



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

COVID-19 Emergency Changes Addendum

In effect through June 30, 2021

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

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

Standards with temporary evidence requirements changes during COVID-19:

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

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| Observation & Assessment | | entering the program using a child development screening tool. | |
| Learning Environment: Child Observation & Assessment | COA 5 | Program documents the developmental progress of each child at least quarterly using a child development assessment tool(s). | Documentation for any 12-month period dating as far back as 2018 will be accepted. |
| Family Engagement: Communication | C1 | Program communicates with parents of infants in writing on a daily basis about care giving routines such as feeding, sleeping, and diapering/toileting. | <p>Programs may submit ONE of the following:</p> <p>Evidence of use must include completed forms for at least one child with information regarding the following care giving routines:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feeding <input type="checkbox"/> Sleeping <input type="checkbox"/> Diapering <input type="checkbox"/> Timing of above events <p>OR</p> <p>Written policy stating how written reports are shared with families on a daily basis</p> |
| Family Engagement: Communication | C4 | Program meets one-on-one with parents about their individual child's developments at least twice a year. | Documentation for a single child within a 12 month period dated as far back as 2018 will be accepted. |

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

QUALITYstarsNY Standards

Center-based Early Learning and Development Programs

Learning Environment, Family Engagement, and Management and Leadership - Amended September 1, 2014; Qualifications and Experience Standards - Revised December 3, 2018
 Temporary COVID-19 Addendum: Effective September 1, 2020 – June 30, 2021

LEARNING ENVIRONMENT

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

Classroom Environment (CE) - 60 points

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|------|---|---|--|--|--------|
| CE 1 | Program administrative staff attends training on the Environment Rating Scales (ERS). | Supervisors and administrative staff are versed in the ERS so they can coach and support teaching staff. | <input type="checkbox"/> Evidence in Aspire that at least 1 administrator has attended the relevant training within the previous 15 months, verified with Training Certificate | <input type="checkbox"/> Evidence in Aspire that at least 1 administrator has attended the relevant training within the previous 15 months, verified with Training Certificate | 2 |
| CE 2 | Program completes an ERS self-assessment using the appropriate scale(s) and writes an improvement plan to address subscale scores below 3.25. | Administrators and teachers are familiar with the ERS so they can go through the scales and identify ways to improve. | <input type="checkbox"/> Completed ERS self-assessment report stating overall score and subscale scores. If applicable, include improvement plan | <input type="checkbox"/> Completed ERS self-assessment report, stating overall score and subscale scores <input type="checkbox"/> Written improvement plan, if applicable <input type="checkbox"/> Temporary COVID-19 Update: Documentation dated as far back as 2018 will be accepted. | 8 |

Standards CE 3 – CE 5 are determined by a site's average Environment Rating Scale (ERS) score – not shown in the online portal

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

Child Observation & Assessment (COA) - 20 points

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|-------|--|---|--|---|--------|
| COA 1 | Program has in place a child observation and assessment policy that includes the collection and protection of assessment results and sharing assessment results with families. | <p>Program should have a written policy about the collection of observation and assessment information in order to ensure consistency throughout the program. The policy should include the rationale and procedures for collecting and sharing information.</p> <p>Assessment information should be kept confidential and only shared with those who need to know it (i.e., teachers, families and specialists).</p> | <input type="checkbox"/> Policy or practice statement that references the type(s) of child data collected; how and when data are collected; how data are held confidential; and how and when data are shared with families | <p>Evidence must explain all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The type(s) of child data that are collected <input type="checkbox"/> How and when data are collected <input type="checkbox"/> How data are held confidential (so that those who should not access it, do not) <input type="checkbox"/> How and when data are shared with families | 2 |
| COA 2 | Program collects information at enrollment on children's development including social emotional concerns, dominant language, preferences and any special needs. | <p>Programs should gather information about each child and family during enrollment, in order to inform curriculum planning, help guide children's learning, and understand family circumstances from day one.</p> <p>In addition to gathering information on any special needs, general information on children's preferences</p> | <input type="checkbox"/> Copies of completed enrollment form(s) from 3 children, with identifying information removed. <i>If information is collected on multiple forms, include an example of each completed form</i> | <p>Evidence must reference all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3 children <input type="checkbox"/> Child's physical development <input type="checkbox"/> Child's cognitive development <input type="checkbox"/> Child's social-emotional development <input type="checkbox"/> Dominant language of child | 2 |

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| | | and background should also be collected. | | <input type="checkbox"/> Child's dietary needs and preferences <input type="checkbox"/> Child's date of enrollment | |
| COA 3 | Program documents the developmental status of each child within 45 days of entering the program using a child development screening tool. | Before or soon after starting a program, a child should be initially screened for basic developmental levels in order to help define individual learning goals and identify any potential special needs. | <input type="checkbox"/> Copy of completed developmental screening form(s) used to document developmental screening for 3 children, with identifying information removed | Evidence must reference all of the following: <ul style="list-style-type: none"> <input type="checkbox"/> 3 children <input type="checkbox"/> Enrollment date <i>(This may be added to the form if no space exists)</i> <input type="checkbox"/> Completed screening forms <input type="checkbox"/> Screening date occurs before enrollment date OR within 45 days of the enrollment date <input type="checkbox"/> Temporary COVID-19 Update: Documentation dated as far back as 2018 will be accepted <i>It is not necessary to submit the entire tool. A few pages showing completed information will suffice.</i> | 2 |
| COA 4 | Program uses a developmental screening tool that is valid and reliable. | When programs use a developmental screening tool that has been researched, tested and shown to measure appropriate developmental milestones, they are assured that the results can be used for curriculum planning, as well as a basis to refer families for special educational services. Valid: A screening tool is valid when it measures what we want to measure and not something else. Reliable: A screening tool is reliable when the screening procedure is conducted accurately and consistently over time. The procedure would yield similar results if repeated or if done by different people. | Evidence must include completed forms, from a screening tool below, for 3 children. <ul style="list-style-type: none"> <input type="checkbox"/> Ages and Stages Questionnaires <input type="checkbox"/> Ages and Stages Questionnaires Social-Emotional <input type="checkbox"/> Battelle Developmental Inventory Screening Test <input type="checkbox"/> Bayley III Screening Test <input type="checkbox"/> Bayley Infant Neurodevelopmental Screener (BIDS) <input type="checkbox"/> Brigance Inventories System II <input type="checkbox"/> Brigance Self-Help and Social-Emotional Scales <input type="checkbox"/> Child Development Inventories (CDI) <input type="checkbox"/> Denver Developmental Screening Test (DDST) | Evidence must include all of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Name of tool <input type="checkbox"/> Completed forms <input type="checkbox"/> 3 children <i>It is not necessary to submit the entire tool. A few pages showing completed information will suffice.</i> If "Other" is selected, all of the following evidence must be submitted in addition to the items above: <ul style="list-style-type: none"> <input type="checkbox"/> The tool is designed for the purpose of screening (not child assessment) <input type="checkbox"/> The screening tool is appropriate for use with children between birth and age five <input type="checkbox"/> The screening tool covers multiple developmental domains (i.e. physical/motor, cognitive, linguistic, and social-emotional) | 1 |

