



QUALITY RATING IMPROVEMENT SYSTEM

DOMAIN 1 - LEARNING ENVIRONMENT

*	**	***	****	*****
1.1_____ ITERS classroom average score is 3.00 - 3.49	1.2_____ ITERS classroom average score is 3.50 - 3.99	1.3_____ ITERS classroom average score is 4.00 - 4.49	1.4_____ ITERS classroom average score is 4.50 -5.49	1.5_____ ITERS classroom average score is 5.50 - 7.00
2.1_____ ECERS classroom average score is 3.00 - 3.49	2.2_____ ECERS classroom average score is 3.50 - 3.99	2.3_____ ECERS classroom average score is 4.00 - 4.49	2.4_____ ECERS classroom average score is 4.50 -5.49	2.5_____ ECERS classroom average score is 5.50 - 7.00

Overall Domain Weight: 40%

RATIONALE: Environmental structure includes health and safety standards, classroom environment, the daily schedule and interactions between adults and children. Positive relationships are essential for the development of personal responsibility, capacity for self-regulation and for constructive interactions with others. Warm, sensitive and responsive interactions help children develop a secure, positive sense of self and encourage them to respect and cooperate with others. Children who see themselves as highly valued are more likely to feel secure, thrive physically, get along with others, learn well and feel part of the community. Design and maintenance of the physical environment supports high-quality program activities and services and allows for optimal use and operation. Well-organized, equipped and maintained environments support program quality by facilitating the learning, comfort, health and safety of those who use the program. By also creating a welcoming and accessible setting for children, families, and staff, program quality is enhanced (NAEYC 2004). Unfortunately, the reality of child care in Florida, and in our nation, is that children are not in settings of sufficient quality to give them adequate foundations for later learning (Dwyer, Chait &

McKee, 2000). It is imperative that consideration is given to the knowledge that the physical and material environment, family environment, social and community environment can all affect a young child's healthy development (Shields & Berhman).



QUALITY RATING IMPROVEMENT SYSTEM

DOMAIN 2 - STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

*	**	***	****	*****
<p>____ 1.1A Director holds a current Foundational Level Florida Director's Credential.</p> <p>____ 1.1B 1 staff per 20 children enrolled have a DCF Staff Credential, with CDA/CDAE or higher education.</p> <p>____ 1.1C All staff have completed the 40-hour DCF mandated basic training and the 5-hour Early Literacy course (in the allowable time frame).</p>	<p>____ 1.2 Director holds a current Foundational Level (Level I or Level II) Florida Director's Credential.</p>	<p>____ 1.3 Director holds a current Foundational Level (Level I or Level II) Florida Director's Credential.</p>	<p>____ 1.4 Director holds a current Advanced Level Florida Director's Credential.</p>	<p>____ 1.5 Director holds a current Advanced Level Florida Director's Credential and has an AA/AS degree or higher, or 60 credit hours of college coursework with 18 credits in ECE.</p>
YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
<p>____ 2.1 100% of Lead Teachers have completed the 40-hour DCF mandated basic training and the 5-hour Early Literacy course (in the allowable time frame).</p>	<p>____ 2.2A 100% of Lead Teachers have a HS Diploma or GED.</p> <p>____ 2.2B 50% have a DCF Staff Credential, with CDA/CDAE or higher education.</p>	<p>____ 2.3 100% of Lead Teachers have DCF Staff Credential on file documenting CDA/CDAE or higher education</p>	<p>____ 2.4 25% of Lead Teachers have an AS in ECE, an AA or higher degree, or 60 credit hours of college coursework with 18 credits in ECE</p>	<p>____ 2.5 50% of Lead Teachers have an AS in Early Childhood Education, an AA or higher degree, or 60 credit hours of college coursework with 18 credits in ECE</p>
YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
<p>____ 3.1 100% of Assistant Teachers have completed the 40-hour DCF mandated basic training and the 5-hour Early Literacy course (in the allowable time frame).</p>	<p>____ 3.2 25% of Assistant Teachers have a DCF Staff Credential or are currently enrolled in a credential program.</p>	<p>____ 3.3 50% of Assistant Teachers have DCF Staff Credential Recognition or are currently enrolled in a credential program.</p>	<p>____ 3.4A 75% of Assistant Teachers have a HS diploma or GED.</p> <p>____ 3.4B 25% have a DCF Staff Credential, with CDA/CDAE or higher education.</p>	<p>____ 3.5A 100% of Assistant Teachers have a HS diploma or GED.</p> <p>____ 3.5B 50% have a DCF Staff Credential, with CDA/CDAE or higher education.</p>
YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
<p>____ 4.1 All staff complete 10 hours of annual in-service training.</p>	<p>____ 4.2 50% of all teaching staff complete 15 hours of annual in-service training.</p>	<p>____ 4.3 50% of all teaching staff complete 20 hours of annual in-service training.</p>	<p>____ 4.4 50% of all teaching staff complete 25 hours of annual in-service training.</p>	<p>____ 4.5 50% of all teaching staff complete 30 hours of annual in-service training tied to their professional development plan.</p>
YES / NO	YES / NO	YES / NO	YES / NO	YES / NO

