90% of all subsidized children.</p> <p>Star 2: Utilizes Coalition approved tools and frequency schedules for 90% of all subsidized children and 50% of non-subsidized children.</p> <p>Star 3: Utilizes Coalition approved tools and frequency schedules for 90% of all subsidized children and 75% of non-subsidized children.</p> <p>Star 4: Utilizes Coalition approved tools and frequency schedules for 90% of all subsidized children 90% of non-subsidized children.</p>
Child assessment review process:	No
Description of child assessment review process:	N/A
Approved child assessments identified:	Yes
List of approved child assessments:	<p>Ages and Stages Questionnaires (for ages 4-61 months) completed by parent or guardian. All children receiving subsidized childcare screened using the Ages and Stages.</p> <p>Early Screening Inventory (ESI-K) for children ages 5 and 1 month-6 years old, completed by the child care provider</p>
Child assessment referred to within:	Child Developmental Screenings
Child assessment source of evidence:	Documentation submitted

Staff qualifications (family child care)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Staff qualification indicators included:	Yes
Indicators for family child care providers include:	Education, training
Family child care qualifications related to administration and management	Yes
Administrative and management qualifications included in the indicators:	3-credit course in Business Management
Bachelors degree indicator for family child care provider:	No
Description:	<p>Star 1:</p> <p>-30-clock hr FCCH Certificate</p> <p>-5 hr Literacy Course</p>

- CPR and First Aid Training
- 10 hrs Inservice Education and Training in ECE

Star 2:

- High School Diploma or GED
- Minimum of 10 hours in Developmentally Appropriate Practices for Special Needs Children
- CDA/FCCPC/Staff Credential or National Accreditation
- 15 hours of inservice training (for providers without an AA/AS degree) or 10 hours of inservice training (for providers with an AA/AS degree)
- Second Helping or one 3-credit class in Business Management or ECE or an AA/AS degree or higher (including 9 credits in ECE/Business Management)

Star 3:

- One additional 3-credit course in Business Management or ECE or an AA/AS degree or higher (including 9 credits in ECE/Business Management)
- 45 hours of inservice training (for providers without an AA/AS degree) or 20 hours of inservice training (for providers with an AA/AS degree)

Star 4:

- An additional one additional 3-credit course in Business Management or ECE or an AA/AS degree or higher (including 9 credits in ECE/Business Management)
- 60 hours of inservice training (for providers without an AA/AS degree) or 30 hours of inservice training (for providers with an AA/AS degree)

Staff qualifications referred to within:

Professional Development

Staff qualifications source of evidence

Documentation submitted

Comments:

There are additional requirements for substitutes at each star level. For more information, see center standards.

Family Partnership (family child care)

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Family partnership indicators included:	Yes
Description:	<p>Star 1:</p> <ul style="list-style-type: none"> -Open door policy -Parent orientation <p>Star 2:</p> <ul style="list-style-type: none"> -1 group parent meeting - Minimum 1 annual documented provider/parent meeting -Child development milestone information to parents minimum of once a year <p>Star 3:</p> <ul style="list-style-type: none"> -1 additional annual documented provider/parent meeting -Provision of monthly joint parent/child activity suggestions -Written monthly communication such re: activities, events, calendar, achievements, etc. <p>Star 4:</p> <ul style="list-style-type: none"> -Parent volunteer opportunities in program offered and documented
Family partnership referred to within:	Parent involvement
Family partnership source of evidence:	Documentation submitted

Administration and Management (family child care)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Administration and management indicators included:	Yes
Description:	<p>Star 1:</p> <ul style="list-style-type: none"> -Children's records -Discipline policy to parents <p>Star 2:</p> <ul style="list-style-type: none"> -Annual provider/parent agreement -Parent handbook, including rules, operations and educational philosophy -Documentation of substitute training; orientation,

attendance and other information

Star 3:

- Recordkeeping system for income/expenses
- Liability and accident coverage
- Provider portfolio

Star 4:

- Annual parent survey to evaluate program
- Simple written annual plan, including a budget
- Current Professional Development Association Membership

Administration and management referred to within:	Administration and management
Administration and management source of evidence:	Documentation submitted, observation

Cultural/Linguistic Diversity (family child care)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

Cultural/linguistic diversity indicators included:	No
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Accreditation (family child care)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. Accreditation by the National Association of Family Child Care is a commonly included accreditation used in QRSs for family child care programs.

Accreditation included:	Yes
If yes, accreditation is:	Other
Comments:	If provider does not have a CDA, accreditation will suffice to meet that requirement.

Community Involvement (family child care)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Community involvement indicators included:	No
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Provisions for Children with Special Needs (family child care)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

Indicators that specify provisions for children with special needs included:	No
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Application Process

Information in this section describes specific features of the application process in the QRS.

