

I. Staff Qualifications and Professional Development

The program employs highly qualified individuals at every level and requires and supports on-going professional development as a means of improving professional skills and increasing professional knowledge.

NOTE: The QRIS Work Group recommends that criteria for Staff Qualifications and Professional Development ultimately match the final recommendations that emerge from the Work Force Work Group

I. A. Director/Administrator Qualifications

The program administrator, responsible for overall program operations, meets educational requirements.

Measured by verification of education in the CT Work Force Registry. Programs participating in the QRIS must submit all staff qualifications to the Registry for verification. Directors/Administrators are expected to submit professional development experiences to the Registry to keep records up to date.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements including Criminal Background & Child Protection clearances</p> <p>3 Administrative Credits (no degree requirements)</p>	<p>Associates degree</p> <p>and</p> <p>Initial Connecticut Director's Credential</p> <p>↓</p> <p><i>Associates degree</i></p> <p>+</p> <p><i>12 ECE/ASE credits or ECE/ASE degree</i></p> <p>+</p> <p><i>3 credits introductory administration course</i></p> <p><i>6 credits in 2 of 4 program administration competency areas</i></p> <p>+</p> <p><i>supervisory experience requirements</i></p>	<p>Bachelors degree</p> <p>and</p> <p>Initial Connecticut Director's Credential</p>	<p>Bachelors degree</p> <p>and</p> <p>Standard Connecticut Director's Credential</p> <p>↓</p> <p><i>Bachelors degree</i></p> <p>+</p> <p><i>12 ECE/ASE credits or ECE/ASE degree</i></p> <p>+</p> <p><i>3 credits introductory administration course</i></p> <p><i>9 credits in 3 of 4 program administration competency areas</i></p> <p>+</p> <p><i>supervisory experience requirements</i></p>	<p>Bachelors degree</p> <p>and</p> <p>Standard Connecticut Director's Credential</p> <p>Exceeds NAEYC Accreditation or Head Start Approval Standards</p> <p><i>(Bachelors degree WITH 12 credits of specialized college-level course work in administration, leadership, and management AND 24 credits of specialized college-level course work in ECE, CD, elementary education, or early childhood special education that includes specified content)</i></p>

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I. B. Teacher Qualifications

Teachers, with responsibility to plan and implement experiences that support the development and learning of a group of children, meet educational requirements.

Measured by verification of education in the CT Work Force Registry. Programs participating in the QRIS must submit all staff qualifications to the Registry for verification. Teachers are expected to submit professional development experiences to the Registry to keep records up to date.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements including Criminal Background & Child Protection clearances</p> <p>1 designated head teacher (present at least 60% of program hours) must: be at least 20 years of age; have a HS degree or GED; have a current center-based Child Development Associates Credential (CDA) OR 12 credits in Early Childhood Education (ECE) or Child Development (CD); AND at least 1080 hours of documented supervised experience over a 9 month span of time.</p>	<p>100% of teachers have at least a CDA + 12 credits in ECE or CD that includes specified content OR have a CT Early Childhood Certificate (30 credits)</p>	<p>50% of teachers have at least an Associates degree + CT Early Childhood Credential (CECC) <i>as defined by the work of the CT Work Force Work Group</i></p> <p><i>Preliminary Work Force Recommendation is at least 50% of teachers with AA and at least 50% of teachers with 12 Credits in EC or CD</i></p>	<p>100% of teachers have at least an Associates degree + CT Early Childhood Credential (CECC) <i>as defined by the work of the CT Work Force Work Group</i></p> <p><i>Preliminary Work Force Recommendation is at least 50% of teachers with AA and at least 50% of teachers with BA</i></p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards</p> <p>At least 75% of teachers have a BA + CECC</p> <p><i>(NAEYC includes a phased in requirement that culminates in all teachers with a minimum of an AA and 75% of teachers with a BA in a relevant concentration with courses that encompass specified ECE/CD content)</i></p> <p><i>(Head Start requires: Classrooms without a BA teacher must have an AA by 9/30/2011; 50% of HS teachers must have BA by 9/30/2013)</i></p>

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I. C. Assistant Teacher Qualifications

Assistant Teachers, with responsibility for supporting implementation of experiences that support the development and learning of a group of children under the direct supervision of a qualified teacher, meet educational requirements.