Overall Domain Weight: 20%

RATIONALE: Children's outcomes, socially, emotionally and relative to learning, are influenced by the quality of care received. The amount and length of time a child participates in high-quality settings, as well as the consideration to individual needs and development, influence child outcomes (Dwyer, Chait & McKee, 2000; Shields & Berhman, 2002; Zaslow, Calkins & Halle, 2000). Children benefit most when teachers are knowledgeable and educated in early childhood development and provide wonderful, age-appropriate activities based on the individual needs of the children. Teachers with high levels of formal education and specialized early childhood professional preparation are more likely to engage in warm, positive interactions with children, offer richer language experiences and create more high-quality learning environments (NAEYC 2004 policy recommendations). Other sources: Educare Colorado, Kentucky Invests in Developing Success (KIDS NOW), SACS, NECPA, APPLE, ACSI, National Child Care Information Center.



QUALITY RATING AND IMPROVEMENT SYSTEM

DOMAIN 3 - RATIO AND GROUP SIZE

*	**	***	****	*****
____ 1.1	____ 1.2	____ 1.2	____ 1.2	____ 1.2
Ratio *M.G.S	Age Ratio *M.G.S	Age Ratio *M.G.S	Age Ratio *M.G.S	Age Ratio *M.G.S
Infants 1:4 N/A	Infants 1:4 12	Infants 1:4 8	Infants 1:4 8	Infants 1:4 8
Ones 1:6 N/A	Ones 1:6 12	Ones 1:6 12	Ones 1:5 10	Ones 1:5 10
Twos 1:11 N/A	Twos 1:9 18	Twos 1:8 16	Twos 1:7 14	Twos 1:6 12
Threes 1:15 N/A	Threes 1:13 26	Threes 1:12 24	Threes 1:10 20	Threes 1:9 18
4/5s 1:20 N/A	4/5s 1:16 32	4/5s 1:13 26	4/5s 1:10 20	4/5s 1:10 20
YES / NO	YES / NO	YES / NO	YES / NO	YES / NO

* M.G.S. is Maximum Group Size

Overall Domain Weight: 10%

1. Ratio is based on the age of the majority of children in multi-age level groupings; if a group is evenly mixed, the ratio for the youngest prevails.
2. In groups containing infants, 1-year-olds or 2-year-olds, the ratio for the youngest child prevails.
3. Where infants and toddlers are not included, the staff to child ratio shall be based on the age of the majority of children in the group.
4. Five-year-old children who turn five after the cutoff deadline of September 1 are placed in four-year-old classrooms until the following school year.
5. A star rating is based on substantial compliance, defined as 100% of highest applicable category.