Requires self-assessment tool:	Yes
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Describe self-assessment tool:	When programs enroll, they receive a baseline assessment and report within 45 days. Following, an early learning coach goes out to the program and works with director. Together they set goals over benchmarks to achieve them during the first 18 months. After this process, programs get their first official assessment. The ERS as self-assessment is optional.
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Availability of preparatory process:	Yes
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Describe preparatory process:	Orientation sessions are available. Once a program has submitted a letter of interest, it will be contacted by a Children's Services Council Liaison to schedule an appointment to visit the program's director and owner/board chair. The purpose of this visit is to ensure that there is a clear understanding of the level of commitment and expectations and to answer any questions the director or owner/board chair may have about Quality Counts.
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Requires orientation:	No
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Describe orientation :	All programs interested in the Quality Counts system are invited to attend an orientation session that covers the goals, improvement process, and supports available for programs that participate. Attendees receive a letter of interest and an application. Attendance is not required. If providers miss the orientation a liaison will go out and talk to them one on one.
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Time from application to rating:	At least 18 months.
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Can apply for particular rating:	No
Describe apply for particular rating:	Programs receive a formal assessment after an 18 month Intensive phase. Following a baseline assessment, programs develop a work plan that may target a certain level.

Outreach

This section describes the strategies that a QRS uses to disseminate information to parents, providers/programs, and the public.

Outreach to parents:	Yes
Method of outreach to parents:	Website, written information disseminated through mailings and partners, information in languages other than English, assistance provided to non-English speaking parents.
Outreach to providers:	Yes
Method of outreach to providers:	Website, written information disseminated through mailings and partners, print advertising, radio, television, conferences and events.
Outreach to public:	Yes
Method of outreach to public:	Website, written information disseminated through partners, print advertising, radio, television, conferences and events.
Percent of budget dedicated to marketing:	No information available.

Use of Observational Tools

The information in this section provides further detail about observational tools used in the QRS.

Observational tools used:	ECERS-R, FCCERS-R, ITERS-R
Describe how scores are used in the rating:	1 Star: ECERS-R 3.0 – 3.49, ITERS-R 3.0 – 3.49 2 Stars: ECERS-R 3.5 – 3.99, ITERS-R 3.5 – 3.99 3 Stars: ECERS-R 4.0 – 4.49, ITERS-R 4.0 – 4.49 4 Stars: ECERS-R 4.5 – 5.49, ITERS-R 4.5 – 5.49 5 Stars: ECERS-R 5.5 – 7.0, ITERS-R 5.5 – 7.0 The ERS scores make up 40% of the overall star rating.
Frequency of observational assessment:	Formal assessments take place every 13 months.
Method for choosing classrooms to observe:	The classrooms are chosen by random selection.
Percent of classrooms observed in child care centers:	At least 50% of classrooms are observed.
Observational tool comments:	On the day of assessment, a program assessor will randomly choose a classroom to be assessed. The program assessor will use the Infant/Toddler

	Environment Rating Scale – Revised (ITERS-R) to assess classrooms in which the majority of children are ages 0 to 30-months. For classrooms in which the majority of children are ages 30 months and above, the Program Assessor will use the Early Childhood Environment Rating Scale – Revised (ECERS-R).
Training for observers:	Classrooms are assessed by trained assessors employed by Family Central, Inc. Assessors are trained on the ERS at Frank Porter Graham Child Development Institute at UNC by the authors of the scales.
Initial reliability required:	Observers have to meet higher than 85% of reliability—at least 86%.
Ongoing reliability required:	Palm Beach follows the protocol of the authors that there is reliability check with an anchor every 6-8 assessments. If they do not meet reliability, observers have to go through training again.
Comments:	For Family Child Care programs, the Program (Curriculum) score is calculated by averaging the family child care program’s score of Listening and Talking, Activities and Program Structure subscales of the FCCERS-R. Scores at each star level are as follows. Star 1: Score of 0 – 3.99 Star 2: Score of 4 – 4.49 Star 3: Score of 4.5 – 4.99 Star 4: Score of 5 and above

Improvement Process

This section provides information about the strategies used to provide or support quality improvement in the QRS.

Training available that is linked to QRS:	Yes
Content of linked training:	Environment Rating Scale training, Second Helping Training (for FCC) Director/Administrator track, Trainer track, infant/toddler training, CDA, Health Safety and Nutrition, Building Family and Community Relations, Teaching and Learning Environments and Interactions, Curriculum, Observing, Documenting, Screening and Assessing to Support Children and Families, Professionalism
Total duration of training:	Varies
Trainer approval process:	Yes
Target population for training:	All providers

Onsite assistance available that is linked to QRS:	Yes
Content of linked onsite assistance:	Varies
Onsite assistance frequency	Varies
Length of onsite sessions	Varies
Total duration of onsite assistance:	Varies
Formal approval for onsite assistance provider:	Yes
Target population for onsite assistance:	All providers
Comments about improvement process:	Early learning coaches work one on one with programs and can suggest other training if needed.