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| | | | <ul style="list-style-type: none"> <input type="checkbox"/> Developmental Indicators for the Assessment of Early Learning (DIAL) <input type="checkbox"/> Early Screening Inventory <input type="checkbox"/> Infant-Toddler Developmental Assessment <input type="checkbox"/> FirstSTEP Screening Test for Evaluating Preschoolers <input type="checkbox"/> Kent Inventory of Developmental Skills (KIDS) <input type="checkbox"/> Learning Accomplishment Profile-Diagnostic Screens <input type="checkbox"/> Parents' Evaluation of Developmental Status (PEDS) <input type="checkbox"/> Parents' Evaluation of Developmental Status-Developmental Milestones (PEDS:DM) <input type="checkbox"/> Pediatric Symptom Checklist <input type="checkbox"/> Preschool and Kindergarten Behavior Scales (PKBS) <input type="checkbox"/> The Ounce Scale <input type="checkbox"/> Other | <ul style="list-style-type: none"> <input type="checkbox"/> The screening tool is available for use by early childhood practitioners (e.g., early education teachers, child care providers, primary care practitioners, mental health service providers, home visitors, early intervention providers, etc.) <input type="checkbox"/> Information about the screening tool's reliability and validity is available | |
| COA 5 | <p>Program documents the developmental progress of each child at least quarterly using a child development assessment tool(s).</p> | <p>Authentic assessments are done regularly throughout the year, developmental progress is tracked and learning goals are adjusted. This is done for all children in the program, regardless of age, using an age-appropriate tool.</p> <p>Authentic assessment tools can take many forms, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anecdotal records <input type="checkbox"/> Observation notes <input type="checkbox"/> Checklists <input type="checkbox"/> Developmental scales <input type="checkbox"/> Standardized assessment forms <input type="checkbox"/> Work sampling <p>In order to understand the whole child, providers should gather information about each child's</p> | <ul style="list-style-type: none"> <input type="checkbox"/> 4 completed assessment forms for 1 child. Forms must indicate that assessments were conducted quarterly, within the previous 15 months, with identifying information removed. | <p>Evidence must include all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4 completed form(s) <input type="checkbox"/> Conducted quarterly: on 4 different dates, <u>at most</u> 3 months apart <input type="checkbox"/> 1 child <input type="checkbox"/> Temporary COVID-19 Update: Documentation for any 12-month period dating as far back as 2018 will be accepted. <input type="checkbox"/> Indicate all of the domains at least once in the assessment evidence <p><i>The entire tool is not necessary. A few pages showing completed information are sufficient.</i></p> | 2 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
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| | | <p>development within all of the following domains:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Physical well-being, health, and motor development <input type="checkbox"/> Social and emotional development <input type="checkbox"/> Approaches to learning <input type="checkbox"/> Cognition and general knowledge <input type="checkbox"/> Language, communication, and literacy | | <p><i>If a program uses a variety of assessment tools throughout the period, a different form of assessment may be submitted for each quarter. However programs must submit 4 forms of assessment for the same child.</i></p> | |
| COA 6 | <p>Program uses a developmental assessment tool(s) that is valid and reliable.</p> | <p>Valid and reliable assessment tools have been shown to give meaningful information on child development and can effectively help identify developmental delays, if any exist.</p> <p>Valid: An assessment is valid when it measures what we want to measure and not something else.</p> <p>Reliable: A sound assessment is reliable when the assessment is conducted accurately and consistently over time. The procedure would yield similar results if repeated or if done by different people.</p> | <p>Evidence must include completed assessments from a tool below for 3 children.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creative Curriculum Developmental Continuum Assessment <input type="checkbox"/> Bayley Scale of Infant and Toddler Development <input type="checkbox"/> Brigance Inventories <input type="checkbox"/> Galileo Preschool Assessment Scales <input type="checkbox"/> High Scope Child Observation Record (COR) <input type="checkbox"/> Learning Accomplishment Profile-Diagnostic (English or Spanish) <input type="checkbox"/> Mullen Scales of Early Learning <input type="checkbox"/> Ounce Scale <input type="checkbox"/> Work Sampling System <input type="checkbox"/> Teaching Strategies GOLD <input type="checkbox"/> Other | <p>Evidence must clearly indicate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name of tool <input type="checkbox"/> Completed forms <input type="checkbox"/> 3 children <p><i>It is not necessary to submit the entire tool. A few pages showing completed information will suffice.</i></p> <p>If Other is selected, the following evidence must be submitted in addition to the above:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Indication that the tool is designed for the purpose of assessment (not screening) <input type="checkbox"/> The assessment tool is appropriate for use with children between birth and age five <input type="checkbox"/> The assessment tool covers multiple developmental domains (i.e. physical/motor, cognitive, linguistic, social-emotional) <input type="checkbox"/> The assessment tool is available for use by early childhood practitioners (e.g., early education teachers, child care providers, primary care practitioners, mental health service providers, home visitors, early intervention providers, etc.) <input type="checkbox"/> The assessment tool is valid and reliable | 1 |