Measured by verification of education in the CT Work Force Registry. Programs participating in the QRIS must submit all staff qualifications to the Registry for verification. Assistant Teachers are expected to submit professional development experiences to the Registry to keep records up to date.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements including Criminal Background & Child Protection clearances</p> <p>Must be at least 18 years of age and have at least a high school diploma, OR an equivalency certificate, OR at least five hundred and forty (540) hours documented experience in working with unrelated children of the same age(s) to be served in this child day care center or group day care home.</p>	<p>100% of Teacher Assistants are working toward a CDA or enrolled in ECE or CD classes</p>	<p>50% of Teacher Assistants have a valid and current CDA and the remaining 50% who do not have at least a CDA are enrolled in a program leading to a CDA or equivalent, are actively participating in the program, and demonstrate ability to achieve a CDA or equivalent within two years OR have a CT Early Childhood Certificate (30 credits)</p>	<p>50% of Teacher Assistants must have at least an Associates Degree in ECE and the remaining 50% must have a valid and current CDA OR have a CT Early Childhood Certificate (30 credits)</p>	<p>Meets/exceeds NAEYC Accreditation or Head Start Approval Standards</p> <p><i>(NAEYC: (6.A.06) 50% of assistant teachers-teacher aides have at least a Child Development Associate Credential (CDA) or equivalent.)</i></p> <p><i>(Head Start: By 09/2013 at least CDA credential; enrolled in a program leading to BA or associates)</i></p>

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I.D. Ongoing Professional Development Plans

The program has an overall professional development plan to improve staff credentials and competencies. The program develops and monitors individualized professional development plans for each staff that advance relevant knowledge and skills, are based on the results of performance evaluation, and are updated at least annually. The number of on-going professional development required is based on a specified percent of the employee’s usual work hours.

Measured by documented evidence of annual Program Professional Development Plans, annual Individual Staff Professional Development Plans, and increasing staff credentials and competencies (Work Force Registry)

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements The program has an implementation plan for professional development that improves staff credentials and competencies and is updated at least annually based on an evaluation process and the need to keep staff’s knowledge current, or other identified needs. An individual professional development plan is generated from the staff-evaluation process and is updated at least annually. Continuing education for program staff shall be required for 1% of the total annual hours worked.</p>	<p>All staff have written Individual Professional Development Plans that are individualized for their position and utilize a standardized format appropriate to their position as developed by the CT Work Force Task Force All staff participate annually in child abuse mandated reporter training in addition to required continuing education hours</p>	<p>The program’s professional development plan includes a discussion of the Code of Ethical Conduct for Early Childhood Educators for all staff. Staff are actively engaged in implementing Individual Professional Development Plans that are aligned with the Program Professional Development Plan and the Program’s Strategic Plan</p>	<p>The program’s professional development plan includes coaching and mentoring and other professional development opportunities for all staff. Individual Professional Development Plans include professional development in skills and knowledge that includes specified content relevant for each position and identified through the staff evaluation process. Continuing education for program staff shall be required for 2% of the total annual hours worked.</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards <i>(NAEYC requires that the program’s professional development plan: is based on needs identified through staff evaluation and from other information from program evaluation processes; is written and shared with staff; includes mentoring, coaching, and other professional development opportunities for all staff; includes discussions of ethical issues; includes training in the policies and procedures of the program; includes professional development in skills and knowledge that encompasses specified ECE/CD content)</i></p>

II. Learning Environment

The program provides an engaging and developmentally appropriate learning environment that advances the physical, cognitive, creative and social-emotional development of young children and contributes to school readiness and success. The individual strengths and needs of each child are addressed.

II. A. Space, Routines, Activities and Materials

The program consistently organizes and orchestrates a full range of program components including space and furnishings, daily routines, activities, and materials to support varied and enriching curriculum and experiences for young children that are appropriate to their age and development.

