




**MANUAL & WORKSHEETS FOR CENTERS**  
**November 2011**

Revised Nov. 2011

# Domain 1

# Learning Environment

	<b>QUALITY RATING IMPROVEMENT SYSTEM</b>				
	<b>DOMAIN 1 - LEARNING ENVIRONMENT</b>				
<b>*</b>	<b>**</b>	<b>***</b>	<b>****</b>	<b>*****</b>	
1.1_____ ITERS classroom average score is <b>3.00 - 3.49</b>	1.2_____ ITERS classroom average score is <b>3.50 - 3.99</b>	1.3_____ ITERS classroom average score is <b>4.00 - 4.49</b>	1.4_____ ITERS classroom average score is <b>4.50 -5.49</b>	1.5_____ ITERS classroom average score is <b>5.50 - 7.00</b>	
2.1_____ ECERS classroom average score is <b>3.00 - 3.49</b>	2.2_____ ECERS classroom average score is <b>3.50 - 3.99</b>	2.3_____ ECERS classroom average score is <b>4.00 - 4.49</b>	2.4_____ ECERS classroom average score is <b>4.50 -5.49</b>	2.5_____ ECERS classroom average score is <b>5.50 - 7.00</b>	
<b>Overall Domain Weight: 40%</b>					

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**Documentation Requirements**  
**Domain 1: Learning Environment**  
**Overall Weight: 40%**

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ITERS-R            Infant Toddler Environment Rating Scale-Revised  
ECERS-R            Early Childhood Environment Rating Scale-Revised

**All Levels - Complete Quality Rating Improvement System Worksheet #1: Domain 1-Learning Environment**

**1.1/2.1 Star 1: ITERS/ECERS classroom average of 3.00 - 3.49**

**How to Document**

- Copy of ITERS and ECERS Assessment
- Written documentation of ITERS and ECERS average score **OR**

**1.2/2.2 Star 2: ITERS/ECERS classroom average of 3.50 - 3.99**

**How to Document**

- Copy of ITERS and ECERS Assessment
- Written documentation of ITERS and ECERS average score **OR**

**1.3/2.3 Star 3: ITERS/ECERS classroom average of 4.00 – 4.49**

**How to Document**

- Copy of ITERS and ECERS Assessment
- Written documentation of ITERS and ECERS average score **OR**

**1.4/2.4 Star 4: ITERS/ECERS classroom average of 4.50 – 5.49**

**How to Document**

- Copy of ITERS and ECERS Assessment
- Written documentation of ITERS and ECERS average score **OR**


**1.5/2.5 Star 5: ITERS/ECERS classroom average of 5.50 – 7.00**

**How to Document**

- Copy of ITERS and ECERS Assessment
- Written documentation of ITERS and ECERS average score **OR**

## Domain 2

# Staff Qualifications and Professional Development

	<b>QUALITY RATING IMPROVEMENT SYSTEM</b> <b>DOMAIN 2 - STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT</b>			
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<p>____1.1A <b>Director</b> 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 <b>Director</b> holds a current Foundational Level (Level I or Level II) Florida Director's Credential.</p>	<p>____1.3 <b>Director</b> holds a current Foundational Level (Level I or Level II) Florida Director's Credential.</p>	<p>____1.4 <b>Director</b> holds a current Advanced Level Florida Director's Credential.</p>	<p>____1.5 <b>Director</b> 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>
<p>____2.1 <b>100% of Lead Teachers</b> 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 <b>100% of Lead Teachers</b> have a HS Diploma or GED.</p> <p>____2.2B <b>50%</b> have a DCF Staff Credential, with CDA/CDAE or higher education.</p>	<p>____2.3 <b>100% of Lead Teachers</b> have DCF Staff Credential on file documenting CDA/CDAE or higher education.</p>	<p>____2.4 <b>25% of Lead Teachers</b> 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 <b>50% of Lead Teachers</b> 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>
<p>____3.1 <b>100% of Assistant Teachers</b> 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 <b>25% of Assistant Teachers</b> have a DCF Staff Credential or are currently enrolled in a credential program.</p>	<p>____3.3 <b>50% of Assistant Teachers</b> have DCF Staff Credential Recognition or are currently enrolled in a credential program.</p>	<p>____3.4A <b>75% of Assistant Teachers</b> have a HS diploma or GED.</p> <p>____3.4B <b>25%</b> have a DCF Staff Credential, with CDA/CDAE or higher education.</p>	<p>____3.5A <b>100% of Assistant Teachers</b> have a HS diploma or GED.</p> <p>____3.5B <b>50%</b> have a DCF Staff Credential, with CDA/CDAE or higher education.</p>
<p>____4.1 <b>All staff</b> complete 10 hours of annual in-service training.</p>	<p>____4.2 <b>50% of all teaching staff</b> complete 15 hours of annual in-service training.</p>	<p>____4.3 <b>50% of all teaching staff</b> complete 20 hours of annual in-service training.</p>	<p>____4.4 <b>50% of all teaching staff</b> complete 25 hours of annual in-service training.</p>	<p>____4.5 <b>50% of all teaching staff</b> complete 30 hours of annual in-service training tied to their professional development plan.</p>

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## Documentation Requirements

### Domain 2: Staff Qualifications and Professional Development

**Overall weight – 20%**

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- Producing the DCF Transcript in any of the categories, where applicable, is mandatory.
  - All employees MUST be listed on the Domain 2 worksheets. The validators will determine whether or not the DCF training requirement is applicable to specific employees based on the transcripts provided, and employees' hire date.
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#### **1.1A Star 1: Director holds a current Foundational Level (Level I or Level II) Florida Director's Credential.**

**How to Document – must include all of the following:**

- Original or copy of current Foundational Level Florida Director's Credential OR DCF training transcript
- Complete Quality Rating Improvement System Worksheet #2: Domain 2-Staff Qualifications

#### **1.1B Star 1: 1 staff per 20 children enrolled have a DCF Staff Credential, with CDA/FCCPC or higher education.**

**How to Document – must include all of the following:**

- Original or copies of DCF Staff Credential which includes date of completion OR DCF training transcript
- Complete Quality Rating Improvement System Worksheet #3 and #4: Domain 2-Staff Qualifications

#### **1.1C Star 1: All teaching staff have completed the 40-hour DCF mandated basic training and the 5-hour Early Literacy course (in the allowable time frame).**

**How to Document – must include all of the following:**

- Original or copies of DCF training transcript from mandated basic training that includes date of completion for all teaching staff
- DCF training certificates are required for any DCF training not shown on transcript
- Complete Quality Rating Improvement System Worksheet #3 and #4: Domain 2-Staff Qualifications

**1.2 Star 2: Director holds a current Foundational Level (Level I or Level II) Florida Director’s Credential.****How to Document – must include all of the following:**

- Original or copy of current Foundational Level of Florida Director’s Credential OR DCF training transcript
- Complete Quality Rating Improvement System Worksheet #2: Domain 2-Staff Qualifications

**1.3 Star 3: Director holds a current Foundational Level (Level I or Level II) Florida Director’s Credential.****How to Document – must include all of the following:**

- Original or copy of current Foundational Level of Florida Director’s Credential OR DCF training transcript
- Complete Quality Rating Improvement System Worksheet #2: Domain 2-Staff Qualifications

**1.4 Star 4: Director holds a current Advanced Level Florida Director’s Credential.****How to Document – must include all of the following:**

- Original or copy of current Advanced Level of Florida Director’s Credential OR DCF training transcript
- Complete Quality Rating Improvement System Worksheet #2: Domain 2-Staff Qualifications

**1.5 Star 5: Director holds a current Advanced Florida Director’s Credential and has an AA/AS degree or higher, or 60 credit hours of college coursework with 18 credits in ECE.****How to Document – must include all of the following:**

- Original or copy of current Advanced Level Florida Director’s Credential
- Original or copies of Associates Degree or higher degree
- Original or copy of college transcript(s) for director reflecting 60 college credit hrs. with 18 credits in ECE
- Complete Quality Rating Improvement System Worksheet #2: Domain 2-Staff Qualifications

**2.1 Star 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).**

**How to Document – must include all of the following:**

- Copies of DCF training transcript from mandated basic training that includes date of completion for all Lead Teachers
- DCF training certificates are required for any DCF training not shown on transcript
- Complete Quality Rating Improvement System Worksheet #3: Domain 2-Staff Qualifications

**2.2A Star 2: 100% of Lead Teachers have a HS Diploma or GED (General Education Diploma).**

**How to Document – must include all of the following:**

- Original or copies of HS Diploma/GED/CDA/higher education degree or proof of enrollment in CDA/credential program or degree program for all Lead Teachers
- Complete Quality Rating Improvement System Worksheet #3: Domain 2-Staff Qualifications

**2.2B Star 2: 50% have DCF Staff Credential, with CDA/FCCPC or higher education.**

**How to Document – must include all of the following:**

- Original or copies of DCF Staff Credential OR DCF training transcript for 50% of staff which includes date of completion
- Complete Quality Rating Improvement System Worksheet #3: Domain 2-Staff Qualifications

**2.3 Star 3: 100% of Lead Teachers have DCF Staff Credential documenting CDA/FCCPC or higher education.**

**How to Document – must include all of the following:**

- Original or copies of DCF staff credential OR DCF training transcript for all Lead Teachers which includes date of completion
- Complete Quality Rating Improvement System Worksheet #3: Domain 2-Staff Qualifications

**2.4 Star 4: 25% of Lead Teachers have an Associates Degree or higher degree in ECE, or 60 credit hours of college coursework with 18 credits in ECE.**

**How to Document – must include all of the following:**

- Original or copies of Associates Degree or higher degree in ECE for 25 % of Lead Teachers OR original or copies of transcript(s) reflecting 60 credit hours of college coursework with 18 credit hours in ECE for 25% of Lead Teachers
- Complete Quality Rating Improvement System Worksheet #3: Domain 2-Staff Qualifications