Financial Incentives

A variety of strategies may be used to provide financial incentives to providers to participate in the QRS or to support quality improvement efforts. This section provides information about different financial incentives.

Tiered reimbursement:	No
Quality award/bonus:	An award is available for programs above Star 1. Higher Star awards are calculated by star rating and number of children enrolled.
Startup award:	Quality Counts mini-grants are available for programs in their first year of participating in Quality Counts. These grants are often used for environment improvements.
Scholarship (T.E.A.C.H)	S.E.E.K Scholarships (Seeking Excellence in Education and Knowledge) are available. Educational Incentive Awards are also available. These are one-time payments made to practitioner, based on achievement of number of credits or credentials.
Wage enhancement	WAGES program is available. It is paid to practitioner and based on attainment of educational or PD markers, and length of time in QRS site. Programs must be participating for a year or more to be eligible.
Retention bonus:	The WAGES program is often used for retention.
Improvement grants:	See Startup award (above)

Administration Details

This section provides details about the QRS administration and funding.

QRS lead :	Children's Services Council.
QRS lead type:	Local taxing district: local referendum to tax property to fund Children's Services Council.
Overall funding amount for most recent fiscal year:	\$9.5 million.

Overall funding sources:	Local tax dollars from Children's Services Council.
Comments:	Funding for entire system is through Children's Services Council Palm Beach County. The cost of the system including evaluation, administration, enhancements, quality improvement supports, scholarships, WAGES supplements and comprehensive data system is approximately \$11,000,000.

Partners

This section provides information about the roles and responsibilities of partners in the QRS.

Partner 1 type :	Community college
Partner 1 name:	Palm Beach Community College
Partner 1 function:	Provide technical assistance and quality improvement services, provide financial incentives.
Work plan in place:	Yes
Partner 2:	State Agency
Partner 2 name:	School District of Palm Beach County
Partner 2 function:	Provide technical assistance and quality improvement services.
Work plan in place:	Yes
Partner 3 type :	Resource and Referral Agency
Partner 3 name:	Family Central, Inc.
Partner 3 function:	Enroll children to QRS sites, manage scholarship program so children whose parents lose eligibility can still participate in program.
Work plan in place:	Yes
Partner 4 type :	Non-Profit Agency
Partner 4 name:	Family Central, Inc.
Partner 4 function:	Conduct observational assessments, provide technical assistance and quality improvement services, provide financial incentives, oversee the professional development registry, trainer and trainee approval process, early learning coaching for family child care.
Work plan in place:	Yes

Linkage of QRS with Other Systems

This section provides information about how the QRS is linked with other systems/standards including child care subsidies, professional development, state early learning guidelines, and core knowledge /competencies for providers.

Child care subsidies :	Yes
Description:	Programs have to serve subsidized children in order to participate. Through Continue to Care, parents in subsidy system that are enrolled in QRS can continue to receive care through local funding even if they lose subsidy eligibility.
Professional development:	Yes
Description	Palm Beach County Early Childhood Registry. Individuals who are participating QIS providers will automatically become members of the Registry. A Registry Application must be completed for the provider one time only. As practitioners complete additional classes and training the information will be submitted to the Registry and maintained for future reference.
Incorporation of other standards:	Yes
Description:	Core Competencies address Florida Standards

Evaluation

Status of evaluation :	Periodic
List research questions for periodic evaluation:	A study of the implementation of a Quality Improvement System (QIS) in 37 after school programs for elementary- and middle-school-age children in Palm Beach County, Florida, during the third year of the system's implementation.
Evaluator type:	External
Evaluator name (if external)	University of Chicago, Chapin Hall Center for Children.
If external, was RFP issued:	Yes
Published reports to date :	Palm Beach County's Prime Time Initiative: Improving the quality of after-school programs. (2008) Julie Spielberger, University of Chicago, Chapin Hall Center for Children. http://www.chapinhall.org/research/report/palm-beach-countys-prime-time-initiative

Key Contacts

Category :	Overall management
Contact name:	Karen Brandi
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Category :	Overall management
Contact name:	Warren Eldridge
Organization:	Early Learning Coalition of Palm Beach
Email:	Jeanne Brossell
Phone:	Jeanne.Brossell@cscpb.org

References

Children’s Services Council of Palm Beach County (2009). Quality Counts: Palm Beach County’s Quality Rating Improvement System Center Manual.