Measured through direct observation of program and classrooms (by Licensing monitors at Level 1, self assessment and observation at Levels 2 - 4 and NAEYC validators/Head Start reviewers at Level 5) and through documentation of staff training in specified content.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements</p> <p>Programs must provide and maintain a safely equipped physical plant and programs and services to meet the needs of the children.</p> <p>A number of regulations related to the physical plant and required equipment are specified.</p> <p>Policies, procedures and activities must meet and enhance the individual needs of the diverse population of children served, which includes children with cultural, language and developmental differences.</p> <p>The program shall include: child-initiated and teacher-initiated activities;</p>	<p>Programs conduct an annual self assessment of classroom environments related to space, routines, activities and materials to evaluate the following attributes:</p> <p>Child sized furniture to support routine care, play and learning is available and in good repair.</p> <p>Classrooms are organized into defined interest/learning centers equipped with materials appropriate to the age of children in the group.</p> <p>Appropriate materials, including photos of the children and children's work are displayed in classrooms.</p> <p>There is appropriate equipment and adequate</p>	<p>Program administrators, supervisors and classroom staff have been oriented to the Preschool Curriculum Framework and to Infant Toddler Early Learning Guidelines</p>	<p>Programs administrators, supervisors and classroom staff receive training in developmentally appropriate practice, Preschool Curriculum Framework (PCF), Infant Toddler Early Learning Guidelines AND the ten standards of program excellence that are assessed in the NAEYC Program Accreditation Process OR in the current Head Start PRISM Protocol as related to these program areas.</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards</p> <p><i>(NAEYC broadly requires that "the program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment and materials to facilitate child and staff learning and development." and specifies four topic areas and over 35 individual criteria related to this standard)</i></p>

II. Learning Environment

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<p>exploration and discovery; varied choices for children in materials and equipment; individual and small group activities; active and quiet play; rest, sleep or quiet activity; nutritious snacks and meals; Toileting and clean up.</p>	<p>space indoors and outdoors for play that advances gross motor development.</p> <p>Children are actively engaged in play and learning activities.</p> <p>An appropriate daily routine is posted in the classroom and observed routines match what is posted.</p> <p>Daily routine is well balanced and provides ample time for children to engage in learning through play with self-selected materials and peers.</p>			
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II. Learning Environment

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II. B. Curriculum

The program implements one or more written curricula or curriculum frameworks consistent with its philosophy that addresses central aspects of child development.

Measured by documentation of program philosophy and written curriculum and documentation of regular program planning and staff training in specified content.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements</p> <p>Programs must develop and implement a written plan for the daily program. They must have policies, procedures and activities that meet and enhance the individual needs of the diverse population of children served, which includes children with cultural, language and developmental differences.</p>	<p>Program implements a developmentally appropriate written curricula or curriculum framework for all ages of children it serves</p> <p>Program obtains and maintains copies of the appropriate learning standards for all age groups in the program</p> <p>Program provides or supports approved training in the program curriculum.</p> <p>Staff participates annually in training related to identification of children with special needs.</p>	<p>The program's curriculum is carefully planned to meet both short-term and long-term goals for each group of children and for individual children in the group AND addresses goals and objectives of the CT Preschool Curriculum Framework and CT Infant Toddler Early Learning Guidelines.</p> <p>50% of the staff have received training in the program curriculum</p> <p>Teaching staff, program staff of both work as a team to implement daily teaching and learning activities including Individualized Family Service Plans (IFSP) and Individual education programs (IEP) and other individual plans as needed.</p>	<p>Program curriculum is aligned with Preschool Curriculum Framework and CT Infant Toddler Early Learning Guidelines</p> <p>90% of staff have received training in the program curriculum</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards <i>(NAEYC broadly requires that "A program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language and cognitive... (2.A.10) The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.)</i></p>

II. Learning Environment

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II. C. Child Assessment

The program has and implements a written plan for assessment that describes assessment purposes, procedures and uses of the results. Programs use a variety of assessment methods that are sensitive to and informed by family culture, experiences, children’s abilities and disabilities, and home language; are meaningful and accurate; and are used in settings familiar to the children. Results of child assessments are used to individualize learning experiences for children.