**2.5 Star 5: 50% of Lead Teachers have an Associates Degree or higher degree in ECE, or 60 credit hours of college coursework with 18 credits in ECE.**

**How to Document – must include all of the following:**

- Original or copies of Associates Degree or higher degree in ECE for 50% of Lead Teachers OR original or copies of transcript(s) reflecting 60 credit hours of college coursework with 18 credit hours in ECE for 50% of Lead Teachers
- Complete Quality Rating Improvement System Worksheet #3: Domain 2-Staff Qualifications

**3.1 Star 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).**

**How to Document – must include all of the following:**

- Copies of DCF training transcript from mandated basic training that includes dates of completion for all Assistant Teachers
- DCF training certificates are required for any DCF training not shown on transcript
- Complete Quality Rating Improvement System Worksheet #4: Domain 2-Staff Qualifications

**3.2 Star 2: 25% of Assistant Teachers have a DCF Staff Credential or are currently enrolled in a credential program or higher.**

**How to Document – must include all of the following:**

- Original or copies of DCF Staff Credential OR DCF training certificate or higher degree for 25% of Assistant Teachers **OR**
- Original or copies of certificate(s), transcript(s) or copy of enrollment and proof of payment in a credential program for 25% of Assistant Teachers
- Complete Quality Rating Improvement System Worksheet #4: Domain 2-Staff Qualifications

**3.3 Star 3: 50% of Assistant Teachers have a DCF Staff Credential or are currently enrolled in a credential program or higher.**

**How to Document – must include all of the following:**

- Original or copies of DCF Staff Credential OR DCF training transcript, or higher degree for 50 % of Assistant Teachers **OR**
- Original or copies of certificate(s), transcript(s) or copy of enrollment and proof of payment in a credential program for 50% of Assistant Teachers
- Complete Quality Rating Improvement System Worksheet #4: Domain 2-Staff Qualifications

**3.4A Star 4: 75% of Assistant Teachers have a HS diploma or GED.**

**How to Document – must include all of the following:**

- Original or copies of HS Diploma/GED/CDA/higher education degree or proof of enrollment in CDA/credential program or degree program for 75% of Assistant Teachers
- Complete Quality Rating Improvement System Worksheet #4: Domain 2-Staff Qualifications

**3.4B Star 4: 25% have DCF Staff Credential or CDA/FCCPC or higher education.**

**How to Document – must include all of the following:**

- Original or copies of DCF Staff Credential OR DCF training transcript for 25% of Assistant Teachers which includes date of completion
- Complete Quality Rating Improvement System Worksheet #4: Domain 2-Staff Qualifications

**3.5A Star 5: 100% of Assistant Teachers have a HS diploma or GED.**

**How to Document – must include all of the following:**

- Original or copies of HS Diploma/GED/CDA/higher education or proof of enrollment in CDA/credential program or higher degree program for 100% of Assistant Teachers
- Complete Quality Rating Improvement System Worksheet #4: Domain 2-Staff Qualifications

**3.5B Star 5: 50% have DCF Staff Credential with CDA/FCCPC or higher education.**

**How to Document – must include all of the following:**

- Original or copies of DCF Staff Credential OR DCF training transcript for 50% of Assistant Teachers which includes date of completion
- Complete Quality Rating Improvement System Worksheet #4: Domain 2-Staff Qualifications

**4.1 Star 1: All staff employed at least 6 months complete 10 hours of annual in-service training.**

**How to Document – must include all of the following:**

- The Department of Children and Families Child Care Training Form 5268, along with the training certificates, for the trainings listed in Form 5268, for all staff
- Complete Quality Rating Improvement System Worksheet #2, #3 and #4: Domain 2-Staff Qualifications **(mandatory)**

#### **4.2 Star 2: 50% of all teaching staff complete 15 hours of annual in-service training.**

**How to Document – must include all of the following:**

- The Department of Children and Families Child Care Training Form 5268, along with the training certificates, for the trainings listed on Form 5268, for 50% off all teaching staff
- Complete Quality Rating Improvement System Worksheet #2, #3 and #4: Domain 2-Staff Qualifications **(mandatory)**

#### **4.3 Star 3: 50% of all teaching staff complete 20 hours of annual in-service training.**

**How to Document – must include all of the following:**

- The Department of Children and Families Child Care Training Form 5268, along with the training certificates, for the trainings listed in Form 5268, for 50% of all teaching staff.
- Complete Quality Rating Improvement System Worksheet #2, #3 and #4: Domain 2-Staff Qualifications **(mandatory)**

#### **4.4 Star 4: 50% of all teaching staff must complete 25 hours of annual in-service training.**

**How to Document – must include all of the following:**

- The Department of Children and Families Child Care Training Form 5268, along with the training certificates, for the trainings listed in Form 5268, for 50% of all teaching staff.
- Complete Quality Rating Improvement System Worksheet #2, #3 and #4: Domain 2-Staff Qualifications **(mandatory)**

**4.5 Star 5: 50% of all teaching staff must complete 30 hours of annual in-service training tied to their professional development plan.**

**How to Document – must include all of the following:**

- The Department of Children and Families Child Care Training Form 5268, along with the training certificates, for the trainings listed in Form 5268, for 50% of all teaching staff.
- Copies of individual professional development plans
- Complete Quality Rating Improvement System Worksheet #2, #3 and #4: Domain 2-Staff Qualifications

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## Domain 2: Staff Qualifications and Professional Development

### Definition of Terms

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- All staff** Those staff who at the time of validation have worked at the center 6 months or more as of April 30<sup>th</sup> for those centers which would come up for validation / revalidation in Spring, and 6 months or more as of July 31<sup>st</sup> for those centers which would come up for validation / revalidation in the summer. **(staff on maternity, family, or personal leave for a period of 90 days or more cannot be counted as current staff)**
- Assistant Teacher** The person who implements program activities under direct supervision and meets the minimum adult/child ratio requirement in the classroom
- Assistant Director** Assist the director with the on-site administration and is responsible for the day-to-day operations, supervision and administration of the child care facility Must be present on-site when the Director is not present at the facility
- If the Assistant Director is also works as a Lead Teacher or an Assistant Teacher, please list on the appropriate worksheet
- Director** The director is the on-site administrator responsible for the day-to-day operations, supervision and administration of the child care facility that must be present on-site during the majority of hours that the facility is in operation
- Lead Teacher** The person primarily responsible for the care and education of a group of children whether or not the organizational chart identifies staff as such; i.e., every group of children has a lead teacher
- Instructional Staff** Any staff person assigned to a classroom and is responsible for or participates in providing academic support

<b>Student</b>	High school or college students who receive compensation for employment and work on a regular schedule over 40 hours per month will be counted as staff and are required to meet the DCF mandated training and a 5-hour literacy course in the allowable timeframe, as well as annual in-service hours. High school diplomas or GED are required for college students only.
<b>Floater / Substitute</b>	Individual with a regular schedule working at least 20 hours per week
<b>Curriculum Specialist</b>	Any staff person who has a Bachelor's degree and at least 18 credits in ECE and who oversees a center's educational program.
<b>Related Fields</b>	Family and Consumer Science, School-Age Child Care, Elementary Education
<b>Allowable Timeframe</b>	(1) Staff must begin training within 90 days of employment, and complete the training within 1 year of the date on which training began for 40-clock hour Introductory Child Care Training comprised of Part I and Part II courses and (2) within 1 year of employment for the 5-clock hour (or .5 Continuing Education Units) Early Literacy and Language Development training

**Annual In-Service Training Hours:**

Child Care personnel who have successfully completed the Introductory Child Care Training are required to complete a minimum of 10-clock hours of in-service training annually during the State's fiscal year beginning July 1 and ending June 30. In-service must meet Coalition approved professional development contact hours that meet DCF requirements at a minimum in any of the following:

- Early Childhood/Child Development or related field degree program from a college or university with a national accreditation
- CDA/CDAE
- Director Credential
- Community based training in early literacy, child development or early childhood education

- CEU's in ECE or related field
  - A maximum of 10 hours for on-site mentoring/coaching by professional coach
  - Documentation of attendance for local, state and /or national conferences in ECS content areas
  - A maximum of 10 hours for on-site documented in-service in ECE content areas
- A list of other topics may be found at [www.dcf.state.fl.us/childcare](http://www.dcf.state.fl.us/childcare)

**CDA** - Child Development Associate – national or state approved Florida CDA Equivalency credential

**CDA-E** – Child Development Associate Equivalency – now known as FCCPC (Florida Child Care Professional Credential)

**NECC** – National Early Childhood Certificate – Active national Child Development Associate (CDA) or other early childhood credential that meets or exceeds the requirements of the National CDA and is recognized by regulatory agencies in at least five (5) states. Recognition is determined by the Department.

**CEU** - Continuing Education Unit – nationally recognized measure of participation in an approved non-credit continuing education program. One Continuing Education Unit is defined as: Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction

**COMPLETION** – Completion means passing the competency test

**DCF** - Department of Children and Families – State Licensing

**DCF Staff Credential:** All licensed child care facilities operating 8 hours or more per week must have at least one credentialed child care personnel on-site for every 20 children. A credential staff member is defined as a child care professional who has been issued a CF-FSP Form

5206, April 2006, Staff Credential Verification. To apply for a CF-FSP Form 5206, a candidate must complete the CF-FSP Form 5211, April 2006, Staff Credential Application and meet one (1) of the following qualifications:

A. Active National Early Childhood Credential is an early childhood credential, approved by the Department and recognized by licensing authorities in at least five (5) states. This includes the Child Development Associate (CDA) credential issued by the Council for Professional Recognition in Washington, D.C.