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| COA 7 | Program has a plan to ensure that child screenings and assessments are done in a culturally and linguistically appropriate manner, including in the appropriate language. | All young children, including those from diverse cultural, racial, ethnic, linguistic, and ability backgrounds have the right to benefit from screenings and assessments conducted in a linguistically and culturally responsive manner (i.e., that is informed by children's specific cultural, racial, ethnic, linguistic, and ability groups). | <input type="checkbox"/> Written statement that references accommodations made to both screen and assess children in their dominant language | Evidence must reference: <input type="checkbox"/> Accommodations that are made to both <u>screen</u> and <u>assess</u> children <input type="checkbox"/> Screenings and assessments are conducted in the child's dominant language | 2 |
| COA 8 | All teaching staff receives annual training in child observation and assessment that include recognition of developmental milestones and identifying possible developmental delays and linking child observation and assessment to curriculum implementation. | Teaching staff should have regular training that develops and continuously refines all aspects of child development, child observation and assessment, and integrating assessment results into curriculum/learning goals, in order to be knowledgeable of and able to implement the latest recommended practices. | <input type="checkbox"/> Evidence in Aspire that at least 60% of teaching staff have attended the relevant training within the previous 15 months, verified with Training Certificate | <input type="checkbox"/> Evidence in Aspire that at least 60% of teaching staff have attended the relevant training within the previous 15 months, verified with Training Certificate | 3 |
| COA 9 | Program can document that assessment results are used to inform instruction that addresses the needs of individual children. | Observation and assessment results are used to guide instruction to support each child in reaching developmental milestones and adapting to special needs. There should be a concrete connection between the child's needs and the learning opportunity. Evidence of assessment results may include: conclusions drawn from observations, work samples, checklists, such as: During an observation, teacher noticed 4 year old child shows interest in using scissors, but holds incorrectly and rips paper. The lesson plan would then indicate the individual child's learning goal and opportunity for cutting with scissors. | <input type="checkbox"/> A child's assessment results AND <input type="checkbox"/> Evidence of how instruction is tailored to address assessment results AND <input type="checkbox"/> Statement of how program uses the assessment results to make appropriate adaptations | Evidence must contain all of the following, specific to 1 child: <input type="checkbox"/> One child <input type="checkbox"/> Assessment results (e.g., observations and/or anecdotal evidence) <input type="checkbox"/> How instruction is tailored to address assessment results (e.g., IEPs or lesson plans with modifications for individual children) Statement must reference: <input type="checkbox"/> Assessment results <input type="checkbox"/> Observations and assessments <input type="checkbox"/> Individual child's learning goals | 3 |

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| COA 10 | Program can document that aggregated assessment results are used to inform program practice. | Regular reviews that tabulate and average across all of the children's assessment results will help the program understand its strengths and opportunities for improving the learning environment and supports for children and their families. | <input type="checkbox"/> Aggregated data report(s) AND <input type="checkbox"/> Statement or improvement plan of how program uses assessment data to inform program practices | Evidence must include information regarding: <input type="checkbox"/> Data report(s) showing how developmental assessments are aggregated and analyzed <input type="checkbox"/> How aggregated results are used to inform program-wide practices Examples of use include: <ul style="list-style-type: none"> • Teacher training • Policy changes • Parent education | 2 |

Curriculum Planning & Implementation (CPI) - 20 points

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|-------|---|--|--|--|--------|
| CPI 1 | Program has a written education philosophy or statement. | The program has a set understanding or theory about children's learning and how it supports this effort. | <input type="checkbox"/> Education philosophy or statement noting the program's beliefs about how children learn and how the program supports children's learning and needs | Evidence must describe: <input type="checkbox"/> Beliefs about how children learn <input type="checkbox"/> How the program supports children's learning and needs | 2 |
| CPI 2 | Program uses a written curriculum or curriculum framework that is developmentally appropriate and addresses the key domains of child development. | The program's curriculum or curriculum framework is written, organized and references the five key domains of child development in order to promote optimal child development. | <input type="checkbox"/> Curriculum or curriculum framework that references all key domains of child development AND <input type="checkbox"/> Evidence of program's use of curriculum | Curriculum/curriculum framework must reference all key domains of child development: <input type="checkbox"/> Physical development <input type="checkbox"/> Social-emotional development <input type="checkbox"/> Approaches to learning <input type="checkbox"/> Cognition <input type="checkbox"/> Language, communication and literacy AND <input type="checkbox"/> 1 source of evidence of program's use of curriculum must be submitted. Acceptable examples include: <ul style="list-style-type: none"> • Lesson Plan(s) • Schedule(s) and/or explicit statement of how curriculum is appropriately used in lesson plans or schedule Any submitted evidence must be completed and include references to | 3 |

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

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
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| | | empathy, understanding, and acceptance of these differences. | | Examples: <ul style="list-style-type: none"> Curriculum guides teachers in planning and implementing learning experiences related to diverse cultures Diverse elements of the world are incorporated into classroom and learning experiences Curriculum provides opportunities for children to confront biases | |
| CPI 6 | All teaching staff receives annual training to implement the curriculum and supervision support is provided to staff to assist with curriculum implementation. | Ongoing training is needed to develop and continuously refine teachers' abilities to effectively implement curricula activities. | <input type="checkbox"/> Evidence in Aspire that at least 60% of teaching staff have attended the relevant training within the previous 15 months, verified with Training Certificate | Evidence in Aspire that at least 60% of teaching staff have attended the relevant training within the previous 15 months, verified with Training Certificate | 3 |
| <i>Program has currently enrolled children with IFSPs or IEPs <input type="checkbox"/> If yes, continue <input type="checkbox"/> If no, go to Physical Well-being & Health</i> | | | | | |
| CPI 7 | Program implements appropriate modifications and provides additional supports to enable children with IFSPs or IEPs more effective inclusion in the full range of the program's activities. | When working with children with special needs, it is important that they are evaluated by a professional and receive an IFSP/IEP specifying what is needed for the child's learning and early childhood education experience. It is also important that the evaluation is followed to support the individual child's development and that the child is included in the classroom/group as an equal participant. | <input type="checkbox"/> Statement describing 1 currently enrolled child with an IFSP or IEP and modifications made for the child and/or family by the program, with the child's name excluded | Evidence must include all of the following descriptions or examples: <ul style="list-style-type: none"> <input type="checkbox"/> 1 currently enrolled child with an IFSP/IEP <input type="checkbox"/> Modifications made for the child <i>The specific IEP/IFSP with the child's name should <u>not</u> be included.</i> | 3 |