Measured by documentation of written assessment plan and procedures and sampling of children’s files and program planning tools to see evidence of implementation

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements</p> <p>Program is required to maintain records pertaining to child health and immunizations.</p>	<p>Child observations are completed at the beginning of the child’s time in the program and at least once annually after initial observation.</p>	<p>Program develops and implements an observation and assessment process (i.e. anecdotal observations or a developmental checklist) that informs program planning and involves families through inviting their input and sharing individual assessments at least twice per year.</p> <p>If the program uses published instruments, it evaluates information from the publisher about the standardization procedures, scoring, reliability, and validity to ensure that the results obtained with the instruments are valid for the program's purposes.</p>	<p>Assessment procedures are: aligned with curriculum goals; provide an accurate picture of children’s abilities and progress; are appropriate and valid for their stated purposes; provide meaningful results for all learners including English language learners and children with special needs; provide teachers with clear ideas for curriculum development and daily planning; and are regularly reviewed to be certain that they are providing the needed information.</p> <p>Teachers and other program professionals associated with the program regularly and</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards</p> <p><i>(NAEYC (4.A.02) broadly requires that accredited programs create an assessment plan that uses appropriate assessment methods; identifies children’s interests and needs and describes progress; and is used to adapt curriculum and individualize teaching, and inform program development. Program must communicate assessment strategies and results with families and involve families in the assessment process)</i></p>

II. Learning Environment

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		Classroom staff works as a team to implement daily teaching and learning activities, including individualized family service plans (IFSPs), individualized education programs (IEPs), and other individual plans as needed.	routinely use assessment methods and information to design goals for individual children as well as guide curriculum planning and monitor progress.	
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II. Learning Environment

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II. D. Adult Child Interactions

Classroom staff develops consistent and positive relationships with children. Staff interactions with children, both verbal and non-verbal, are frequent and positive, support children’s development and learning and communicate patience, respect and interest in each child as an individual. *Measured through direct observation of interactions between classroom staff and children (by Licensing monitors at Level 1, self assessment and observation at Levels 2 - 4 and NAEYC validators/Head Start reviewers at Level 5) through documentation of staff training in specified content.*

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements</p> <p>Programs are required to document policies, plans, and procedures that include those related to Discipline (“including but not necessarily limited to positive guidance, redirection, setting clear limits, continuous supervision by staff during disciplinary action; specifically prohibiting abusive, neglectful, corporal, humiliating, or frightening punishment, and physical restraint, unless such restraint is necessary to protect the health and safety of the child or other people”) and appropriate and adequate supervision of children at all times.</p>	<p>Programs conduct an annual self assessment of classroom environments related to adult child interactions to evaluate the following attributes:</p> <p>Classroom environments are welcoming, nurturing and safe for children to have interactions and experiences that promote their physical, social and emotional well being.</p> <p>Classroom staff communicate and with and listen to children (verbally and non-verbally) with frequent positive one-to-one attention throughout the day usually at children’s eye level.</p> <p>Classroom staff refrain from negative verbal or physical responses to children at all times.</p>		<p>Programs administrators, supervisors and classroom staff receive training in developmentally appropriate practice AND the ten standards of program excellence that are assessed in the NAEYC Program Accreditation Process OR in the current Head Start PRISM Protocol as related to these program areas.</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards</p> <p><i>NAEYC broadly requires that the program “promotes positive relationships among all children and adults to encourage each child’s sense of individual worth and belonging as part of a community and to foster each child’s ability to contribute as a responsible community member” ... AND that program staff “uses developmentally, culturally and linguistically appropriate and effective teaching approaches that enhance each child’s learning and development in the context of the programs’ curriculum goals” and specifies at least eleven topic areas and</i></p>

II. Learning Environment

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	<p>Destructive or disruptive behavior is addressed appropriately with the child, at the child's level, by classroom staff that explain the effect of the child's behavior, state the desired behavior and redirect, helping the child to make alternate choices.</p> <p>Classroom staff joins in children's play, expanding on their ideas and playing interactively.</p>			<p><i>over 80 individual criteria related to this standard)</i></p>
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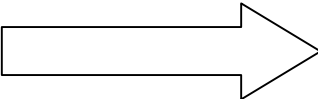
II. Learning Environment