B. Formal Educational Qualifications

1. B.A., B.S., or advanced degree in one of the following areas:
  - Early Childhood Education/Child Development
  - Pre-Kindergarten or Primary Education
  - Preschool Education
  - Exceptional Student Education
  - Family and Consumer Sciences (formerly home economics or child development)
  - Special Education
  - Mental Disabilities
  - Specific Learning Disabilities
  - Physically Impaired
  - Varying Exceptionalities
  - Emotional Disabilities
  - Visually Impaired
  - Hearing Impaired
  - Speech – Language Pathology
  - Elementary Education with certification to teach any age, birth through 6<sup>th</sup> grade

2. A.A. or A.S. degree in Early Childhood Education/Child Development
3. Associate degree, or higher, with at least 6 college credit hours in early childhood education and/or child development, and 480 hours experience in a child care setting, serving children from birth to eight years of age

- C. Active Birth-Five Florida Child Care Professional Credential (FCCPC) – the new name for the FL CDA-E
- D. Active School-Age Florida Child Care Professional Credential (formerly the Florida School-Age Certification) – is recognized by DCF
- E. Employment History Recognition Exemption (Only accepted if approved by the Department prior to June 30, 2006 and documented on the Staff Credential Verification (CF-FSP 5206))

The DCF Credential requirement is verified via DCF Form 5206 or transcript for college credit. College credit counts as 15 hours per credit.

**Number of Credentialed Personnel Required**

# of Children in Child Care Facility	Minimum # of Credentialed Staff Needed
19 or less	0
20-39	1
40-59	2
Each Additional 20	+1

- Child care facilities that operate less than 8 hours per week are not required to have a credentialed staff member.
- Volunteers who meet the credentialing requirement will be included in the calculation of necessary credentialed staff.
- Children who are 5 years old and above, when they are enrolled in and attending a kindergarten program or grade one and above, are excluded from the calculation for purposes of determining the number of personnel necessary to meet credentialing ratio.
- Licensing authority will calculate the number of credentialed personnel required based on daily attendance.

**DCF 40-Clock Hour Training:** The Introductory child care mandated training program for all child care facility personnel is separated into two parts. Child Care personnel must complete all of the Part I courses and either one 10-hour Part II course, or two 5-hour Part II courses.

Part I – Introductory Training (30-clock hours)

- Child Care Facility Rules and Regulations
- Health, Safety, and Nutrition
- Identifying and Reporting Child Abuse and Neglect
- Child Growth and Development
- Behavioral Observation and Screening

Part II – 10 – Clock Hour of Specialized Training from the following courses:

- Infant and Toddler Appropriate Practices (10 hours)
- Preschool Appropriate Practices (10 hours)
- School Age Appropriate Practices (10 hours)
- Special Needs Appropriate Practices (10 hours)
- Early Literacy for Children Age Birth to Three ( 5 hours online)
- Basic Guidance and Discipline (5 hours online)
- Computer Technology for Child Care Professionals (5 hours online)
- Emergent Literacy for VPK Instructors (5 hours online)
- Early Childhood Computer Learning Centers (5 hours online)

**Director - DCF Training Director Credential**

Director must complete the following:

- 40-clock hour Introductory Child Care Training comprised of Part I and Part II courses. Must begin within 90 days of employment and complete within 1 year of the date on which training began
- Passage of competency exam with a minimum score of 70 or higher or acquisition of an educational exemption for each course
- 5-clock hour (or.5 Continuing Education Units) Early Literacy and Language Development, within 1 year of employment
- 10-clock hours of Annual in-service training completed between July 1 and June 30 each year

### **DCF Training For Employees**

Child Care employees must complete the following:

- 40-clock hour Introductory Child Care Training comprised of Part I and Part II courses. Must begin within 90 days of employment and complete within 1 year of the date on which training began
- Passage of competency exam with a minimum score of 70 or higher or acquisition of an educational exemption for each course
- 5-clock hour (or.5 Continuing Education Units) Early Literacy and Language Development, within 1 year of employment
- 10-clock hours of Annual in-service training completed between July 1 and June 30 each year

### **Director Credential**

Effective January 1, 2004, minimum licensing standards for child care facilities legislatively requires child care directors to have a Director Credential. Prior to issuance of a license, every applicant for a license to operate a child care facility, or for a change of ownership or a child care facility, must document that the facility director has a Director Credential. The Director Credential is a comprehensive, renewable program consisting of three levels of educational and experiential requirements.

### **Core Director Credential Requirements for All Levels**

- High school diploma or GED
- Completion of the Department's Part I Introductory Child Care Training
- Completion of 8-hours of in-service training in serving children with disabilities

- Active Staff Credential excluding Employment History Recognition

#### **Level I Director Credential Requirements:**

- Completion of all core requirements
- Completion of an approved course in the curriculum content area “Overview of Child Care Center Management” OR an approved Director Credential from another state, subject to approval by the Department
- Less than one-year experience or no experience as a child care facility director

#### **Level II Director Credential Requirement**

- Completion of all core requirements
- Completion of an approved course in the curriculum content area “Overview of Child Care Center Management” OR an approved Director Credential from another state, subject to approval by the Department
- One year or more of on-site experience as a child care facility director

#### **Advanced Level Director Credential Requirements**

- Completion of all core requirements
- Completion of an approved course in the curriculum content area “Overview of Child Care Center Management” OR an approved Director Credential from another state, subject to approval by the Department; successful passage of the Director Credential Child Care Administration competency exam with a minimum score of 70; OR completion of a three (3) credit college level course in Child Care Administration, Business Administration, or Education Administration
- Completion of one of the following:
  1. An Associate’s degree or higher
  2. TWO of the following: 3-credit college level course in Child Care and Education Organizational Leadership, 3-credit college level course in Child Care and Education Financial and Legal Issues or 3-credit college level course in Child Care and Education Programming

3. 5 years of experience as a child care facility director
  - Two or more of on-site experience as a child care director


**ECE** - Early Childhood Education

**FCCPC** - Florida Child Care Professional Credential ; used to be known as CDA-E

**HIGH SCHOOL DIPLOMA, GED AND/OR COLLEGE DEGREE** - means a diploma or degree obtained from institution accredited and recognized by U.S. Department of Education. High school diplomas issued by private schools that are registered with the Florida Department of Education will be accepted. If a high school diploma is earned outside the U.S., it must be translated by someone who is a member of the American Translators Association, an approved credential evaluation agency approved by the Bureau of Educators Certification, or an accredited college/university. If a college degree is earned outside the U.S., it must be evaluated by an approved credential evaluation agency approved by the Bureau of Educators Certification or an accredited college/university to be equivalent to a U.S. degree.

# Domain 3

## Ratio and Group Size

 <b>QUALITY RATING AND IMPROVEMENT SYSTEM</b>														
<b>DOMAIN 3 - RATIO AND GROUP SIZE</b>														
<b>*</b>			<b>**</b>			<b>***</b>			<b>****</b>			<b>*****</b>		
____ 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
<b>YES / NO</b>			<b>YES / NO</b>			<b>YES / NO</b>			<b>YES / NO</b>			<b>YES / NO</b>		
<b>* M.G.S. is Maximum Group Size</b>														
<b>Overall Domain Weight: 10%</b>														
<p>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.</p> <p>2. In groups containing infants, 1-year-olds or 2-year-olds, the ratio for the youngest child prevails.</p> <p>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.</p> <p>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.</p> <p>5. A star rating is based on substantial compliance, defined as 100% of highest applicable category.</p>														

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**Documentation Requirements**  
**Domain 3: Ratio and Group Size**  
**Overall Weight: 10%**

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- 1.1 Star 1
- 1.2 Star 2
- 1.3 Star 3
- 1.4 Star 4
- 1.5 Star 5

For all of the above levels - Must meet all adult/child ratios in all age groups

**How to Document**

- Complete the revised Quality Rating Improvement System Worksheet #5: Domain 3-Ratio and Group Size **(mandatory)**

**For centers which would be validated in Spring OR Summer – one worksheet per month for EACH OF THE FOLLOWING MONTHS – Oct, Nov, Dec, Jan, Feb, March.**

**All required ratio worksheets must be mailed in to the validators at the coalition office on or before a deadline which will be set for sometime in April / early May. A letter will be sent out to the providers in a timely manner notifying them of the deadline.**

### Domain 3: Ratio and Group Size

#### Definition of Terms

- Infants                      Children age birth through eleven months
  
- Toddlers                    Children age twelve through twenty-three months
  
- Two Year Olds            Children age twenty-four through thirty-five months
  
- Three Year Olds           Children age thirty-six through forty-seven months
  
- Four Year Olds            Children age forty-eight through fifty-nine months
  
- Five Year Olds             Children age sixty through seventy-one months

**Maximum Group Size**

(M.G.S)

The largest number of children **owner or director** would allow in one classroom space.

Ratio

The number of adult staff, age 18 and older, who are supervising a group of children compared to the number of children in the group.

# Domain 4

# Curriculum

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>

**Documentation Requirements**  
**Domain 4: Curriculum**  
**Overall Weight: 15%**

**Complete Quality Rating Improvement System Worksheet #6: Domain 4 –Curriculum – mandatory at all levels of the star rating.**

**1.1 Star 1: A Coalition approved developmentally appropriate curriculum has been adopted for each age group**

**How to Document – MUST INCLUDE ALL OF THE FOLLOWING:**

- Copy of curriculum or statement of curriculum being used for all age groups
- If curriculum is not on the local coalition’s approved list, documentation of approval from coalition is required

**1.2 Star 2: Lead Teachers have received a minimum of six (6) hours of training on the implementation of the adopted curriculum**

**How to Document – MUST INCLUDE ALL OF THE FOLLOWING:**

- Originals or copies of training certificates identifying Lead Teachers

**1.3 Star 3: All instructional staff employed for six (6) months or more have been trained on the use of the adopted curriculum. They must receive a minimum of six (6) hours of training on the use of the adopted curriculum.**

**How to Document - MUST INCLUDE ALL OF THE FOLLOWING**

- Originals or copies of training certificates identifying instructional staff

#### **1.4A Star 4: A developmentally appropriate curriculum is fully implemented in each classroom**

**How to Document – MUST INCLUDE ALL OF THE FOLLOWING:**

- Written daily schedule for each classroom
- Written and DATED lesson plans for one school year – Sept through May - must be available during validation. Validators will randomly select three months of lesson plans for validation and review. Complete lesson plans must be available for each classroom.