Children’s Services Council of Palm Beach County (2008). Quality Improvement System Early Care and Education Family Child Care Manual.

QUALITY COUNTS

STRIVING FOR FIVE STAR EARLY LEARNING

Quality Standards for Child Care Centers and School Based Sites

Learning Environment – Environment Rating Scales-Revised (ECERS,ITERS) – 40%

- Subscales: Space-Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, Program Structure
- Based on average scores of sample of classrooms
- Scored on 7-point scale: 1=Inadequate, 3=Minimal, 5=Good, 7=Excellent

1	2	3	4	5
ECERS-R 3.0 – 3.49	ECERS-R 3.5 – 3.99	ECERS-R 4.0 – 4.49	ECERS-R 4.5 – 5.49	ECERS-R 5.5 – 7.0
ITERS-R 3.0 – 3.49	ITERS-R 3.5 – 3.99	ITERS-R 4.0 – 4.49	ITERS-R 4.5 – 5.49	ITERS-R 5.5 – 7.0

Assessor will randomly select 50% of a program’s classrooms within each age group and will assess those classrooms with either the Infant/Toddler Environment Rating Scale (ITERS) or the Early Childhood Environment Rating Scale (ECERS). A program’s average ITERS and/or ECERS classroom score becomes the Environment quality score.

If the average score is below 3.0, “0” points will be awarded for the Average Overall Score for that Pathway.

Staff Qualifications/Professional Development – 20%

1	2	3	4	5
<p>Same as FL Licensing: - All staff have enrolled in the 40-hour DCF training within 90 days of hire</p> <p>- 40 hours certification completed within one year of hire</p> <p>- 5-hour Early Literacy completed</p> <p>- 1 staff per 20 enrolled children have DCF Staff Credential</p> <p>-Facility Director holds level I or II Director Credential</p>	<p>- Associate teachers: 25% have HS diploma/GED, 25% have DCF Staff Credential, 25% have one 3 credit ECE class or 45 hours informal ECE training annually, if higher benchmarks are not met.</p> <p>- Lead teachers: All have HS diploma/GED, 75% have DCF Staff Credential and 75% have one 3 credit ECE class or 45 hours informal ECE training annually, if higher benchmarks are not met.</p> <p>- Facility Director has HS diploma/GED, DCF Staff Credential and one 3 credit ECE class or 45 hours informal ECE training annually, if higher benchmarks are not met</p>	<p>- Associate teachers: 50% have HS diploma/GED, 50% have DCF Staff Credential, 50% have one 3 credit ECE class or 45 hours informal ECE training annually, if higher benchmarks are not met.</p> <p>Lead teachers: All have HS diploma/GED, 90% have DCF Staff Credential and 90% have one 3 credit ECE class or 45 hours informal ECE training annually, if higher benchmarks are not met.</p> <p>- Facility Director has HS diploma/GED, DCF Staff Credential or and one 3 credit ECE class or 45 hours informal ECE training annually, if higher benchmarks are not met</p>	<p>- Associate teachers: 75% have HS diploma/GED, 75% have DCF Staff Credential, 75% have one 3 credit ECE class or 45 hours informal ECE training annually, if higher benchmarks are not met.</p> <p>Lead teachers: All have HS diploma/GED, DCF Staff Credential, 90% have one 3 credit ECE class or 45 hours informal ECE training annually, if higher benchmarks are not met. 25% have completed 12 ECE credit hours</p> <p>25% will hold an Associate degree or higher with 12 ECE credits or 60 credits with 12 ECE credits (effective 10/1/2010)</p> <p>- Facility Director has HS diploma/GED, DCF Staff Credential, completed 12 ECE credit hours, and holds FL Advanced level credential</p> <p>Associate degree or higher with 12 ECE credits or 60 credits with 12 ECE credits (effective 10/1/2010)</p>	<p>- Associate teachers: All have HS diploma/GED, DCF Staff Credential, 75% have one 3 credit ECE class or 45 hours informal ECE training annually if higher benchmarks are not met and 25% have completed 12 ECE credit hours</p> <p>Lead teachers: All have; HS diploma/GED, DCF Staff Credential, and completed 12 ECE credit hours, if higher benchmarks are not met.</p> <p>50% will hold an Associate degree or higher with 12 ECE credits or 60 credits with 12 ECE credits (effective 10/1/2010)</p> <p>- Facility Director has HS diploma/GED, DCF Staff Credential, completed 12 ECE credit hours, and holds FL Advanced level credential</p> <p>Associate degree or higher with 12 ECE credits or 60 credits with 12 ECE credits (effective 10/1/2010)</p>
10 hr State In-service Requirement	25% Professional Staff completed annual 50 points	50% Professional Staff completed annual 50 points	75% Professional Staff completed annual 50 points	100% Professional Staff completed annual 50 points