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

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
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| <i>Program has currently enrolled children under 12 months of age <input type="checkbox"/> If yes, continue <input type="checkbox"/> If no, go to PH 2</i> | | | | | |
| PH 1 | Program provides infants daily opportunities to move freely under adult supervision to explore indoor and outdoor environments, including tummy time when awake. | Infants need freedom of movement, including tummy time, to build strength and motor skills. | Evidence must show daily, supervised exercise opportunities that include free movement on the stomach and other movement indoors and outdoors. <ul style="list-style-type: none"> <input type="checkbox"/> Parent/family handbook | Evidence must show exercise opportunities, including all of the following: Daily <ul style="list-style-type: none"> <input type="checkbox"/> Free movement on stomach while awake and alert | 1 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
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| | | | OR <input type="checkbox"/> Curriculum OR <input type="checkbox"/> Daily schedules OR <input type="checkbox"/> Lesson plans or goal statements OR <input type="checkbox"/> Other | <input type="checkbox"/> Under supervision <input type="checkbox"/> Indoor and outdoor | |
| <i>Program has currently enrolled children 12 months of age and older</i> <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to PH3 | | | | | |
| PH 2 | <p>Program provides opportunities for toddlers and/or preschoolers to have at least 15 minutes of developmentally appropriate, structured and unstructured, moderate to vigorous physical activity (both inside and outside) for every hour they are in care. For example, in a 3 hour program, children should have at least 45 minutes of physical activity in total, not necessarily continuously.</p> | <p>Program should support the social-emotional, health, physical, and fine and gross motor development of children through active play. Multiple daily opportunities should be offered for structured and unstructured physical activity.</p> | <p>Evidence must name the specific structured and unstructured physical activities provided and demonstrate that these activities occur both inside and outside.</p> <input type="checkbox"/> Parent/family handbook OR <input type="checkbox"/> Policy statement OR <input type="checkbox"/> Daily schedule or plan OR <input type="checkbox"/> Other | <p>Evidence must show physical activity that is all of the following:</p> <input type="checkbox"/> Structured (name the specific structured activity or activities) <input type="checkbox"/> Unstructured (free play) <input type="checkbox"/> Inside and outside (weather permitting) | 1 |
| PH 3 | <p>Program has a policy that details the use of TV/video for children, including that TV/video is never used during nap and meal time or for children birth to age 2. For children ages 2 to 5 there is no more than 30 minutes once a week of high quality educational or movement-based commercial-free programming.</p> | <p>Children's access to television/video should be nonexistent for infants and toddlers and limited to 30 minutes per week for preschoolers so as to reduce the harmful effects of screen time and commercial marketing on health, learning, behavior and sleep.</p> | <input type="checkbox"/> Policy statement on use of TV/video that references how viewing policies are differentiated by age group | <p>Evidence must show:</p> <input type="checkbox"/> Written policy on TV/video that references how viewing policies are differentiated by age group Age 0-2yrs: (if applicable) <input type="checkbox"/> No TV/video, ever Age 2-5yrs (if applicable) <input type="checkbox"/> No TV/video, ever OR All of the following: <input type="checkbox"/> No TV/video for children birth to age 2 <input type="checkbox"/> 30 minutes/week MAX of TV/video <input type="checkbox"/> No TV/video during naps <input type="checkbox"/> No TV/video during meals | 2 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
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| | | | | <input type="checkbox"/> All TV/video is quality educational and/or movement-based <input type="checkbox"/> No commercials | |
| PH 4 | Program promotes the service or consumption of meals and snacks that meet the Child and Adult Care Food Program (CACFP) meal pattern for the ages served. | <p>Nutrition is important to children's growth and development. Childhood is also a time to teach nutrition and healthy habits that will last a lifetime. Menus that comply with the CACFP meal pattern requirements meet children's nutrition and growth and development needs.</p> <p>There must be a clear link between CACFP guidelines and the meal pattern (portion size and components for meals and snacks) on menus. For more information about CACFP meal patterns, visit the USDA Food and Nutrition website for child day care centers.</p> | <input type="checkbox"/> If program participates in CACFP, submit evidence of CACFP participation OR <input type="checkbox"/> If program does not participate in CACFP, submit 1 week of menus for all meals and snacks served <u>using standard OCFS menu planning form</u> AND <input type="checkbox"/> Statement of compliance with CACFP minimum meal pattern components for all meals and snacks served | <input type="checkbox"/> Evidence of participation in CACFP (i.e., CACFP billing, CACFP reimbursement checks, correspondence from CACFP Sponsor or CACFP contract) If program does not participate in CACFP, evidence must include all of the following: <input type="checkbox"/> 1 week of menus for all meals and snacks served <u>using standard OCFS menu planning form</u> <input type="checkbox"/> Evidence of how the program complies with CACFP minimum meal pattern components for all meals and snacks served. | 2 |
| PH 5 | Program adopts a formal obesity prevention program. | It is important for programs to adopt a set, established program to promote healthy eating habits and physical activity. It is also critical for programs to instill in children, families, and staff, the importance of healthy living and to provide them with the tools to adopt healthy habits. | Evidence must demonstrate adoption of a formal obesity prevention program. <input type="checkbox"/> Program assessment(s) OR <input type="checkbox"/> Action plan(s) OR <input type="checkbox"/> Timeline(s) OR <input type="checkbox"/> Goal statement(s) OR <input type="checkbox"/> Other | Evidence must show the adoption of approved prevention program(s). <i>See Resource Guide for list of approved options.</i> <input type="checkbox"/> Evidence of use of an obesity prevention program | 1 |
| PH 6 | Teaching or administrative staff attends training regarding implementation of the obesity prevention program. | Staff is trained regularly to implement a formal obesity prevention program, using the latest research and resources. | <input type="checkbox"/> Evidence in Aspire that at least 60% of teaching or administrative staff have attended the relevant training within the previous 15 months, verified with Training Certificate | <input type="checkbox"/> Evidence in Aspire that at least 60% of teaching or administrative staff have attended the relevant training within the previous 15 months, verified with Training Certificate | 1 |