#### **1.4B Star 4: A system for on-going child observations is in place in each classroom**

**How to Document – MUST INCLUDE ALL OF THE FOLLOWING:**

- Written policy for conducting child observations that includes observations at least two times per year for all children (must be in the staff handbook and parent handbook)
- Written child observations, screenings, and/or developmental checklists, completed twice a year, for all children enrolled; **MUST** include child's full name, date of birth, and date of screening / observation/ developmental checklist

#### **1.5 Star 5: Child assessment guides differentiated program planning and communicating with families**

**How to Document – MUST INCLUDE ALL OF THE FOLLOWING:**

- Written daily lesson plans for all care levels (Infants through preschool – ITERS and ECERS classrooms)
- Small group instruction information for all 3yr.old, 4 yr. old and VPK classes (ECERS classrooms only).
- Individualized portfolios that reflect goals and progress for each individual child –infants through preschool
- Written parent conference forms with assessment information documented for all children -infants through preschool

<b>Domain 4 Curriculum</b>	<b>1.4A</b>	<b>1.4B</b>	<b>1.4B</b>	<b>1.5</b>	<b>1.5</b>	<b>1.5</b>
Care Level	Daily Schedule AND complete / dated Lesson Plans Sept through May	Written policy for child observations	Screenings or Developmental Checklists with all the required information for ALL children enrolled, twice a year	Small Group Instruction Information	Portfolios	Written Parent Conference Forms
<b>Infants / Toddlers – ITERS classrooms</b>	Required	Required	Required	N/A	Required	Required
<b>2s - ITERS or ECERS</b>	Required	Required	Required	ITERS classroom – NO ECERS classroom - YES	Required	Required
<b>3s / VPK (4s) – ECERS classrooms</b>	Required	Required	Required	Required	Required	Required

DOMAIN 4 - CURRICULUM

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## Domain 4: Curriculum

### Definition of Terms

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#### **Child assessment:**

Child data information results gathered from formal DEVELOPMENTAL screenings and/or assessments that is used to plan learning activities and experiences for children. Vision, hearing, and dental screenings are NOT applicable.

#### **Coalition Approved Curriculum (2011-2012):**

Coalition approved curriculum for use in early learning programs that serve school readiness children

#### **Coalition Approved Infant/Toddler Curricula**

- Beyond Cribs and Rattles
- Foundations for Success
- Funshine Express
- High Scope Infant/Toddler Curriculum
- High Reach Learning
- Innovations: Infant/Toddler Child Development
- North America Montessori Center Curriculum: Infant/Toddler
- The Creative Curriculum for Infants & Toddlers
- Wee Learn

#### **Coalition Approved Preschool Curricula**

- All About Preschoolers
- Beyond Centers and Circle Time
- DLM Early Childhood Express
- ELLM Plus

- Funshine Express
  - High Scope
  - High Reach Learning
  - Houghton Mifflin Harcourt
  - Innovations: The Comprehensive Preschool Curriculum
  - Links to Literacy
  - North American Montessori Center Curriculum: Preschool/Kindergarten
  - Saxon
  - The Creative Curriculum for Preschoolers
  - Wee Learn
- ✓ Any curriculum not listed above requires a letter of approval from the Early Learning Coalition of Duval.
- ✓ A curriculum is required for all age groups served at a center.

**Please check our website @ [www.elcofduval.org](http://www.elcofduval.org) for updates to the coalition approved curricula**

### **Developmentally Appropriate:**

A curriculum based on the stages/milestones of child development in which learning experiences match each child's developmental abilities

### **Individual Portfolios:**

A collection of each child's work that can include; work samples, records of various forms of systematic observation, and screening test; with an emphasis on "work samples that meet the need for accountability while recognizing and supporting individual progress. They keep track of a child's progress. Teachers and parents can follow children's progress by reviewing screenings, observation notes, developmental checklist, in-depth assessments and children's writings, drawings, logs of books read to them, videos or photographs of large projects, tape recordings of the children reading or dictating stories, and so forth.

# **Domain 5**

## **Program Operations**

### **Family Engagement and Program Administration**

QUALITY RATING IMPROVEMENT SYSTEM				
DOMAIN 5A - 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>

<b>QUALITY RATING IMPROVEMENT SYSTEM</b>				
<b>DOMAIN 5B - PROGRAM OPERATIONS – Staff and Administration</b>				
*	**	***	****	*****
<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 &amp; 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>

**Documentation Requirements**  
**Domain 5A: Program Operations – Family Engagement**  
**(5A – 7.5% + 5B – 7.5% - total – 15%)**

**5A. Family Engagement**

**1.1 Star 1: A Family Handbook is written and includes parental rights and responsibilities. There is signed acknowledgement of receipt of handbook by parent/family.**

**How to Document - Family Handbook should contain all of the following information:**

- Program Philosophy
- Tuition information – payment schedule, late payments, multiple child discounts, etc.
- Open Door Policy
- Mandated Reporting of Suspected Child Abuse and Neglect
- Pick up procedures
- Emergency and Inclement Weather Closing Information
- Curriculum information that relates directly to the current curriculum used in each classroom
- Discipline Policy
- Health and Safety Information and Requirements – Children with severe allergies, communicable disease, dispensing medication, fire/emergency drills, incident/accident reports
- Parent/Guardian Participation/Volunteering
- Parent/Guardian Conference Information
- Parent/Guardian rights and responsibilities

**PLUS**

- Signed acknowledgement page of receipt by parent/guardian for 10% of children enrolled in center

**PLUS**

- Complete Quality Rating Improvement System Worksheet #8: Domain 5 – Program Operations – Family Engagement (**mandatory**)

**1.2 Star 2: A minimum of (3) modes of communication are used to share child and program information with families.**

### How to Document

- Written documentation for **three** modes of communication center uses to communicate with parent/guardian about child and program information could include:
  - Center Newsletters
  - Parent/Family Bulletin Board
  - Daily/Weekly Reports
  - Community Resources and Activities that are linked to child's learning
  - Monthly Calendar
  - Parent/Family Resource Room/Area
  - Parent/ Guardian Orientation checklist/agenda with dates and parent/guardian signature
  - Written two way communication logs with dates and signatures of parent/guardian and teacher
  - Updated website information
  - Parent / Guardian Conference forms with dates and signatures of parent/guardian and teacher
  - Copies of mailed letters
  - Copies of emailed correspondence
  - Other
- Complete Quality Rating Improvement System Worksheet #8: Domain 5 – Program Operations – Family Engagement (**mandatory**)

### 1.3 Star 3: At least 2 family involvement activities are provided each year

#### How to Document

- Written documentation for **two** family involvement activities must include ONE of the following for each family involvement activity:
  - Written agendas of family meetings or information workshops with dates
  - Sign in sheets of family meetings with dates
  - Announcements/flyers with dates

- Photos of activities
- Complete Quality Rating Improvement System Worksheet #8: Domain 5 – Program Operations – Family Engagement (**mandatory**)

**1.4A Star 4: 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**

**How to Document**

- Written documentation for family-teacher conferences must include ALL of the following:
  - ✓ 2 separate dated notices, fliers, sign in sheets or letters to parents/guardians inviting them to attend two scheduled parent/teacher conferences a year to discuss their child’s progress and needs or concerns and to set developmental or learning goals for the child.
  - ✓ Dated parent conference forms that include progress notes and goals; signatures for 10% of children enrolled in the program
- Complete Quality Rating Improvement System Worksheet #8: Domain 5 – Program Operations - Family Engagement (**mandatory**)

**1.4B Star 4: Activities are provided for children and families in the transition to new settings within the center and/or from the child care program to kindergarten**

**How to Document:**

Documentation for **transition within the center** must include **ONE** of the following:

- Letters or notices to parents regarding child’s transition to another setting/class
- Written parent/teacher conference notes regarding change
- Written policy and procedure for moving children from one class to another within the center

Documentation for **transition from the center to kindergarten** must include **ONE** of the following:

- Letter, notice, or packet of information provided to parents regarding preparing and transitioning their child to kindergarten
- Written policy and procedure for transitioning children from center to kindergarten
- Field trip records for field trips to nearby elementary schools

- Invitations to kindergarten teacher to visit preschool classroom and children
- Lesson plan activities targeted to support transition to kindergarten

**PLUS**

- Complete Quality Rating Improvement System Worksheet #8: Domain 5 – Program Operations - Family Engagement (**mandatory**)

**1.5A Star 5: Families have the opportunity to evaluate the provider in writing at least annually****How to Document**

Documentation for program evaluation must include ALL of the following:

- Dated copy of letter to parents explaining purpose and use of parent evaluation (satisfaction survey) of Center
- Dated copies of completed written survey, questionnaire, or assessment completed and returned by 10% of parents
- Dated Summary sheet with information collected from returned parent evaluation forms
- Complete Quality Rating Improvement System Worksheet #8: Domain 5 – Program Operations - Family Engagement (**mandatory**)

**1.5B Star 5: Resources are available to communicate with families in their primary language****How to Document**

- Documentation that supports center has resources available to non-English speaking families could include:
  - A Family/Parent Handbook provided in other languages OR
  - A Family/Parent Resource Area for resource materials provided in other languages OR
  - A Written policy on center's communication plan including list of primary languages OR
  - Family/Parent forms provided in other languages (Original or Copies)
- Complete Quality Rating Improvement System Worksheet #8: Domain 5 – Program Operations – Family Engagement (**mandatory**)

**1.5C Star 5: 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.**

**How to Document**

Documentation must consist of all of the following:

- \_\_\_\_\_ Summary Screening Results Form documents 90% of children enrolled received a developmental screening.
- \_\_\_\_\_ Center has written referral policy and procedure. Referral Policy contains information on all of the following:
  - ✓ Purpose of Screening
  - ✓ Obtaining Parent Consent
  - ✓ Name and information on screening tool
  - ✓ How parents will be informed of results
  - ✓ Referral for further evaluation or services
  - ✓ Follow-up to referral process
  - ✓ Accountability procedures (safeguards to protect against misidentification of children)
- \_\_\_\_\_ Letters to parents or conference notes signed by parent containing information on screening results
- \_\_\_\_\_ Sample of written activity suggestions developed with staff and families related to results and provided to parents