RATIONALE:

Rich learning environments and positive, prosocial relationships contribute to a child's developmental progress (Kroll & Rivest, 2000). Structural features of care that support such interactions include better staff-child ratios and group size (Kroll & Rivest, 2000; Zaslow, Calkins & Halle, 2000). Children are best served and learn more in small group settings with experienced early childhood professionals who have time to plan for children's individual development. The younger the child, the more individualized the programming must be for quality outcomes (Dwyer, Chait & McKee, 2000). Smaller group size is associated with greater child initiations, opportunities to work on extending language, mediation of children's social interactions and support for exploration and problem solving (NAEYC, 1994). Programs with lower adult-to-child ratios individualize experiences based on a child's needs, provide appropriate care and stimulating learning activities and a safe environment. Children do well when they have numerous opportunities for interaction and bonding with their teachers, and lower ratios and group size allow for those important relationships.



QUALITY RATING IMPROVEMENT SYSTEM

DOMAIN 4 - CURRICULUM

*	**	***	****	*****
<p>___ 1.1 A Coalition approved, developmentally appropriate curriculum has been adopted for each age group.</p>	<p>___ 1.2 Lead Teachers have received a minimum of six (6) hours of training on the implementation of the adopted curriculum.</p>	<p>___ 1.3 All instructional staff employed for six (6) months or more have been trained on the use of the adopted curriculum.</p>	<p>___ 1.4A A developmentally appropriate curriculum is fully implemented in each classroom.</p> <p>___ 1.4B A system for ongoing child observations is in place.</p>	<p>___ 1.5 Child assessment guides differentiated program planning and communicating with families.</p>
YES / NO	YES / NO	YES / NO	YES / NO	YES / NO

Overall Domain Weight: 15%

RATIONALE: A well-articulated curriculum guides teachers so they can provide children with experiences that foster growth across a broad range of developmental and content areas. It also brings intentionality to planning a daily schedule that incorporates time and materials for play, self-initiated learning, creative expression, and provides opportunities for children to learn individually and in groups according to their developmental needs and interests (NAEYC, 2003 policy recommendations). Teachers who use multiple instructional approaches optimize children's opportunities for learning. Teacher's knowledge of each child helps them to plan appropriately challenging curriculum and to tailor instruction that responds to each child's strengths and weaknesses. Further, systematic assessment is essential for identifying children who may benefit from more intensive instruction (NAEYC, 2004).



QUALITY RATING IMPROVEMENT SYSTEM

DOMAIN 5 - PROGRAM OPERATIONS

*	**	***	****	*****
Family Engagement				
<p>___ 1.1 A family handbook is written and includes parental rights and responsibilities. There is signed acknowledgement of receipt of handbook by parent/family.</p>	<p>___ 1.2 A minimum of three (3) modes of communication are used to share child and program information with families.</p>	<p>___ 1.3 At least two (2) family involvement activities are provided each year.</p>	<p>___ 1.4A At least two (2) times a year, families are invited to attend scheduled family-teacher conferences to review child's progress and needs and set goals for the child.</p> <p>___ 1.4B Activities are provided for children and families to assist in the transition to new settings within the center and/or from the child care program to kindergarten.</p>	<p>___ 1.5A Families have the opportunity to evaluate the provider in writing at least annually.</p> <p>___ 1.5B Resources are available to communicate with families in the family's primary language.</p> <p>___ 1.5C 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 potential delays.</p>
YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
Staff and Administration				
<p>___ 2.1 A Risk Management plan is in place with written action plans for emergency situations such as hurricanes, fire, flood, severe weather, etc. including evacuation routes and drills.</p>	<p>___ 2.2 The center has a personnel policy manual that includes written job descriptions and procedures for staff orientation.</p>	<p>___ 2.3A Staff meetings are held at least quarterly.</p> <p>___ 2.3B Written performance evaluations are completed annually.</p>	<p>___ 2.4A Written operating policies & procedures include standard business and fiscal management practices.</p> <p>___ 2.4B A marketing plan is used to maximize full enrollment.</p> <p>___ 2.4C Written performance evaluations are completed annually and include classroom observation.</p>	<p>___ 2.5A A salary scale is in place and is differentiated by education and experience.</p> <p>___ 2.5B A financial record-keeping system provides quarterly reports and analysis and a 1-year projected budget.</p> <p>___ 2.5C Written performance evaluations are completed annually, and include a classroom observation and professional development plan.</p>
YES / NO	YES / NO	YES / NO	YES / NO	YES / NO