FAMILY ENGAGEMENT

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

Communication (C) - 25 points

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

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

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

Family Involvement & Support (FIS) - 32 points

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

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

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|-------|---|---|--|--|--------|
| FIS 7 | Program completes a program assessment using a tool on family responsive practices such as the Center for the Study of Social Policy’s Family Strengthening Self-Assessment tool and results are used for program improvement. | Program is actively working to assess and improve upon its family responsive practices. This is a process that should be in-depth, spread over many weeks, and result in meaningful action plans. | <input type="checkbox"/> Program assessment tool, at least 50% completed AND <input type="checkbox"/> 1 improvement/action plan based on assessment results | Evidence must include: <input type="checkbox"/> Program assessment tool, at least 50% completed AND <input type="checkbox"/> 1 improvement/action plan based on assessment results | 3 |
| FIS 8 | Program completes a self-assessment of cultural competence using a tool, such as the National Association for the Education of Young Children Pathways to Cultural Competence Checklist, the Self-Assessment Checklist for Personnel Providing Services and Supports In Early Intervention and Early Childhood Settings from the National Center on Cultural Competence, or other tool. The results are used for program improvement. | Program is actively working to improve its cultural and linguistic competency so that it can support and work with diverse families. | <input type="checkbox"/> Completed NAEYC Pathways self-assessment checklist OR <input type="checkbox"/> Completed NCCC self-assessment checklist AND <input type="checkbox"/> Completed improvement plan based on assessment results | Evidence must include: <input type="checkbox"/> Completed self-assessment tool AND <input type="checkbox"/> Completed improvement plan noting the link between the assessment and the improvement activities | 3 |

| | | | | | |
|---|---|--|---|--|---|
| <i>Program currently has enrolled children whose home language is not English</i> <input type="checkbox"/> <i>If yes, continue</i> <input type="checkbox"/> <i>If no, go to Transitions</i> | | | | | |
| FIS 9 | Program staff greets children and parents in the home languages of the children and parents. | Staff supports the needs of children and families whose home language is not English. | <input type="checkbox"/> List of home language(s) spoken other than English AND <input type="checkbox"/> Policy/philosophy statement indicating how staff greet children in their home language(s) | Evidence must reference: <input type="checkbox"/> Home language(s) spoken other than English <input type="checkbox"/> How staff greet children in home language(s) | 2 |
| FIS 10 | Program staff is trained to address the needs of children whose home language is not English. | Staff will be more capable of supporting the needs of children and families whose home language is not English, if they participate in regular training to develop and refine their knowledge of practices related to English Language Learners (ELL). | <input type="checkbox"/> Evidence in Aspire that at least 60% of teaching staff have attended the relevant training within the previous 15 months | <input type="checkbox"/> Evidence in Aspire that at least 60% of teaching staff have attended the relevant training within the previous 15 months | 4 |
| <i>The home language of 50% or more of the enrolled children is a language other than English</i> <input type="checkbox"/> <i>If yes, continue</i> <input type="checkbox"/> <i>If no, go to Transitions</i> | | | | | |
| FIS 11 | Program employs at least one staff member who speaks the home language(s) of the children. | To support the needs of children who speak a home language other than English and communicate with families about their children, a program needs to have someone who speaks both the primary language and the language spoken by the family. | <input type="checkbox"/> List of home languages of children/families AND <input type="checkbox"/> Resume(s) of current staff showing language fluency OR <input type="checkbox"/> Evidence of bi-lingual CDA OR <input type="checkbox"/> Staff transcripts OR <input type="checkbox"/> Program Information Report (Head Start) OR <input type="checkbox"/> Other | Evidence must include: <input type="checkbox"/> List of primary languages of children/families AND <input type="checkbox"/> Evidence that staff speaks language(s) of majority of children <input type="checkbox"/> Evidence that person(s) noted as “staff” is employed at the program | 4 |

Transitions (T) - 15 points

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|------------|--|--|--|--|--------|
| T 1 | Program has a written policy and/or procedures for transitioning children into the program, which includes providing information on separation and attachment to families. | Separation is difficult for both young children and their parents/families. Program staff should be knowledgeable about the meaning of separation at different ages and have the skills to help both children and parents/families to understand and cope with separation. Having a specific written policy demonstrates a program's awareness about transitions and acknowledges its significance to both staff and | Evidence must reference ways in which the program supports families when <u>starting</u> the program, including providing information on separation and attachment. <input type="checkbox"/> Policy statement OR <input type="checkbox"/> Procedures | Evidence must reference: <input type="checkbox"/> Ways program supports families when <u>starting</u> the program <input type="checkbox"/> Separation information <input type="checkbox"/> Attachment information | 3 |

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|------|---|---|--|---|--------|
| | | family member in early care and learning settings. | | | |
| T 2 | Program has a written policy and/or procedures to support children and families during transitions within the program (i.e. moving from the threes class to the fours class or when a teacher leaves and a new one is hired). | A program should aim to reduce the number of transitions that children experience. However, some changes are inevitable and the program should follow careful procedures to help children and their families adjust to new routines. When possible, families should be included in the planning for changes in their child's routine or primary caregiver. Time should also be allowed to support the changes with gradual implementation. | Evidence must reference ways in which the program supports families transitioning <u>within</u> the program. <input type="checkbox"/> Policy statement OR <input type="checkbox"/> Procedures | Evidence must reference: <input type="checkbox"/> Ways program supports families transitioning <u>within</u> the program | 3 |
| T 3 | Program supports children and families transitioning out of the program including when children transition to another educational setting (e.g., other center, kindergarten). | A program should follow procedures to help children and their families adjust to new routines. Careful implementation and clarity in written policies and procedures reduce the trauma and upset. When possible, families should be included in the planning for changes in their child's routine or primary caregiver. Additionally, in the case of children going to Kindergarten, programs should have resources to aid families in making this large transition to school. | Evidence must reference ways in which the program supports families in transitioning their program and into another. <input type="checkbox"/> Policy statement OR <input type="checkbox"/> Procedures OR <input type="checkbox"/> Information from parent/family handbook OR <input type="checkbox"/> Sample of information given to families (e.g. kindergarten registration) OR <input type="checkbox"/> Evidence of meetings or other supports | Evidence must reference: <input type="checkbox"/> Ways program supports families in <u>transitioning out of</u> the program and into another program | 3 |
| T 4 | Program promotes the quality and continuity of teacher-child relationships through teacher training, teacher scheduling or other policies such as ensuring no more than one transition within the child's first two years. | In order for children to thrive and learn in early childhood settings, they must feel secure and relaxed and have a strong sense of connection with their caregivers. The teacher-child relationship requires time and consistency to develop. The better a teacher knows the children and families in her program, the better she will be able to understand the individual child, interpret behaviors, and support development. This is particularly important for children under three years of age. (The NYS Infant Toddler Resource Network recommends that children have only one caregiver from enrollment until age three). | Evidence must demonstrate how program promotes the quality and continuity of child-teacher relationships. <input type="checkbox"/> Policy OR <input type="checkbox"/> Information from parent/family handbook OR <input type="checkbox"/> Sample written transition plan OR <input type="checkbox"/> Staffing schedule OR <input type="checkbox"/> Other | Evidence must demonstrate: <input type="checkbox"/> How program promotes the quality and continuity of child-teacher relationships | 6 |