**Documentation Requirements**  
**Domain 5B: Program Operations – Staff & Administration**  
**(5A – 7.5% + 5B – 7.5% - total – 15%)**

**5B. Staff and Administration**

**2.1 Star 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**

**How to Document – must include ALL of the following:**

- Written copy of Risk Management/Emergency/Disaster Plan with policies and procedures for:
  - dealing with severe weather, fire, flood, and building security
  - designated emergency person/team and responsibilities
  - protecting the health and safety of children and staff (allergies, chronic medical conditions, medical emergencies, playground safety)
  - reducing the risk of child abuse or neglect
- Dated agenda from a staff meeting within the CURRENT YEAR where there was a review of the Risk Management Plan
- Posted center evacuation plan
- Monthly evacuation drills
- Posted emergency numbers by all center phones
- Complete Quality Rating Improvement System Worksheet #9: Domain 5 – Program Operations - Staff and Administration (**mandatory**)

**2.2 Star 2: The center has a personnel policy manual that includes written job descriptions and procedures for staff orientation**

**How to Document - Copy of personnel manual that includes at least eight of the following:**

1. Center Educational Philosophy and Goals
2. Attendance Policy

3. Guidelines for employee performance evaluation and merit pay
4. Staff Training Requirements
5. Resignation/termination policy and procedure
6. Emergency/Health and Safety Procedures
7. Discipline/Classroom management policy
8. Child Abuse/neglect reporting procedures
9. Ethical conduct policy
10. Salary scale or structure
11. Benefits Description (to be counted as one item & can include information about:
  - Paid leave (E.G. sick, vacation, holiday, personal, family, bereavement)
  - Insurance (e.g. health, life, accident, disability, dental, vision)
  - Paid participation in staff development/training (within federal & state labor and work laws)
  - Retirement fund (e.g.401K)
  - Reduced fee to staff for child care services
  - Tuition for academic education

**Other Requirements – must include ALL of the following:**

- Personnel manual contains a signature page with signature for all staff
- Personnel Manual contains procedures for orienting new staff into the program/“staff orientation”
- Documentation that each staff has received a written job description for the position hired for and copy available with employee’s signature
- Complete Quality Rating Improvement System Worksheet #9: Domain 5 – Program Operations – Staff and Administration (**mandatory**)

### 2.3A Star 3: Staff meetings are held at least quarterly (within the 1 year of validation)

#### How to Document – minimum of 4 meeting documents required

- Sign in sheets for staff meetings with dated agenda OR
- Copies of quarterly minutes for staff meetings **PLUS**
- Complete Quality Rating Improvement System Worksheet #9: Domain 5 – Program Operations – Staff and Administration **(mandatory)**

### 2.3B Star 3: Written performance evaluations are completed annually

#### How to Document – must include all the following:

- Copies of annual written performance evaluations with employee’s signature and date for all teaching staff
- Original or copy of written policy and procedure for conducting staff performance evaluations
- Complete Quality Rating Improvement System Worksheet #9: Domain 5 – Program Operations - Staff and Administration **(mandatory)**

### 2.4A Star 4: Written operating policies and procedures include standard business and fiscal management practices

#### How to Document - Center Operations Policies and Procedures must include ALL of the following:

- A copy of policies and procedures for collection of tuition and fees
- A copy of the process for informing parents of overdue fees and collection of late payments
- Budget (with revenue / income, expenses, purchases, etc.)
- A copy of an organizational chart which includes staff that work within the center and those that support the center in its educational program, **AND** staff schedules
- A copy of hiring policies and procedures
- A copy of the salary and benefit structure
- Complete Quality Rating Improvement System Worksheet #9: Domain 5 – Program Operations - Staff and Administration **(mandatory)**

## 2.4B Star 4: A marketing plan is used to maximize full enrollment

### How to Document

- A written marketing plan which includes action steps for recruiting families with children, providing visibility in the community and advertising services provided.
- Written marketing plan for center **MUST include at least 3 of the following items:**
  - Public relations tools (ads, stationary, newsletters, business cards)
  - Promotional items (clothing, mugs, pencils, pens)
  - Professional, consistently-used logo
  - Signage and posted professional looking information
  - Website promotion
  - Phonebook advertisement
  - A referral rewards program
  - Partnership with a business
  - Membership in a Chamber of Commerce
- Complete Quality Rating Improvement System Worksheet #9: Domain 5 – Program Operations – Staff and Administration **(mandatory)**

## 2.4C Star 4: Written performance evaluations are completed annually and include classroom observations

### How to Document – must include all of the following:

- Copy of written policy and procedure for conducting staff performance evaluations
- Copies of annual written performance evaluations with attached classroom observation with employee signature and date for all teaching staff
- Complete Quality Rating Improvement System Worksheet #9: Domain 5 – Program Operations - Staff and Administration **(mandatory)**

### 2.5A Star 5: A salary scale is in place and is differentiated by education and experience

#### How to Document – must include all of the following:

- Copy of written salary scale provided to staff that is related to the employee’s education, training, and experience in early childhood education
- Documentation to support each employee has received copy of salary scale and/or the scale is posted in a conspicuous place for all staff to observe (on file with staff signatures). Can be included in employee handbook
- Complete Quality Rating Improvement System Worksheet #9: Domain 5 – Program Operations - Staff and Administration **(mandatory)**

### 2.5B Star 5: A financial record-keeping system provides quarterly reports and analysis and a 1-year projected budget

#### How to Document - Financial record keeping system must include ALL of the following items:

- ✓ Copy of quarterly financial reports and analysis (reports required for 4 quarters)
- ✓ Copy of projected budget for the following year, with line item revenue and expenses

#### PLUS – ONE of the following:

- ✓ Proof of up-to-date payroll
- ✓ Proof of up-to-date taxes
- ✓ Proof of up-to-date insurance payments
- ✓ If applicable, most recent copy of audit by an outside firm
- Complete Quality Rating Improvement System Worksheet #9: Domain 5 – Program Operations - Staff and Administration **(mandatory)**

### 2.5C Star 5: Written performance evaluations are completed annually and include classroom observations and professional development plans

#### How to Document – must include all of the following:

- Copy of written policy and procedure for conducting staff performance evaluations

- Copies of written performance evaluations with attached classroom observations with employee signature and date for all teaching staff
- Copies of written professional development plans related to employee performance evaluation which contains goals and professional development objectives for the upcoming year with employee signature and date for all teaching staff
- Complete Quality Rating Improvement System Worksheet #9: Domain 5 – Program Operations - Staff and Administration (**mandatory**)

## Documentation Requirements

### Bonus Points

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**1-2 Bonus Points will be given to centers based on percentage of teachers with a Bachelor's degree in Early Childhood Education/Child Development.**

- 1 Bonus Point – at least 25% of teachers meet the requirement
- 2 Bonus Points – at least 50% of teachers meet the requirement
- Maximum of 2 bonus points for this requirement

#### How to Document –

- Copy of college transcript with subject major and date degree awarded.
- 

**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 college credits in Early Childhood Education (ECE) and who oversees a center's educational program for at least 50% of the time.**

- Maximum of 1 Bonus Point for this requirement

#### How to Document – Must include all of the following:

- Copy of college transcript highlighting ECE courses totaling 18 college credits
  - Copy of college transcript with subject major and date degree awarded
  - Job Description – outlining specific tasks and duties for Curriculum Specialist
-

### **1 Bonus Point will be given to centers going through revalidation if they are accredited**

- 1 Bonus Point will be given to centers that have received accreditation from an accrediting agency that has been approved by the State of Florida and meets Florida gold seal requirements.

#### **How to Document -**

- Dated official accreditation certificate which MUST be completed and dated on or before 6/30 of the validation year.
- If the center is renewing accreditation, proof of documentation submitted to the accrediting agency has to be provided.



## QUALITY RATING AND IMPROVEMENT SYSTEM

### DIRECTIONS FOR COMPLETING CENTER WORKSHEETS

**\*\* IMPORTANT NOTE:** The validators may be sending out a request to drop off or mail some of the domains worksheets and supporting documentation, no later than a deadline some time during May 2012 for the centers which would come up for validation / revalidation, and August 2012 for the centers which come up for validation / revalidation in Summer 2012. A decision has not been made yet.

## Directions for Completing Quality Rating Improvement System Center Worksheet #1 Domain 1: Learning Environment

1. If needed, make additional copies of **Center Worksheet #1** to record scores from every classroom that has been rated at your center.
2. Write the **Center Name** on the line provided.
3. In the section for **ITERS-R**, record the **Class Name**, **Overall Score** and **Assessment Date** for every classroom that has been rated at your center.
4. To calculate **the Average Overall Score** for **ITERS-R** at your center:
  - Add up all the Overall Scores
  - Figure the average score by dividing that number of classrooms rated. *For example: Add  $3.71 + 5.00 + 2.33 + 4.34 = 15.38$ . Divide that by 4 = 3.85.*
  - Using the star ranges shown on the form, identify the **ITERS-R Star Rating**. *For example, an Average Overall Score of 3.85 earns a 2 star.*
  - If the average score is below 3.0, record 0 points for the Average Overall Score for the Scale.
5. Follow the same procedure for the **ECERS-R** scores, in the **ECERS-R** section of the form.
6. Place **Center Worksheet #1** with the appropriate documentation attached in your binder or file box.