- 100% of professional staff at the 2, 3, 4, and 5-star level meet the 40-Hour Certification + 5-Hour Literacy requirement.
 - DCF Staff Credential requirement – includes the Birth-Five Florida Child Care Professional Credential (FCCPC) – formerly the FL CDA-Equivalent, the DOE Early Childhood Professional Certificate (ECPC), national CDA or equivalent national early childhood credential, Associate degree or higher in ECE or related field, Associate degree or higher out of field with 6 credits in ECE plus 480 hours experience. See the website of the Department of Children and Families-DCF child care training: www.myflorida.com/childcare/training. For a detailed description of requirements please refer to the Quality Counts Professional Development Form.
 - At the 2 and 3-star level, associate teachers without staff qualifications, hired six months prior to assessment may or may not be counted in Professional Development assessment, to be assessed to the advantage of the PD star rating.
- **Professional Staff:** includes facility director and assistant director; lead teachers; associate teachers; and curriculum/education specialists, “floater”, permanent substitute
 - **Facility Director:** the full-time administrative person at a single site
 - **Lead Teacher:** (a minimum of one per classroom) person responsible for a group of children for the majority of the day, duties may vary by site. Lead teacher category requirements apply to certain other professional staff – assistant director and curriculum/educational specialists.
 - **Associate Teacher:** teaching personnel other than the lead teacher needed to meet the minimum ratio requirements; does not require an associate’s degree.
 - **In-service Education and Training:** includes GED, ESOL, preparatory courses, credit and non-credit college classes, and approved related workshops and conferences successfully completed with an “S”, “P”, or “C” and better. First aid and CPR are not counted as in-service hours.
 - **Education and Training Hours:** 3 credit hours = 45 clock hours; 1 CEU = 10 clock hours; and each clock hour = 1 hour

Ratios – Group Sizes – 10%										
Age	1		2		3		4		5	
	Ratio	Group	Ratio	Group	Ratio	Group	Ratio	Group	Ratio	Group
Infant	1:4	n/a	1:4	12	1:4	8	1:4	8	1:4	8
One	1:6	n/a	1:6	12	1:6	12	1:5	10	1:5	10
Two	1:11	n/a	1:9	18	1:8	16	1:7	14	1:6	12
3	1:15	n/a	1:13	26	1:12	24	1:10	20	1:9	18
4-5	1:20	n/a	1:16	32	1:13	26	1:10	20	1:10	20

Program – 15%				
Family Engagement (All of the previous levels required)				
1	2	3	4	5
<ul style="list-style-type: none"> - Family Handbook is written and includes parental rights and responsibilities - Signed acknowledgement of receipt of handbook by parent 	<ul style="list-style-type: none"> Minimum of 3 modes of communication are used to share child and program information with families 	<ul style="list-style-type: none"> At least 2 family activities per year provided 	<ul style="list-style-type: none"> - Families are invited to scheduled family-teacher conferences to review child's progress and needs and to set goals, 2x/year - Activities provided for children and families to assist with transition to new settings within the child care program and/or to kindergarten 	<ul style="list-style-type: none"> - Families have opportunity to evaluate the provider in writing at least annually - Resources are available to communicate with families in the family's primary language - Developmental screening and referral process is in place for 90% of all children, and results are shared with staff and families - Activity suggestions are developed with staff and families for children identified with delays
Program Administration (All of the previous levels required)				
1	2	3	4	5
<ul style="list-style-type: none"> Risk management plan is in place (written action plan for emergencies such as hurricanes, fire, flood, etc. including evacuation routes identified and practice drills) 	<ul style="list-style-type: none"> - Personnel policy manual includes written staff orientation procedures and job descriptions - Staff Turnover Reports submitted to Registry monthly 	<ul style="list-style-type: none"> - Staff meetings are held at least quarterly - Written performance evaluations are completed annually 	<ul style="list-style-type: none"> - Written operating policies & procedures include standard business and fiscal management practices - Marketing plan is in place to maximize full enrollment - Performance evaluations include classroom observation 	<ul style="list-style-type: none"> - Salary scale is in place and is differentiated by education, experience - Financial recordkeeping system provides quarterly reports and analysis and 1-year projected budget - Performance evaluations include professional development plans