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II. E. Daily Program Experiences

Daily activities and interactions show that the program is providing a safe, healthy and stimulating environment. Interactions demonstrate that staff respect, care for and enjoy working with children. The program provides many opportunities for children to learn and practice skills across a broad range of developmental areas including social, emotional, cognitive and language. The program supports inclusion of children with disabilities, responds to the cultural and linguistic diversity of the population it serves, and promotes the acceptance of diversity among staff, families and children

Measured through direct observation of interactions between classroom staff and children (by Licensing monitors at Levels 1 - 3, ERS observers at Level 4 and NAEYC validators/Head Start reviewers at Level 5)

Level 1	Level 2	Level 3	Level 4	Level 5
Licensing inspection in past 12 months resulting in a valid and current DPH license		Program completes an Environmental Rating Scale self-assessment and creates and improvement plan for low scores	Classrooms are assessed for global quality using an ECERS or ITERS by an ERS observer who is impartial and trained to reliability and achieve an overall average score of 5 or above.	Meets NAEYC Accreditation or Head Start Approval Standards

III. Health and Safety

The program promotes the nutrition and health of children and protects children and staff from illness and injury.

III. A. Implementation of Safe and Healthy Policies and Practices

The program has a comprehensive set of written policies and procedures that promote wellness and safeguard the health and safety of children and adults (based on current recommendations of the American Academy Of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education) and trains and directs staff to maintain safe and healthy practices at all times. The program regularly reviews health and safety policies, monitors health and safety practices and holds itself accountable to keeping children and staff healthy and safe.

Measured through documentation of completed checklist and action plan and written statement from approved CC Health Consultant (Level 3).

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements</p> <p>Programs are required to maintain specified health records for each child including evidence of up-to-date immunizations, and to report and document injuries, illness, and accidents that occur when children are in care. Staff members must be knowledgeable about signs and symptoms of childhood illness and are responsible for observing each child upon arrival and throughout the day for any signs and symptoms of illness.</p> <p>Children who become ill in care must be separated from other children under staff supervision to avoid contagion and a parent or other authorized adult must be called immediately to</p>	<p>The program completes a review of health and safety policies and practices using a nationally recognized Health and Safety Checklist developed for use in child care programs, and adapted as needed for Connecticut, and develop and implement an action plan to improve health and safety policies and practices.</p> <p>(for example, see CCHP Health and Safety Checklist developed by The California Childcare Health Program http://www.ucsfchildcarehealth.org/pdfs/Checklists/UCSF_Checklist_rev2.0802.pdf)</p>	<p>The program completes a review of health and safety policies and practices using a nationally recognized Health and Safety Checklist developed for use in child care programs, and adapted as needed for Connecticut.</p> <p>The program consults with an approved CC Health consultant to develop and implement an action plan for improving health and safety policies and practices based on the results of the checklist review and the ECERS observation.</p>	<p>Program completes and annual review of health and safety policies and practices using a nationally recognized Health and Safety Checklist developed for use in child care programs, and adapted as needed for Connecticut.</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards</p> <p><i>(NAEYC broadly requires that programs “promote and protect children’s health and control infectious disease” and “maintain a healthful environment”. There are 32 individual and detailed criteria related to this area)</i></p> <p><i>(Head Start broadly requires center-based programs must establish and implement policies and procedures to respond to medical and dental health emergencies, exclusion criteria, medicine administration, injury prevention, record keeping, hygiene and which all staff are familiar and trained. Include minimum requirements for policies</i></p>

III. Health and Safety

The program promotes the nutrition and health of children and protects children and staff from illness and injury.

<p>remove the child from care.</p> <p>Programs are required to have well stocked first aid kits available to staff at all times both on and off site.</p> <p>Separate hand washing facilities for meal preparation are required. Sinks with running water must be readily accessible to the toileting areas. Toilet tissue, soap, single use disposable towels and a covered waste receptacle must be accessible to the toilets and sinks.</p> <p>There are specific criteria related to administration of medications.</p> <p>There are specific requirements related to maintaining a safe and healthy environment that is free of toxins.</p> <p>(19a-79-5a. Record keeping/19a-79-6a. Health and safety/19a-79-9a. Administration of medications/19a-79-7a. Physical plant)</p>				<p><i>and procedures)</i></p>
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III. Health and Safety

The program promotes the nutrition and health of children and protects children and staff from illness and injury.