## Center Worksheet #1: Domain – Learning Environment



**Name of Center:** \_\_\_\_\_

### Infant Toddler Environment Rating Scale Revised – ITERS-R

*If more than 3 infant-toddler classrooms are rated, please make additional copies of this form.*

**Class 1:** \_\_\_\_\_      **Class 2:** \_\_\_\_\_      **Class 3:** \_\_\_\_\_  
**Overall Score:** \_\_\_\_\_      **Overall Score:** \_\_\_\_\_      **Overall Score:** \_\_\_\_\_  
**Assessment Date:** \_\_\_\_\_      **Assessment Date:** \_\_\_\_\_      **Assessment Date:** \_\_\_\_\_

**Average Overall ITERS-R score (Sum of overall scores for all classrooms divided by the total # of classrooms rated):**

1 Point - 3.00 to 3.49    2 Points - 3.50 to 3.99    3 Points – 4.00 to 4.49    4 Points – 4.50 to 5.49    5 Points – 5.50 to 7.00

**ITERS-R Points 0-5 (Use grid above):**

### Early Childhood Environment Rating Scale Revised – ECERS-R

*If more than 3 preschool classrooms are rated, please make additional copies of this form.*

**Class 1:** \_\_\_\_\_      **Class 2:** \_\_\_\_\_      **Class 3:** \_\_\_\_\_  
**Overall Score:** \_\_\_\_\_      **Overall Score:** \_\_\_\_\_      **Overall Score:** \_\_\_\_\_  
**Assessment Date:** \_\_\_\_\_      **Assessment Date:** \_\_\_\_\_      **Assessment Date:** \_\_\_\_\_

**Average Overall ECERS-R score (Sum of overall scores for all classrooms divided by the total # of classrooms rated):**

1 Point - 3.00 to 3.49    2 Points - 3.50 to 3.99    3 Points – 4.00 to 4.49    4 Points – 4.50 to 5.49    5 Points – 5.50 to 7.00

**ECERS-R Points 0-5 (Use grid above):**

## **Directions for Completing Quality Rating Improvement System Center Worksheets #2, #3, #4 Domain 2: Staff Qualifications and Professional Development**

1. Make a copy of Center Worksheets #2, #3, and #4. You do not need to complete a form for staff who work only as cooks, drivers, maintenance, etc.
  2. On Center Worksheets #2, #3, and #4, write the Center Name in the space provided.
  3. Record the Names of the Staff on the appropriate worksheets.
  4. Record the Dates. Note expiration date if applicable (such as Director Credential or FCCPC (formerly CDA-E) that require renewal every 5 years).
  5. Place Center Worksheets #2, #3 and #4 with the appropriate documentation attached in your binder or file box.\*\*
- \* Do not forget to include the number of hours received during Phase 2 coaching in the Number of Training Hours within the Last Year column.

*REFER TO THE GUIDING STARS OF DUVAL MANUAL ALSO, TO INCLUDE THE APPROPRIATE DOCUMENTATION NEEDED FOR YOUR BINDER OR FILE BOX.*

Quality Rating and Improvement System

**Center Worksheet #2: Domain 2 - Staff Qualifications**  
**Director & Assistant Director**



Center Name: \_\_\_\_\_

	Name of Director/Assistant	Date of Hire	Date DCF 40 Hours Awarded	Date 5 Hour Literacy Course Awarded	Date Foundational Awarded	Date Advanced Awarded	Date CDA, CDEA or FCCPC Awarded	Date AA/AS Degree or higher Awarded	Date of BA/BS Degree or Higher Awarded	Date(s) of 60 HRS. of College Coursework w/18 credits in ECE Awarded	# of Training Hours within the Last Year
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											



Quality Rating and Improvement System

**Center Worksheet #3: Domain 2 - Staff Qualifications**  
**Lead Teacher(s)**



Center Name: \_\_\_\_\_

	Name of Lead Teacher	Date of Hire	Date DCF 40 Hours Awarded	Date 5 Hour Literacy Course Awarded	Date High School Diploma or GED Awarded	Date DCF Staff Credential Awarded	Date CDA, CDAE or FCCPC Awarded	Date AS or AA Degree in ECE Awarded	Date of BA/BS Degree or Higher Awarded	Date(s) of 60 HRS. of College Coursework w/18 credits in ECE Awarded	# of Training Hours within the Last Year
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

Quality Rating and Improvement System

**Center Worksheet #4: Domain 2 - Staff Qualifications**  
**Assistant Teacher(s)**



Center Name: \_\_\_\_\_

	Name of Assistant Teacher	Date of Hire	Date DCF 40 Hours Awarded	Date 5 Hour Literacy Course Awarded	Date of Enrollment for DCF Staff Credential	Date DCF Staff Credential Awarded	Date High School Diploma or GED Awarded	Date CDA, CDAE or FCCPC Awarded	Date AA/AS in ECE, or BA/BS Degree in ECE or Child Development, or Higher Awarded	# of Training Hours within the Last Year
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

## Directions for Completing Quality Rating Improvement System Center Worksheet #5: Domain 3: Ratio and Group Size

1. Make copies of **Center Worksheet #5** and fill one out for every class of children birth – five.
2. Place **Center Worksheets #5** with the appropriate documentation in your binder or file box.
3. **Spot check of licensing reports would be done on the day of validation**
4. **Spot check of staff child ratio would also be done by the assessor on the day of environment rating scale assessments.**

**For centers which would be validated in Spring / Summer – one worksheet per month for EACH OF THE FOLLOWING MONTHS – Oct, Nov, Dec, Jan, Feb, March.**

*REFER TO THE **GUIDING STARS OF DUVAL MANUAL** ALSO, TO INCLUDE THE APPROPRIATE DOCUMENTATION NEEDED FOR YOUR BINDER OR FILE BOX.*

**Guiding Stars of Duval - Quality Rating and Improvement System  
Center Worksheet # 5 – Ratio and Group Size**

**CLASSROOM LIST**

**COMPLETE ONE FORM FOR EACH CLASSROOM FOR THE MONTHS OF OCTOBER THROUGH MARCH.**

**COMPLETE THE LAST COLUMN BASED ON ACTUAL ATTENDANCE FOR EACH CLASSROOM, ON THE LAST SCHOOL DAY OF EACH MONTH.** If you already have the list of children in another form, it can be attached instead of writing out the list of children. Complete all other parts of this form.

FORM MUST BE COMPLETED WHEN THE MAJORITY OF CHILDREN HAVE ARRIVED FOR THE DAY – TYPICALLY BETWEEN 9:30 AM TO 11:30 AM

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Classroom \_\_\_\_\_ Maximum Group Size\* \_\_\_\_\_  
\*the largest number of children DIRECTOR allows in one classroom space

Lead Teacher \_\_\_\_\_ Time In and Time Out \_\_\_\_\_

Assistant Teacher \_\_\_\_\_ Time In and Time Out \_\_\_\_\_

Use additional pages if needed.

Child's First name or initials <b>LIST OF TOTAL ENROLLMENT</b>	Birth date	Age (years/months)	Days of the week when the child attends the program					Place <input type="checkbox"/> for children present and X for children who are absent
			M	Tu	W	Thur	Fri	
1.								
2.								
3.								
4.								
5.								
6.								
7.								



Child's First name or initials <b>LIST OF TOTAL ENROLLMENT</b>	Birth date	Age (years/months)	Days of the week when the child attends the program					Place $\checkmark$ for children present and X for children who are absent
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								

## Directions for Completing Quality Rating Improvement System Center Worksheet #6: Domain 4: Curriculum

Write the **Center Name** in the space provided.

For **Quality Indicator 1.1:**

- Write the name of the curriculum for each age group.
- Indicate by circling **Y** or **N** whether or not the curriculum has been approved by the Coalition.

For **Quality Indicator 1.2 and 1.3:**

- Place a check mark on the line indicating the item has been met.
- Complete **Center Worksheet #7** (see directions on next page).



For **Quality Indicator 1.4 A&B:**

- Place a check mark on the line indicating the item has been met.

For **Quality Indicator 1.5:**

- Place a check mark on the line indicating the item has been met.

*REFER TO THE **GUIDING STARS OF DUVAL MANUAL** ALSO, TO INCLUDE THE APPROPRIATE DOCUMENTATION NEEDED FOR YOUR BINDER OR FILE BOX.*

	<h2 style="margin: 0;">Quality Rating and Improvement System</h2>	
<b>Center Worksheet #6: Domain 4 – Curriculum</b>		
<b>Center Name:</b> _____		
	1.1 Name of Curriculum:	Coalition Approved?
VPK/4's:		Y or N (Circle)
Threes:		Y or N (Circle)
Twos:		Y or N (Circle)
Ones:		Y or N (Circle)
Infants:		Y or N (Circle)
	1.2 Training Records for all Lead Teachers documenting 6 hours of attendance at the required curriculum implementation training	
	1.3 Training records for all Instructional Staff documenting 6 hours of attendance at the required curriculum implementation training.	
	1.4A Each classroom has written lesson plans documenting the full implementation of the adopted curriculum	
	1.4B Each classroom has a system for ongoing observations of each child	
	1.5 Each child in each classroom is assessed and this information informs planning and instruction (portfolios)	
	Lesson Planning is individualized to address the specific need of the children in the class (small group for ECERS classrooms)**	
	Communication with families occurs to discuss child assessment results, progress and needs (conference forms)	

\*\* - 2s/3s – coached as ECERS; 3s, 4s / VPK classrooms

## Directions for Completing Quality Rating Improvement System Center Worksheet #7: Domain 4: Curriculum

1. Write the **Center Name** in the space provided.
2. List the names of all **Lead Teachers and All Other Teachers**.
3. List the **DOH (Date of Hire), Name of Curriculum Training, Date Attended and the Name of Training Provider (Person who Conducted the Training)**.