Curriculum (All previous levels required) – 15%

1	2	3	4	5
<p>Compliance with the Early Learning Coalition of Palm Beach County's rate agreement process for curriculum implementation.</p> <ul style="list-style-type: none"> ● Copy of curriculum ● Curriculum is on Coalition's list OR program has successfully completed Coalition review process. <p>- On the applicable Environment Rating Scales, the program has achieved average scores of 3.0 – 3.49 (Level 1) on the following subscales.</p> <ul style="list-style-type: none"> ● Activities ● Language-Reasoning – ECERS, Listening and Talking – ITERS ● Program Structure 	<p>- On the applicable Environment Rating Scales, the program has achieved average scores of 3.5 – 3.99 (Level 2) on the following subscales.</p> <ul style="list-style-type: none"> ● Activities ● Language-Reasoning – ECERS, Listening and Talking – ITERS ● Program Structure 	<p>- On the applicable Environment Rating Scales, the program has achieved average scores of 4.0 – 4.49 (Level 3) on the following subscales.</p> <ul style="list-style-type: none"> ● Activities ● Language-Reasoning – ECERS, Listening and Talking – ITERS ● Program Structure 	<p>- On the applicable Environment Rating Scales, the program has achieved average scores of 4.5 – 4.99 (Level 4) on the following subscales.</p> <ul style="list-style-type: none"> ● Activities ● Language-Reasoning – ECERS, Listening and Talking – ITERS ● Program Structure <p>- Written lesson plans that reflect goals and objectives set by the approved developmentally appropriate curriculum for (see 6 weeks of past lesson plans) that highlight curriculum area for ages birth to five.</p> <p>- An approved developmentally appropriate curriculum is fully implemented (effective 10/1/2011)</p>	<p>- On the applicable Environment Rating Scales, the program has achieved average scores of 5+ (Level 5) on the following subscales.</p> <ul style="list-style-type: none"> ● Activities ● Language-Reasoning – ECERS, Listening and Talking – ITERS ● Program Structure <p>- A system is in place for ongoing child observations, individualized program planning and family communication.</p> <ul style="list-style-type: none"> ● Process of completing ongoing child observations at least three times per year is described in writing (may be in the personnel policies and/or the family handbook). ● Samples of child observation form, anecdotal notes, and/or child portfolios that reflect goals and progress for each individual child observed for at least 30% of children enrolled (names deleted) Evidence that progress is shared with families. <p>- Child assessment guides individualized program planning and communicating with families. Lesson planning forms in use include a section for activities targeted towards meeting identified needs of individual children.</p>

Florida Early Learning Coalitions are directed by the state Office of Early Learning to establish lists of appropriate curricula and to establish a procedure for reviewing-approving other curricula.

If the average score is below 3.0, "0" points will be awarded for the Average Overall Score for that Pathway.

Director Credential Certification Requirements

Core Requirements for all Levels:

1. High School Diploma or GED;
2. The [30 hour Part I Department of Children and Families' Introductory Child Care Training](#).
-FOR SCHOOL-AGE APPLICANTS ONLY: School-age training from a national organization as outlined in 65C-22.008(4)(b) may substitute for the Child Growth and Development and Behavioral Observation and Screening components of the 30 hour Part I Department of Children and Families' training.
3. A minimum of eight (8) hours of in-service training on children with disabilities or the department's Special Needs Appropriate Practices course.
4. An [active Staff Credential](#) outlined in 65C-22.003(7)(a), F.A.C., **excluding Employment History Recognition Exemption.**

Level I Requirements:

Core Requirements: Must meet all core requirements listed above.

Education: An "Overview of Child Care Management" course approved by the department for vocational credit, CEU's or college credit; or a Director Credential from another state, subject to approval by the Florida Child Care Director Credential Program.

Level II Requirements:

Core Requirements: Must meet all core requirements listed above.

Education: An "Overview of Child Care Management" course approved by the department for vocational credit, CEU's or college credit; or a Director Credential recognized by another state, subject to approval by the Florida Child Care Director Credential Program.

Experience: A minimum of one (1) year experience as an on-site child care director* in a licensed child care facility or facility that is legally exempt from licensure.

* Experience may be gained as a director, co-director, assistant director or lead teacher in a Head Start program.

Advanced Level Requirements:

1. Meet all core requirements listed above **and**
2. Meet the requirements of **one (1)** of the following categories:
 - a. An associate's degree or higher; a minimum of two (2) years experience as an on-site child care director** in a licensed child care facility or facility that is legally exempt from licensure; and an "Overview of Child Care Management" course approved by the department for vocational credit, CEU's or college credit.**
 - b. A minimum of two (2) years experience as an on-site child care director* in a licensed child care facility or facility that is legally exempt from licensure; an "Overview of Child Care Management" course approved by the department for vocational credit, CEU's or college credit; ***and at least two (2) three (3) credit courses in the following curriculum areas:
 - Child Care and Education Organizational Leadership
 - Child Care and Education Financial and Legal Issues
 - Child Care and Education Programming

- c. Five (5) years experience as an administrator or director* in a licensed child care facility or facility that is legally exempt from licensure and an "Overview of Child Care Management" course approved by the department for vocational credit, CEU's or college credit. ***

* Experience may be gained from the positions of director, co-director, assistant director or lead teacher in a Head Start program.