QUALIFICATIONS AND EXPERIENCE

Research Rationale: There is substantial evidence that teacher education and training are related to other measures of program quality and child outcomes. Similarly, research shows that director professional development is related to other measures of program quality and some, though limited, evidence suggests that director professional development is related to child outcomes. While there is limited and conflicting evidence that staff experience is related to other measures of program quality or child development outcomes, staff experience is valued by consumers.

Note: A program can earn points in both the administrator and the teaching staff categories. Points are earned for the degrees and coursework completed AND for each of several credentials AND for experience. **For Standards in the Qualifications & Experience category, teaching staff points are weighted by part-time or full-time status and averaged** (to account for programs with different numbers of staff). Documentation pertaining to professional qualifications and experiences are collected and verified through The Aspire Registry.

Administrator Qualifications (AQ) - 24 points

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|---|--|---|---|--|--------|
| <i>AQ 1 and AQ 2 each award points only ONCE for the highest applicable degree or credit category. Points are based on Admin staff average.</i> | | | | | |
| AQ 1 | Administrator has undergraduate degree to manage a high quality program. | Administrator has educational background to manage a high quality program. | As indicated in Aspire, verified with transcript. | <p>One of the following is indicated and verified in Aspire:</p> <p>Bachelor's degree in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Early Childhood Education (ECE) (12 points) <input type="checkbox"/> ECE-related field with 24 or more ECE credits (12 points) <input type="checkbox"/> ECE-related field with 18-23 ECE credits (10 points) <input type="checkbox"/> ECE-related field with 0-17 ECE credits (8 points) <input type="checkbox"/> Field unrelated to ECE (6 points) <p>Associate's degree in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ECE (6 points) <input type="checkbox"/> ECE-related field with 12 or more ECE credits (6 points) <input type="checkbox"/> ECE-related field with 9-11 ECE credits (4 points) <input type="checkbox"/> ECE-related field with 0-8 ECE credits (2 points) | 2-12 |
| AQ 2 | Administrator has graduate-level degree or college credits in ECE-related leadership, administration or management to manage a high quality program. | Administrator has graduate-level degree or relevant college credits to manage a high quality program. | As indicated in Aspire, verified with transcript. | <p>One of the following is indicated and verified in Aspire:</p> <p>Master's degree or higher in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ECE (8 points) <input type="checkbox"/> ECE-related field with 15 or more ECE credits (8 points) <input type="checkbox"/> ECE-related field with 5-14 ECE credits (6 points) <input type="checkbox"/> ECE-related field with 0-4 ECE credits (4 points) <input type="checkbox"/> Field unrelated to ECE (2 points) <p>College credits in ECE-related leadership, administration or management:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9 or more credits (4 points) <input type="checkbox"/> 6-8 credits (1 point) | 1-8 |

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

Administrator Experience (AE) - 3 points

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|------|--|--|--|---|--------|
| AE 1 | At least 3 years of experience in supervision or management in an early care or education program. | Administrator has experience supervising or managing an ECE program. | As indicated in Aspire employee profile. | <input type="checkbox"/> 3 years of experience in supervision or management in an ECE program | 3 |

Teaching Staff Qualifications (TSQ) - 55 points

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

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS | |
|---|---|---|---|---|--|---|
| TSQ 3 | Teaching staff has graduate level or higher education to provide developmentally appropriate and high quality care. | Teaching staff has graduate level or higher education to provide developmentally appropriate and high quality care. | As indicated in Aspire, verified with transcript. | One of the following is indicated and verified in Aspire: Master's degree or higher in: <input type="checkbox"/> ECE (8 points) <input type="checkbox"/> ECE-related field with 15 or more ECE credits (8 points) <input type="checkbox"/> ECE-related field with 5-14 ECE credits (6 points) <input type="checkbox"/> ECE-related field with 0-4 ECE credits (4 points) | 4-8 | |
| <i>TSQ 4 awards full points to staff that DO NOT hold higher education degrees and conditional points to staff that do hold higher education degrees. Points are only awarded once for the highest applicable category, regardless of the number of credits or certifications earned.</i> | | | | | POINTS (If no degree in TSQ 2 or TSQ 3) | POINTS (If has degree in TSQ 2 or TSQ 3) |
| TSQ 4 | Teaching staff has relevant credential(s) and/or ECE college credits apart from their completed degrees to provide developmentally appropriate and high quality care. | Teaching staff has relevant credential(s) and/or ECE college credits apart from their completed degrees to provide developmentally appropriate and high quality care. | As indicated in Aspire, verified with transcript, certificate, or credential. | <input type="checkbox"/> NYS Infant Toddler Care & Education Credential (ITCEC) | 26 | 6 |
| | | | | <input type="checkbox"/> American or International Montessori Infant/Toddler or Early Childhood Credential | 23 | 4 |
| | | | | <input type="checkbox"/> Child Development Associate (CDA) with Infant-Toddler or Preschool specialization | 20 | 2 |
| | | | | <input type="checkbox"/> 12 ECE college credits in ECE/Child Development | 12 | 0 |

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

Teaching Staff Experience (TSE) - 4 points

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

Retention (R) - 4 points

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

MANAGEMENT AND LEADERSHIP

Research Rationale: There is some evidence that implementation of program policies and procedures is related to other measures of quality and child development outcomes.

Note: For multi-site organizations, this section may need to be completed by staff in the central office. Documentation must apply to the applicant site.