Overall Domain Weight: 15%

RATIONALE: Early childhood education teaching staff continues to earn unacceptably low wages, even in high quality centers. Real wages for most early childhood education staff have remained stagnant over the past decade. Turnover of teaching staff continues to be high, threatening the ability of centers to offer consistent services to children. Turnover is directly related to low wages of early childhood education providers. High turnover rates diminish the quality of care for children. Efforts should be geared towards retaining high quality staff through compensation. Teachers should be compensated in relation to their training, experience and responsibility. (The National Child Care Staffing Study, 1997).

RATIONALE: Children are affected by families, child care and the neighborhoods in which they reside (Bronfenbrenner & Morris, 1998). The pattern for family's involvement with children's formal learning is established during the early care and education years (Duwey, Chait & McKee, 2000). A large portion of research on child development identifies factors that influence children's readiness for school, beginning with the child and extending outward to encompass the family, early care and education programs and the community (Zaslow, Calkins & Hall, 2000). The physical and material environment, family environment, social and community environment can all affect a young child's healthy development (Shields & Berhman, 2002). Young children's learning and development are integrally connected to their families. Consequently, to support and promote a children's optimal learning and development, programs need to recognize the primacy of children's families; establish relationships with families based on mutual trust and respect; support and involve families in their children's educational growth and invite families to fully participate in the program (NAEYC 2005).

In the early years, the home-school relationship refers to the formal and informal connections between families and their young children's educational settings. Both participation in preschool-based activities and regular communication between families and teachers are related to young children's outcomes.



Quality Rating Improvement System Final Star Rating Form



Validation Date: _____

Validator Name(s): _____

Center Name: _____ Address: _____

Domain	Points	Points Earned in Domain	Times the Weight	Equals Total Points	Bonus Points:
Learning Environment	ITERS-R Points		4		<p>1 – 2 Bonus Points will be given to centers based on a percentage of teachers with a Bachelor's degree in Early Childhood Education/Child Development.</p> <ul style="list-style-type: none"> o 1 Bonus Point – at least 25% of teachers meet the requirement o 2 Bonus Points – at least 50% of teachers meet the requirement o Maximum of 2 Bonus Points for this requirement <p>1 Bonus Point will be given to centers if they have a designated staff person (Curriculum Specialist) who has a Bachelor's degree and at least 18 credits in ECE and who oversees a center's educational program for at least 50% of the time.</p> <ul style="list-style-type: none"> o Maximum of 1 Bonus Points for this requirement
	ECERS-R Points				
	Total Points Earned				
	Average (Total ÷ 2)				
Staff Qualifications and Professional Development	Director		2		
	Lead Teacher				
	Asst. Teacher				
	Training				
	Total Points Earned				
Average (Total ÷ 4)					
Ratios and Group Size			1		
Curriculum			1.5		
Program Operations	Family Engagement		1.5		<p>1 Bonus Point will be given to centers if they are accredited and are going through revalidation only.</p>
	Administration				
	Total Points Earned				
	Average (Total ÷ 2)				
<p>Final Star Rating Points:</p> <p>43 – 50 points = 5 star rating 37 – 42 points = 4 star rating 25 – 36 points = 3 star rating 13 – 24 points = 2 star rating 4 – 12 points = 1 star rating</p> <p>Star Rating+ :</p> <p><i>Programs holding a Gold Seal designation will earn a star rating "plus".</i></p>		<p>Subtotal</p> <p>Bonus Points</p> <p>Total Points Earned</p> <p>Final Star Rating:</p>		<input style="width: 100px; height: 20px; margin-bottom: 5px;" type="text"/> <input style="width: 100px; height: 20px; margin-bottom: 5px;" type="text"/> <input style="width: 100px; height: 20px; margin-bottom: 5px;" type="text"/> <input style="width: 150px; height: 30px;" type="text"/>	