** The "Overview of Child Care Management" requirement may be substituted by successfully passing a corresponding child care competency exam with a minimum score of 70; by completing a three (3) credit college level course in Child Care Administration, Business Administration, or Education Administration; or a copy of a Director Credential from another state.

*** The "Overview of Child Care Management" requirement may be substituted by successfully completing a three (3) credit college level course in Child Care administration, Business Administration, or Education Administration or a copy of a Director Credential from another state.

The Birth Through Five Florida Child Care Professional Credential (FCCPC)

Florida Child Care Professional Credential (FCCPC), " pursuant to Section 402.305(3)(b), F.S., is a department approved training program that consists of a minimum of 120 hours of early childhood instruction, 480 contact hours with children ages birth through eight (8) and at least two (2) methods of formal assessment that offers two (2) areas of certification; "Birth Through Five (formerly the department approved CDA Equivalency training programs)" and "School-Age (formerly the Florida School-Age Certification)."

Florida Department of Education Early Childhood Professional Certificate (ECPC)

Requirements include:

1. Proof of an active First Aid and CPR Certificate
2. Proof of one of the following within the past 5 years, based on date application is received:
 - a. 4.5 Continuing Education Units (CEUs) in any birth through five curriculum area;
 - b. Three college credits in any birth through five curriculum area;
 - c. Forty-five (45) clock hours completed at a Florida Career Education Center (public vocational or technical school), Florida Community Colleges, or an institution licensed by the Florida Commission for Independent Education in any birth through five curriculum area; or
 - d. Any combination of the professional education outlined in a. - c. above.
3. Proof of 80 hours work experience, within last 12 months based on date application is received, with children of preschool age in a child care or educational setting;
4. Proof of individual membership, within last 12 months based on date application is received, in a national, state or local early childhood professional organization;
5. A letter of recommendation regarding competency in working with young children, provided by an Early Childhood Education Professional such as the Child Care Facility Director, Assistant Director, Observer, or Lead Teacher

FORM 2: SUMMARY ASSESSMENT REPORT

Family Child Care Home Name

Date

PART I: KEY PATHWAYS TO QUALITY

1. Environment: 40%

1-Star

FCCERS-R Score of 0 – 3.99

2-Star

FCCERS-R Score of 4 – 4.49

3-Star

FCCERS-R Score of 4.5 – 4.99

4-Star

FCCERS-R Score of 5 and above

An Assessor will use the Family Child Care Environment Rating Scale-Revised (FCCERS-R) to comprehensively assess quality within a family child care home. Although a FCCERS-R score of 5 or above earns a 4-Star rating, it is not probable that a home will score 5 or better on every item. However, the scales allow for scores up to 7 on individual items so that areas of excellence can and do affect final scores. For more information on the Environment Rating Scales, visit www.fpg.unc.edu.

2. Professional Development: 20%

1-Star

QIS Benchmarks and Staff Qualifications

2-Star

Substitute working less than 40 hours per month

Substitute working more than 40 hours per month

Provider

3-Star

Substitute working less than 40 hours per month

Substitute working more than 40 hours per month

Provider

4-Star

Substitute working less than 40 hours per month

Substitute working more than 40 hours per month

Provider

FCC Provider
 ● 30-clock hr FCCH Certificate
 ● 5 hr Literacy Course
 ● CPR and First Aid Training
 ● 10 hrs Inservice Education and Training in ECE
Substitutes working less than 40 hrs per month on avg. per 12 mos.
 ● 3-clock hr Fundamentals of Child Care Training or completion of 6-clock hr FCCH Rules and Regulations Training
 ● CPR and First Aid Training
Substitutes working 40 hrs. or more per month on avg. per 12 mos.
 ● 30-clock hour FCCH Certification
 ● CPR and First Aid Training

High School Diploma or GED

Minimum of 10 hours in Developmentally Appropriate Practices for Special Needs Children

CDA/FCPCP/ Staff Credential or National Accreditation

Second Helping or one 3-credit class in Business Management or ECE*

One additional 3-credit course in Business Management or ECE*

One additional 3-credit course in Business Management or ECE*

Inservice Hours

2

5

15**/10***

4

10

45**/20***

6

15

60**/30***

* or AA/AS degree or higher (including 9 credits in ECE/Business Management)
 ** hours required for Providers without an AA/AS degree or higher