Administrative Self-Assessment (ASA) - 10 points

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

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| | | | <input type="checkbox"/> Other self-assessment tool, including the full tool AND an additional summary cover sheet | <input type="checkbox"/> What areas they reviewed <input type="checkbox"/> A summary of the findings OR If submitting other self-assessment tool, required documents include: <ul style="list-style-type: none"> <input type="checkbox"/> The full tool <input type="checkbox"/> A cover sheet describing: <ul style="list-style-type: none"> <input type="checkbox"/> Who was on the self-assessment team <input type="checkbox"/> What areas they reviewed <input type="checkbox"/> A summary of the findings | |
| ASA 2 | Program demonstrates progress on a plan aligned to the administrative/management self-assessment. | After an evaluation, it is important that management follows through on area(s) identified as needing improvement in order to improve the program. | <input type="checkbox"/> Plan indicating progress made in at least 3 areas identified as needing improvement with concrete steps to make improvements in each area | Evidence must reference: <ul style="list-style-type: none"> <input type="checkbox"/> Plan based on self-assessment results <input type="checkbox"/> At least 3 areas needing improvement <input type="checkbox"/> Steps on how to accomplish goals | 5 |

Financial Accountability & Sustainability (FAS) - 27 points

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|--------------|--|--|---|--|--------|
| FAS 1 | Liability insurance is current to date. | Programs must protect themselves in the case of accidents, other occurrences and from the risks of liabilities imposed by lawsuits and similar claims. | Evidence must reference program's liability insurance and be in effect at least 1 month past the submission date. <ul style="list-style-type: none"> <input type="checkbox"/> Insurance declaration page OR <ul style="list-style-type: none"> <input type="checkbox"/> Proof of payment OR <ul style="list-style-type: none"> <input type="checkbox"/> Other | Evidence must reference: <ul style="list-style-type: none"> <input type="checkbox"/> Liability insurance certificate effective date is at least 1 month past submission date (as stamped on hard-copy cover or in portal site list, whichever is earliest) | 2 |
| FAS 2 | Payroll and payroll taxes are paid on time. | Program pays employees and pays appropriate taxes. | Evidence of paid payroll taxes must be dated within the previous 15 months. <ul style="list-style-type: none"> <input type="checkbox"/> Voided check to appropriate state/federal entity indicating payment OR <ul style="list-style-type: none"> <input type="checkbox"/> Report from a payroll management company OR <ul style="list-style-type: none"> <input type="checkbox"/> Other | Evidence must reference: <ul style="list-style-type: none"> <input type="checkbox"/> Payroll taxes are PAID <input type="checkbox"/> Dated within the previous 15 months Taxes paid must be based on employee wages (i.e., Social Security, Medicare, income tax withholdings or unemployment taxes) | 2 |
| FAS 3 | State and federal taxes are paid or IRS Form 990 is filed on time. | Fiscal responsibilities, including the payment of taxes, should be maintained at all times. | Evidence must demonstrate that state and federal income taxes were paid within the previous 15 months. <ul style="list-style-type: none"> <input type="checkbox"/> IRS Form 990 OR | Evidence must demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> State AND federal income taxes are PAID <input type="checkbox"/> Dated within the previous 15 months | 2 |

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|-------|--|--|--|---|--------|
| FAS 4 | Program has a current-year operating budget related to the early care and education program showing revenues and expenses. | Programs should plan for future expenditures by creating a regular budget (usually annually). | <input type="checkbox"/> Proof of tax payment <input type="checkbox"/> Current program/operating budget showing revenues and expenses | Evidence must indicate the following about the budget : <ul style="list-style-type: none"> <input type="checkbox"/> Related to the early childhood education program <input type="checkbox"/> Revenues <input type="checkbox"/> Expenses <input type="checkbox"/> Dated within the previous 15 months | 4 |
| FAS 5 | Program generates at least quarterly income and expense statements, comparing actual revenues and expenses to budget. | The program should periodically investigate its finances by comparing revenues to expenses so that it can plan accordingly. | Evidence must be dated within the previous 15 months. <input type="checkbox"/> Quarterly (4) financial reports comparing actual and projected income and expenses OR <input type="checkbox"/> Policy statement that program has a system to generate income and expense statements | Evidence must include all of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Quarterly (4) financial reports (unless program only operates for 9 months/year, in which case 3 reports is sufficient) <input type="checkbox"/> Reports compare actual and projected income and expenses Dated within the previous 15 months OR Policy statement must reference that the program has a system to: <ul style="list-style-type: none"> <input type="checkbox"/> Generate income <input type="checkbox"/> Generate expense statements | 4 |
| FAS 6 | Program has written fiscal policies and procedures that detail the management of funds and payroll. | Fiscal policies and procedures should be documented so that in the case of changes in management, these important policies are known to staff and can be continued. Also, written policies promote transparency of fiscal practices. | <input type="checkbox"/> Fiscal policies and procedures outlining management of income, expenses and payroll | Evidence must reference the management of: <ul style="list-style-type: none"> <input type="checkbox"/> Income <input type="checkbox"/> Expenses <input type="checkbox"/> Payroll | 5 |