III. B. CPR and First Aid Training

Staff trained in Child CPR and Pediatric First Aid are available at all times to deal with injuries and other emergencies.

Measured by documentation of staff schedules, group assignments and CPR and First Aid certification.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements</p> <p>Programs are required to have one person with current DPH approved CPR and First Aid training on site at all times</p>	<p>At least two people with current DPH approved CPR and First Aid training are on site at all times.</p>	<p>At least one person with current DPH approved certification in Pediatric First Aid and Child CPR is assigned to each group of children.</p>	<p>At least one person with current DPH approved certification in Pediatric First Aid and Child CPR is present with each group of children at all times that the program is in operation.</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards</p> <p><i>(NAEYC requires “at least one staff member has certificate showing satisfactory completion of pediatric first aid training ... is always present with each group of children. When the program include swimming and wading and when a child in the group has special health condition that might require CPR, one staff person who has successfully completed training in CPR is present at all times).</i></p> <p><i>(Head Start broadly requires training in first aid, contacting emergency care providers, seeing to emergency transportation and contacting parents)</i></p>

III. Health and Safety

The program promotes the nutrition and health of children and protects children and staff from illness and injury.

III. C. Nutrition and Physical Activity

The program actively promotes and supports nutrition education for children and families, healthy eating in the child care program and physical activity and fitness.

Measured through analysis of posted menus and individual dietary considerations, and documentation of nutrition information that is shared with parents.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements</p> <p>Programs must provide nutritious (in accord with recommendations by The United States Department of Agriculture, Code of Federal Regulations 226.20), meals and snacks, plan and post menus, properly store and transport food, and maintain safe and sanitary conditions in food preparation and kitchen areas.</p> <p>Programs must have an educational program that includes motor activity.</p>	<p>If children bring meals and snacks from home the program provides guidelines for parents about FDA nutrition guidelines.</p>	<p>The program serves meals and snacks at regularly scheduled times that are appropriate to each age group.</p> <p>Children’s food allergies are posted and food/beverage substitutions are made.</p>	<p>Dietary restrictions for individual children are posted and followed.</p> <p>Menus reflect the cultural diversity of families.</p> <p>Age appropriate independence in serving, eating, and cleaning up is supported and encouraged.</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards</p> <p><i>(NAEYC broadly requires that programs “ensure children’s nutritional well-being.” There are 16 individual criteria related to this area)</i></p> <p><i>(Head Start broadly includes standards in five areas: identification of nutritional needs, nutritional services, meal service, family assistance with nutrition, and food safety and sanitation)</i></p>

IV. Leadership and Management

The program effectively implements policies, procedures and systems that support stable staff and strong personnel, program and fiscal management so that all children, families and staff have high quality experiences.

IV. A. Staff Orientation

When new staff members are hired, they are oriented to the philosophy, policies and procedures of the program and are well prepared to contribute to positive outcomes for children as part of a professional team.

Measured through submission of orientation procedures and documentation of staff orientation experiences.

Level 1	Level 2	Level 3	Level 4	Level 5
Meets licensing requirements	All new staff are given a systematic introduction that covers their basic responsibilities and requirements for carrying out a program with the children. This includes, at minimum, the emergency, safety, and health procedures required.	All new staff receive a thorough orientation in the policies and procedures of the program that includes guidelines for interaction with children and parents, discipline methods and instruction about appropriate activities for the children and an introduction to the program's curriculum.	New staff receive Level 3 orientation within six weeks after start of employment Training in the program's curriculum is provided over the first year of employment and can be counted toward professional development requirements.	Meets NAEYC Accreditation or Head Start Approval Standards

IV. Leadership and Management

The program effectively implements policies, procedures and systems that support stable staff and strong personnel, program and fiscal management so that all children, families and staff have high quality experiences.