*** hours required for Providers with an AA/AS degree or higher

PART II: SUPPORTING PATHWAYS TO QUALITY

3. Administration and Business Management: 10%

1-Star <input type="checkbox"/>	2-Star <input type="checkbox"/>	3-Star <input type="checkbox"/>	4-Star <input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Children's records ▪ Discipline policy to parents 	1-Star Requirements Plus: <ul style="list-style-type: none"> ▪ Annual provider/parent agreement ▪ Parent handbook, including rules, operations and educational philosophy ▪ Documentation of substitute training; orientation, attendance and other information 	1-Star & 2-Star Requirements Plus: <ul style="list-style-type: none"> ▪ Recordkeeping system for income/expenses ▪ Liability and accident coverage ▪ Provider portfolio 	1-Star, 2-Star & 3-Star Requirements Plus <ul style="list-style-type: none"> ▪ Annual parent survey to evaluate program ▪ Simple written annual plan, including a budget ▪ Current Professional Development Association Membership

4. Parent Involvement: 10%

1-Star <input type="checkbox"/>	2-Star <input type="checkbox"/>	3-Star <input type="checkbox"/>	4-Star <input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Open door policy ▪ Parent orientation 	1-Star Requirements Plus: <ul style="list-style-type: none"> ▪ 1 group parent meeting ▪ Min. 1 annual documented provider/parent meeting ▪ Child development milestone Information to parents min. once a year 	1-Star & 2-Star Requirements Plus: <ul style="list-style-type: none"> ▪ 1 additional annual documented provider/parent meeting ▪ Provision of monthly joint parent/child activity suggestions ▪ Written monthly communication re: activities, events, calendar, achievements, etc. 	1-Star, 2-Star & 3-Star Requirements Plus: <ul style="list-style-type: none"> ▪ Parent volunteer opportunities in program offered and documented

5. Program (Curriculum): 10%

1-Star <input type="checkbox"/> Score of 0 – 3.99	2-Star <input type="checkbox"/> Score of 4 – 4.49	3-Star <input type="checkbox"/> Score of 4.5 – 4.99	4-Star <input type="checkbox"/> Score of 5+
Average Score of Listening and Talking, Activities and Program Structure = Program Score		Listening and Talking	
		Activities	
		Program Structure	
		Overall Average Score	

6. Child Developmental Screenings: 10% - Utilizes Coalition Approved Tools & Frequency Schedules





1-Star <input type="checkbox"/>	2-Star <input type="checkbox"/>	3-Star <input type="checkbox"/>	4-Star <input type="checkbox"/>
Utilizes Coalition approved tools and frequency schedules for: ● 90% of all subsidized children	Utilizes Coalition approved tools and frequency schedules for : ● 90% of all subsidized children ● 50% of non-subsidized children	Utilizes Coalition approved tools and frequency schedules for: ● 90% of all subsidized children ● 75% of non-subsidized children	Utilizes Coalition approved tools and frequency schedules for: ● 90% of all subsidized children ● 90% of non-subsidized children

PART III: SUMMARY OF STAR RATINGS

- To determine the Overall Points and the final Star Rating:
- Put the Star Rating from each of the six Pathways to Quality in Column 3
 - Put the Star Rating points on the first open line in Column 4; multiply the number by the Weighting, which gives the points earned.
 - Add up the Points Earned and enter the number on the bottom row after "Overall Points".
 - Use the Overall Point Scale on the right to determine the Final Star Rating and put the rating on the line in the bottom row.

WEIGHTED POINT SCALE	
Weighted Points Earned	Star Rating Awarded
10 – 15	1-Star
16-25	2-Star
26 - 35	3-Star
36 - 40	4-Star

(1) CRITERIA Individual Pathways Star Ratings are weighted to determine the Overall Rating	(2) PERCENTAGE = WEIGHTING Key for determining Rating	(3) STAR RATING From each of the Pathways	(4) POINTS EARNED = Put Star Rating from Column 3 on line; multiply, and put answer on final line; add Overall Points
Environment	FCCERS-R	40% = 4	___-Star
Professional Development		20% = 2	___-Star
Administration & Business Management		10% = 1	___-Star
Parent Involvement		10% = 1	___-Star
Program (Curriculum)		10% = 1	___-Star
Child Development Screenings		10% = 1	___-Star
Overall Total		100% = 10	
			Sum of Weighted Points = ___ = ___-Star Rating

1-Star <input type="checkbox"/> 10 – 15 Points	2-Star <input type="checkbox"/> 16 – 25 Points	3-Star <input type="checkbox"/> 26 – 34 Points	4-Star <input type="checkbox"/> 35 – 40 Points
			

PART IV: ACKNOWLEDGEMENT

I _____ the family child care home operator of _____
 _____ acknowledge receipt of the Quality Assessment
 Summary Report.

Reviewer Signature	Date
Provider Signature	Date