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

Policies and Procedures (PP) - 27 points

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

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|------|--|---|--|--|--------|
| | | | | For hiring procedures: <input type="checkbox"/> Reference to sharing of employee handbook with new hires | |
| PP 3 | Program provides new employees with an orientation that includes: <ul style="list-style-type: none"> • Review of job description • Discussion/Review of regulations applicable to the program • Review of evacuation and emergency procedures • Review of educational plan/curricula | New staff are provided with pertinent information regarding the employment including: <ul style="list-style-type: none"> * Job Description/ Responsibilities * Regulations Applicable to Program * Evacuation and Emergency Procedures * Educational Plan Curricula | Evidence must indicate that the all of the orientation topics listed are reviewed during staff orientation. <ul style="list-style-type: none"> <input type="checkbox"/> Staff orientation checklist OR <ul style="list-style-type: none"> <input type="checkbox"/> Description of orientation process | Evidence must indicate that all of the following topics are covered during staff orientation: <ul style="list-style-type: none"> <input type="checkbox"/> Job description/ responsibilities <input type="checkbox"/> Regulations applicable to program <input type="checkbox"/> Evacuation and emergency Procedures <input type="checkbox"/> Educational plan OR curricula | 2 |
| PP 4 | Program has a written employee confidentiality policy that dictates how child, family and employee information are kept confidential. | It is important to maintain confidentiality regarding children, families and employees. | <input type="checkbox"/> Confidentiality policy describing how employees maintain confidential information on children, families, and other employees | Policy must reference how employees maintain confidentiality of information for: <ul style="list-style-type: none"> <input type="checkbox"/> Children <input type="checkbox"/> Families <input type="checkbox"/> Employees | 2 |
| PP 5 | All program staff participates in at least 4 staff meetings during operational months. | Staff come together periodically to discuss program-related issues and engage in professional development activities. | Evidence must be dated within the previous 15 months and indicate that all-program staff meetings occur at least 4 times throughout the program year. <ul style="list-style-type: none"> <input type="checkbox"/> Dated staff meeting attendance lists OR <ul style="list-style-type: none"> <input type="checkbox"/> Program calendar indicating staff meetings OR <ul style="list-style-type: none"> <input type="checkbox"/> Dated meeting notes OR <ul style="list-style-type: none"> <input type="checkbox"/> Dated meeting agendas OR <ul style="list-style-type: none"> <input type="checkbox"/> Other | Evidence must reference all of the following: <ul style="list-style-type: none"> <input type="checkbox"/> All-program staff (teachers and administrators) meeting <input type="checkbox"/> 4x/ program year <input type="checkbox"/> Dated within the previous 15 months | 2 |
| PP 6 | Written notes are taken at program staff meetings and then shared with staff. | Distributed notes keep everyone in the loop and make sure everyone gets the same information from meetings. Also, notes are important for keeping record of events, increasing accountability, and facilitating communication. | Evidence must be dated within the previous 15 months. <ul style="list-style-type: none"> <input type="checkbox"/> Staff meeting notes from 2 meetings AND <ul style="list-style-type: none"> <input type="checkbox"/> Email, memo, or statement referencing the sharing of notes | Evidence must reference: <ul style="list-style-type: none"> <input type="checkbox"/> 2 staff meeting notes <input type="checkbox"/> Dated within the previous 15 months <input type="checkbox"/> Email, memo or statement demonstrating how meeting notes are shared with staff | 2 |

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

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

Staff Compensation and Benefits (SCB) -13 points

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

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|-------|---|---|--|---|---|
| SCB 3 | <p>Program offers full-time staff a compensation package with at least 3 of the following benefit options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> family and medical leave (beyond what is required by law) <input type="checkbox"/> flexible scheduling <input type="checkbox"/> retirement <input type="checkbox"/> life insurance <input type="checkbox"/> flexible spending account <input type="checkbox"/> dependent care assistance plan <input type="checkbox"/> tuition discounts for employee's children <input type="checkbox"/> tuition reimbursement for education <input type="checkbox"/> employee assistance program <input type="checkbox"/> dental insurance | <p>Staff is provided with a comprehensive benefits package to support personal and professional needs including support for other family members.</p> | <p>Evidence must indicate that the program offers at least 3 of the listed benefit options for full time staff.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Family and medical leave (beyond what is required by law) <input type="checkbox"/> Flexible scheduling <input type="checkbox"/> Retirement <input type="checkbox"/> Life insurance <input type="checkbox"/> Flexible spending account <input type="checkbox"/> Dependent care assistance plan <input type="checkbox"/> Tuition discounts for employee's children <input type="checkbox"/> Tuition reimbursement for education <input type="checkbox"/> Employee assistance program <input type="checkbox"/> Dental insurance | <p>Evidence must reference the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All full-time staff <input type="checkbox"/> At least 3 of the benefit options listed <p>Examples of evidence demonstrating program's use of a compensation package may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Employee handbook detailing benefits <input type="checkbox"/> Compensation package <input type="checkbox"/> Employee policy <input type="checkbox"/> Other | 3 |
| SCB 4 | <p>Program offers part-time staff a pro-rated compensation package that includes, at a minimum, paid time off.</p> | <p>Part-time staff is provided with some employment benefits, including paid time off, at a minimum.</p> | <p>Evidence must reference some or all of the listed benefit options for part-time staff.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Employee handbook detailing benefits <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compensation package <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Employee policy <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Other | <p>Evidence must reference:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Part-time staff compensation package <input type="checkbox"/> Pro-rated <input type="checkbox"/> PAID time off, at minimum | 1 |

Staff Planning (SP) - 13 points

| CODE | STANDARD | INTENTION | DOCUMENTATION | MINIMUM REQUIREMENTS | POINTS |
|------|--|---|---|--|--------|
| SP 1 | <p>Program has a written general plan to cover planned and unplanned absences.</p> | <p>The program has deliberately considered and formalized a process to address absences to ensure that program activities proceed as usual.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Plan for absences, both planned and unplanned | <p>Evidence must reference:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planned staff absences <input type="checkbox"/> Unplanned staff absences | 3 |
| SP 2 | <p>Program provides lead teachers with at least 1 hour of paid planning time per week.</p> | <p>The program supports teachers in preparing for class time activities.</p> | <p>Evidence must indicate that at least 1 hour of paid planning time each week is provided for lead teachers.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staffing plan <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Policy statement <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Other | <p>Evidence must reference:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lead teachers <input type="checkbox"/> Get at least 1 hour/week <input type="checkbox"/> PAID planning time | 4 |

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|--------------------|---|--|---|--|----------|
| <p>SP 3</p> | <p>Program provides at least 1 hour every other week of paid planning time for classroom staff to plan together (away from children).</p> | <p>The program supports teachers to come together and collaborate on planning for children’s learning.</p> | <p>Evidence must indicate that paid planning time is provided for classroom staff time to plan together (away from children) for at least 1 hour every other week.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Policy statement OR <input type="checkbox"/> Staffing plan OR <input type="checkbox"/> Evidence of staff meeting OR <input type="checkbox"/> Other | <p>Evidence must reference:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom staff <input type="checkbox"/> Get at least 1 hour/ 2 weeks <input type="checkbox"/> PAID planning time <input type="checkbox"/> Team planning time <input type="checkbox"/> Without/away from children | <p>4</p> |
| <p>SP 4</p> | <p>Staff has access to computers and the Internet during planning time.</p> | <p>The program supports teachers’ access to and use of technology in lesson-planning.</p> | <p>Evidence must demonstrate that all teaching staff has internet access during planning time.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff handbook OR <input type="checkbox"/> Policy statement OR <input type="checkbox"/> Staff emails OR <input type="checkbox"/> Other | <p>Evidence must reference:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Internet access <input type="checkbox"/> During planning time <input type="checkbox"/> For all teaching staff | <p>2</p> |