*REFER TO THE **GUIDING STARS OF DUVAL MANUAL** ALSO, TO INCLUDE THE APPROPRIATE DOCUMENTATION NEEDED FOR YOUR BINDER OR FILE BOX.*



Quality Rating and Improvement System

**Center Worksheet #7: Domain 4 - Curriculum Training for Staff**

Center Name: \_\_\_\_\_

Lead Teachers	DOH	Name of Curriculum Training	Date Attended	Name of Training Provider
All Other Teachers	DOH	Name of Curriculum Training	Date Attended	Name of Training Provider

## Directions for Completing Quality Rating Improvement System Center Worksheet #8 Domain 5A: Program Operations-Family Engagement

1. Write the **Center Name** in the space provided.
  
2. For **Quality Indicator 1.1 A:**
  - Place a check mark on the line indicating the item has been met.
  
3. For **Quality Indicator 1.2 A:**
  - Place a check mark on the line indicating three of the items have been met.
  
4. For **Quality Indicator 1.3:**
  - Write the dates of the two Family Involvement Activities on the lines provided.
  
5. For **Quality Indicator 1.4 A:**
  - Place a check mark on the lines indicating the item has been met.

*REFER TO THE **GUIDING STARS OF DUVAL MANUAL** ALSO, TO INCLUDE THE APPROPRIATE DOCUMENTATION NEEDED FOR YOUR BINDER OR FILE BOX.*

## Quality Rating Improvement System

### Center Worksheet #8: Domain 5A – Program Operations - Family Engagement

**Center Name:** \_\_\_\_\_

Note: Final Star Rating will be combination of results of 5A Family Engagement and 5B Administration

Quality Indicator	Documentation		
<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 style="text-align: center;">_____ A Family Handbook is written and includes <b>ALL</b> of the following:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p>_____ Program Philosophy</p> <p>_____ Open Door Policy</p> <p>_____ Pick up Procedures</p> <p>_____ Discipline Policy</p> <p>_____ Curriculum Information</p> <p>_____ Parent / Guardian Volunteering</p> <p>_____ Parent / Guardian conference information</p> </td> <td style="width: 50%; border: none;"> <p>_____ Tuition Information – payment schedule, late payments, multiple child discounts</p> <p>_____ Health and Safety Requirements – children with severe allergies, dispensing medication, incident/accident reports</p> <p>_____ Mandated Reporting of Child Abuse and Neglect</p> <p>_____ Emergency and Inclement Weather Closing of Center</p> <p>_____ Parent / Guardian Rights and Responsibilities</p> </td> </tr> </table> <p style="text-align: center;">_____ Signed acknowledgement page of receipt by parent/guardian for 10% of children enrolled in center</p>	<p>_____ Program Philosophy</p> <p>_____ Open Door Policy</p> <p>_____ Pick up Procedures</p> <p>_____ Discipline Policy</p> <p>_____ Curriculum Information</p> <p>_____ Parent / Guardian Volunteering</p> <p>_____ Parent / Guardian conference information</p>	<p>_____ Tuition Information – payment schedule, late payments, multiple child discounts</p> <p>_____ Health and Safety Requirements – children with severe allergies, dispensing medication, incident/accident reports</p> <p>_____ Mandated Reporting of Child Abuse and Neglect</p> <p>_____ Emergency and Inclement Weather Closing of Center</p> <p>_____ Parent / Guardian Rights and Responsibilities</p>
<p>_____ Program Philosophy</p> <p>_____ Open Door Policy</p> <p>_____ Pick up Procedures</p> <p>_____ Discipline Policy</p> <p>_____ Curriculum Information</p> <p>_____ Parent / Guardian Volunteering</p> <p>_____ Parent / Guardian conference information</p>	<p>_____ Tuition Information – payment schedule, late payments, multiple child discounts</p> <p>_____ Health and Safety Requirements – children with severe allergies, dispensing medication, incident/accident reports</p> <p>_____ Mandated Reporting of Child Abuse and Neglect</p> <p>_____ Emergency and Inclement Weather Closing of Center</p> <p>_____ Parent / Guardian Rights and Responsibilities</p>		
<p>1.2 A minimum of three (3) modes of communication are used to share child and program information with families</p>	<p>Check three (3):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p>_____ Newsletters</p> <p>_____ Daily / Weekly Reports</p> <p>_____ Monthly Calendar</p> <p>_____ Parent / Guardian Orientation Checklist/agenda with dates &amp; parent / guardian signature</p> <p>_____ Written two way communication logs with dates and signatures of parent/guardian and teacher</p> <p>_____ Updated Website Information</p> <p>_____ Parent / guardian Conference form with dates and parent / guardian and teacher signatures</p> <p>_____ Copies of mailed letters</p> <p>_____ Copies of emailed correspondence</p> </td> <td style="width: 50%; border: none;"> <p>_____ Parent / Family Bulletin Board</p> <p>_____ Resources &amp; Activities linked to child's learning</p> <p>_____ Parent / Family Resource Room/Area</p> <p>_____ Other</p> </td> </tr> </table>	<p>_____ Newsletters</p> <p>_____ Daily / Weekly Reports</p> <p>_____ Monthly Calendar</p> <p>_____ Parent / Guardian Orientation Checklist/agenda with dates &amp; parent / guardian signature</p> <p>_____ Written two way communication logs with dates and signatures of parent/guardian and teacher</p> <p>_____ Updated Website Information</p> <p>_____ Parent / guardian Conference form with dates and parent / guardian and teacher signatures</p> <p>_____ Copies of mailed letters</p> <p>_____ Copies of emailed correspondence</p>	<p>_____ Parent / Family Bulletin Board</p> <p>_____ Resources &amp; Activities linked to child's learning</p> <p>_____ Parent / Family Resource Room/Area</p> <p>_____ Other</p>
<p>_____ Newsletters</p> <p>_____ Daily / Weekly Reports</p> <p>_____ Monthly Calendar</p> <p>_____ Parent / Guardian Orientation Checklist/agenda with dates &amp; parent / guardian signature</p> <p>_____ Written two way communication logs with dates and signatures of parent/guardian and teacher</p> <p>_____ Updated Website Information</p> <p>_____ Parent / guardian Conference form with dates and parent / guardian and teacher signatures</p> <p>_____ Copies of mailed letters</p> <p>_____ Copies of emailed correspondence</p>	<p>_____ Parent / Family Bulletin Board</p> <p>_____ Resources &amp; Activities linked to child's learning</p> <p>_____ Parent / Family Resource Room/Area</p> <p>_____ Other</p>		

<p>1.3 At least 2 family involvement activities are provided each year</p>	<p>Written documentation for two family involvement activities must include ONE of the following for EACH family involvement activity:</p> <ul style="list-style-type: none"> <li>_____ Written agendas of family meetings or information workshops with dates</li> <li>_____ Sign in sheets of family meetings with dates</li> <li>_____ Announcements/flyers with dates</li> <li>_____ Photos of activities</li> </ul> <p>Indicate the dates of two family involvement activities:</p> <p style="text-align: center;">DATE: _____ DATE: _____</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>Written documentation for family-teacher conferences must include ALL of the following:</p> <ul style="list-style-type: none"> <li>_____ 2 separate dated notices, fliers, sign in sheets or letters to parents/guardians inviting them to attend two scheduled parent/teacher conferences a year to discuss their child’s progress and needs or concerns and to set developmental or learning goals for the child</li> <li>_____ Dated parent conference forms that include progress notes and goals; signatures for 10% of children enrolled in the program</li> </ul>
<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>Documentation for transition within the center includes ONE of the following:</p> <ul style="list-style-type: none"> <li>_____ Letters or notices to parents regarding child’s transition to another setting/class</li> <li>_____ Written parent/teacher conference notes regarding change</li> <li>_____ Written policy and procedure for moving children from one class to another within the center</li> </ul> <p>Documentation for transition from the center to kindergarten includes ONE of the following:</p> <ul style="list-style-type: none"> <li>_____ Letter, notice, or packet of information provided to parents regarding preparing and transitioning their child to kindergarten</li> <li>_____ Written policy and procedure for transitioning children from center to kindergarten</li> <li>_____ Field trip records for field trips to nearby elementary schools</li> <li>_____ Invitations to kindergarten teacher to visit preschool classroom and children</li> <li>_____ Lesson plan activities targeted to support transition to kindergarten</li> </ul>

<p>1.5A Families have the opportunity to evaluate the provider in writing at least annually (one (1) time per year).</p>	<p>Documentation for program evaluation includes ALL of the following:</p> <ul style="list-style-type: none"> <li>_____ Dated copy of letter to parents explaining purpose and use of parent evaluation (satisfaction survey) of center</li> <li>_____ Dated copies of completed written survey, questionnaire, or assessment completed and returned by 10% of parents</li> <li>_____ Dated summary sheet with information collected from returned parent evaluation forms</li> </ul>
<p>1.5B Resources are available to communicate with families in their primary language</p>	<p>Documentation that supports center has resources available to non-English speaking families may include:</p> <ul style="list-style-type: none"> <li>_____ Family/Parent Handbook in other languages OR</li> <li>_____ Family/ Parent Resource Area for resource materials provided in other languages OR</li> <li>_____ Family / Parent Forms provided in other languages - Original or Copies OR</li> <li>_____ Written policy on center's communication plan including list of primary languages and plan of communication for each</li> </ul>
<p>1.5C Developmental Screening occurs for 90% of all children and a referral process is in place. Activity suggestions are developed with staff and families for children identified with potential delays.</p>	<p>Documentation consists of all of the following:</p> <ul style="list-style-type: none"> <li>_____ Summary Screening Results Form documents 90% of children enrolled received a developmental screening.</li> <li>_____ Center has written referral policy and procedure. Referral Policy contains information on all of the following: <ul style="list-style-type: none"> <li>✓ Purpose of Screening</li> <li>✓ Obtaining Parent Consent</li> <li>✓ Name and information on screening tool</li> <li>✓ How parents will be informed of results</li> <li>✓ Referral for further evaluation or services</li> <li>✓ Follow-up to referral process</li> <li>✓ Accountability procedures( safeguards to protect against misidentification of children</li> </ul> </li> <li>_____ Letters to parents or conference notes signed by parent containing information on screening results</li> <li>_____ Sample of written activity suggestions developed with staff and families related to results and provided to parents</li> </ul>

## Directions for Completing Quality Rating Improvement System Center Worksheet #9: Domain 5B: Program Operations-Staff and Administration

1. Write the **Center Name** in the space provided.
2. For **Quality Indicator 2.1:**  
Place a check mark on the line indicating the item has been met.
3. For **Quality Indicator 2.2:**  
Place a check mark on the line indicating eight of the items have been met.
4. For **Quality Indicator 2.3 A:**  
Place a check mark on the line indicating the item has been met.
5. For **Quality Indicator 2.3 B, 2.4 C, 2.5 C:**  
Place a check mark on the lines indicating the item has been met.
6. For **Quality Indicator 2.4 A:**  
Place a check mark on the line indicating the item has been met.
7. For **Quality Indicator 2.4 B:**  
Place a check mark on the line indicating the item has been met.
8. For **Quality Indicator 2.5 A:**  
Place a check mark on the line indicating the item has been met.
9. For **Quality Indicator 2.5 B:**  
Place a check mark on the line indicating the item has been met.

*REFER TO THE **GUIDING STARS OF DUVAL MANUAL** ALSO, TO INCLUDE THE APPROPRIATE DOCUMENTATION NEEDED FOR YOUR BINDER OR FILE BOX.*

## Quality Rating Improvement System

### Center Worksheet #9: Domain 5B – Program Operation - Staff and Administration

Center Name: \_\_\_\_\_

Quality Indicator	Documentation		
<p><b>2.1</b> A Risk Management plan is in place with written action plans for emergency situations such as hurricanes, fire, severe weather, etc. including evacuation routes and drills</p>	<p>Risk Management Plan includes action steps for the following natural disasters:                  _____ Fire    _____ Severe Weather/Tornado    _____ Hurricane    _____ Building Security    _____ Flood</p> <p><b>A Risk management plan and system includes documentation of all of the following:</b></p> <ul style="list-style-type: none"> <li>• Written copy of Risk Management/Emergency/Disaster Plan with policies and procedures for:               <ul style="list-style-type: none"> <li>- dealing with severe weather, fire, flood, and building security</li> <li>- designated emergency person/team and responsibilities</li> <li>- protecting the health and safety of children and staff (allergies, chronic medical conditions, medical emergencies, playground safety)</li> <li>- reducing the risk of child abuse or neglect</li> </ul> </li> <li>▪ Dated agenda from a staff meeting within the CURRENT YEAR where there was a review of the Risk Management plan</li> <li>▪ Posted center evacuation plan</li> <li>▪ Monthly evacuation drills</li> <li>▪ Posted emergency numbers by all center phones</li> </ul>		
<p><b>2.2</b> The center has a personnel policy manual that includes job descriptions and procedures for staff orientation</p>	<p><b>The Center’s Employee Personnel Manual must include at least 8 of the following:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>_____ Center Educational Philosophy and Goals</p> <p>_____ Attendance policy</p> <p>_____ Staff training requirements</p> <p>_____ Ethical Conduct Policy</p> <p>_____ Resignation/Termination Policy</p> <p>_____ Guidelines for Performance Evaluation &amp; Merit Pay</p> <p>_____ Child Abuse and Neglect Reporting Procedures</p> </td> <td style="width: 50%; vertical-align: top;"> <p>_____ Benefit Descriptions (to be counted as one item):</p> <p>&gt;Insurance (health, life, dental, vision, etc.)</p> <p>&gt;Retirement/Annuity Plan</p> <p>&gt;Child Care Discount for staff</p> <p>&gt;Tuition Reimbursement</p> <p>&gt;Paid Leave Time (sick, vacation, holiday)</p> <p>&gt;Paid time for staff development / training</p> </td> </tr> </table>	<p>_____ Center Educational Philosophy and Goals</p> <p>_____ Attendance policy</p> <p>_____ Staff training requirements</p> <p>_____ Ethical Conduct Policy</p> <p>_____ Resignation/Termination Policy</p> <p>_____ Guidelines for Performance Evaluation &amp; Merit Pay</p> <p>_____ Child Abuse and Neglect Reporting Procedures</p>	<p>_____ Benefit Descriptions (to be counted as one item):</p> <p>&gt;Insurance (health, life, dental, vision, etc.)</p> <p>&gt;Retirement/Annuity Plan</p> <p>&gt;Child Care Discount for staff</p> <p>&gt;Tuition Reimbursement</p> <p>&gt;Paid Leave Time (sick, vacation, holiday)</p> <p>&gt;Paid time for staff development / training</p>
<p>_____ Center Educational Philosophy and Goals</p> <p>_____ Attendance policy</p> <p>_____ Staff training requirements</p> <p>_____ Ethical Conduct Policy</p> <p>_____ Resignation/Termination Policy</p> <p>_____ Guidelines for Performance Evaluation &amp; Merit Pay</p> <p>_____ Child Abuse and Neglect Reporting Procedures</p>	<p>_____ Benefit Descriptions (to be counted as one item):</p> <p>&gt;Insurance (health, life, dental, vision, etc.)</p> <p>&gt;Retirement/Annuity Plan</p> <p>&gt;Child Care Discount for staff</p> <p>&gt;Tuition Reimbursement</p> <p>&gt;Paid Leave Time (sick, vacation, holiday)</p> <p>&gt;Paid time for staff development / training</p>		

	<p> <input type="checkbox"/> Emergency/Health/. Safety Procedures  <input type="checkbox"/> Discipline/Classroom Management Policy  <input type="checkbox"/> Salary Scale or Structure         </p> <p><b>MANDATORY DOCUMENTS:</b></p> <p> <input type="checkbox"/> Personnel manual contains a signature page with signature for all staff  <input type="checkbox"/> Personnel Manual contains procedures for orienting new staff into the program/"staff orientation"  <input type="checkbox"/> Documentation that each staff has received a written job description for the position hired for and copy available with employee's signature  <input type="checkbox"/> Written job descriptions for each staff position in the center         </p>
<p>2.3A Staff meetings are held at least quarterly</p>	<p><b>Must include ALL of the following:</b></p> <p> <input type="checkbox"/> Sign in sheets for staff meetings with dated agenda OR  <input type="checkbox"/> Staff meeting minutes are available to document that meetings are held at least quarterly.  <b>(minimum of 4 meeting documents required within 1 year of validation)</b> </p>
<p>2.3B Written Performance Evaluations are completed annually.</p>	<p><b>Documentation consists of all of the following: (must include dates &amp; staff signatures)</b></p> <p> <input type="checkbox"/> Copies of annual written performance evaluations with employee's signature and date for all teaching staff  <input type="checkbox"/> Original or copy of written policy and procedure for conducting staff performance evaluations         </p>
<p>2.4A Written operating policies &amp; procedures include standard business and fiscal management practices</p>	<p><b>Center Operations Policies and Procedures must include ALL of the following:</b></p> <p> <input type="checkbox"/> A copy of policies and procedures for collection of tuition and fees  <input type="checkbox"/> A copy of the process for informing parents of overdue fees and collection of late payments  <input type="checkbox"/> Budget with revenue / income, expenses, purchases etc.  <input type="checkbox"/> A copy of an organizational chart which includes staff that work within the center and those that support the center in its educational program, <b>AND</b> staff schedules         </p>

	<p><input type="checkbox"/> A copy of hiring policies and procedures</p> <p><input type="checkbox"/> A copy of the salary and benefit structure</p>
<p>2.4B A Marketing Plan is used to maximize full enrollment</p>	<p><b>Marketing Plan must include:</b></p> <p><input type="checkbox"/> A Written Marketing Plan includes action steps for recruiting families with children, providing visibility in the community and advertising services provided</p> <p>Documentation of a Marketing plan <b>must include 3 of the following items:</b></p> <p><input type="checkbox"/> Public relations tools (ads, newsletters, letterhead stationary, business cards)</p> <p><input type="checkbox"/> Promotional items (clothing, mugs, pens)</p> <p><input type="checkbox"/> Professional, consistently-used logo</p> <p><input type="checkbox"/> Signage and posted professional looking information</p> <p><input type="checkbox"/> Web site promotion</p> <p><input type="checkbox"/> Phone Book Advertisement</p> <p><input type="checkbox"/> A referral rewards program,</p> <p><input type="checkbox"/> Partnerships with businesses,</p> <p><input type="checkbox"/> Membership in a Chamber of Commerce</p>
<p>2.4C Written performance evaluations are completed annually and include classroom observations</p>	<p><b>Must include ALL of the following:</b></p> <p><input type="checkbox"/> Copy of written policy and procedure for conducting staff performance evaluations</p> <p><input type="checkbox"/> Copies of annual written performance evaluations with attached classroom observation with employee signature and date for all teaching staff</p>
<p>2.5A A Salary Scale is in place and is differentiated by education and experience</p>	<p><b>Must include ALL of the following:</b></p> <p><input type="checkbox"/> A Written Salary Scale is used, showing differentiation by job title, education and experience.</p> <p><input type="checkbox"/> The Salary Scale is dated and posted <b>OR</b> distributed to staff (on file with staff signatures)</p>
<p>2.5B Financial record-keeping system provides quarterly reports and analysis and 1 year projected budget</p>	<p><b>Financial record keeping system must include ALL of the following items:</b></p> <p><input type="checkbox"/> Copy of quarterly financial reports and analysis (documents required for <b>4</b> quarters)</p> <p><input type="checkbox"/> Copy of projected budget for the following year, with line item revenue and expenses</p> <p><b>PLUS – ONE of the following:</b></p>

	<p>_____ Proof of up-to-date payroll</p> <p>_____ Proof of up-to-date taxes</p> <p>_____ Proof of up-to-date insurance payments</p> <p>_____ If applicable, most recent copy of audit by an outside firm</p>
<p>2.5C Written performance evaluations are completed annually and include classroom observations and professional development plans.</p>	<p><b>Must include ALL of the following:</b></p> <p>_____ Copy of written policy and procedure for conducting staff performance evaluations</p> <p>_____ Copies of written performance evaluations with attached classroom observations with employee signature and date for all teaching staff</p> <p>_____ Copies of written professional development plans related to employee performance evaluation which contains goals and professional development objectives for the upcoming year with employee signature and date for all teaching staff</p>