IV. B. Staff Supervision and Performance

The program has policies related to staff evaluation and individual professional development planning. All staff are evaluated at least annually, participate in self-evaluation and are given written and verbal feedback to help set professional goals and improve relevant skills and knowledge. *Measured through submission of staff evaluation procedures and documentation of staff evaluations and Individual Professional Development Plans.*

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements</p> <p>Programs are required to have operating policies that include supervision of staff and a probationary period for staff.</p> <p>(19a-79-3a. Administration)</p>	<p>Program operating policies and observed practices include staff evaluation and individual professional development planning.</p>	<p>Annual written performance evaluations are provided to employees.</p> <p>Strengths of staff as well as areas needing improvement are identified in the evaluation.</p> <p>Staff Individual Professional Development Plans are based on evaluation and feedback.</p>	<p>Staff participates in self-evaluation at least annually.</p> <p>All staff are evaluated by a supervisor who has observed their practice at least annually and are provided with both written and verbal feedback given in a helpful, supportive manner.</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards</p> <p><i>(NAEYC requires that new staff competence is assessed by a qualified person during an introductory period of employment and that all staff are evaluated at least annually by a supervisor, or, in the case of an administrator, by the program's governing body.)</i></p>

IV. Leadership and Management

The program effectively implements policies, procedures and systems that support stable staff and strong personnel, program and fiscal management so that all children, families and staff have high quality experiences.

IV. C. Staff Compensation and Benefits

The program makes every effort to maintain a stable staff by offering a fair wage scale based on professional qualifications, longevity and performance and employee benefits like health insurance, employee leave (including but not limited to sick, vacation, holiday and personal leave), education benefits and retirement. Staff is afforded space and time away from children during the work day.

Measured through documentation of wage scale and personnel polices describing benefits offered.

Level 1	Level 2	Level 3	Level 4	Level 5
Licensing requirements do not address this criterion.	<p>Staff compensation is based on at least professional qualifications and length of employment.</p> <p>An employee benefits package is offered to staff</p>	<p>A written salary scale exists and is shared with staff.</p> <p>An employee benefits package is offered to staff</p> <p>Staff have paid planning time at least monthly</p>	<p>A written salary scale includes increments based on one or more of the following criteria: professional qualifications; length of employment; cost of living adjustments; and performance evaluations.</p> <p>An employee benefits package is offered to staff</p> <p>Benefits are available on a pro-rated basis for part-time staff.</p> <p>Staff have paid planning time at least weekly.</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards</p> <p><i>(NAEYC requires that full time staff are offered a benefits package. Written policies detailing health insurance, employee leave, education benefits and retirement are provided to every employee. Benefits for part-time employees are available on pro-rated basis. Written salary scales include increments based on professional qualifications, length of employment and performance evaluations. Staff are afforded space and time away form the children during the work day.) (NAEYC 10.C)</i></p>

IV. Leadership and Management

The program effectively implements policies, procedures and systems that support stable staff and strong personnel, program and fiscal management so that all children, families and staff have high quality experiences.

IV. D. Fiscal Operations (Budget Management)

The program has financial resources to support the program’s vision, philosophy, mission, goals, operations and expected child outcomes. Program managers and other program leaders actively work to generate and responsibly manage the resources necessary to support a program of excellence.

Measured by documentation of financial policies and an annual budget or an affidavit from a corporate fiscal officer attesting that these criteria are met.

Level 1	Level 2	Level 3	Level 4	Level 5
Licensing requirements do not address this criterion.	Program has an annual operating budget and financial record keeping system.	Financial policies and the procedures to implement them provide evidence of sound fiscal accountability using standard accounting practice. Annual budgets are reviewed and amended as needed. Fiscal records are maintained.	Financial policies are consistent with the program’s vision, philosophy, mission, goals, operations and expected child outcomes. The person responsible for program implementation is included in long range fiscal planning and in operating budget preparation, reconciliation and review. Operating budgets are prepared annually and there is at least quarterly reconciliation of expenses to budget. At least annually there is an independent review of the accounting records by someone who as accounting or bookkeeping expertise.	Meets NAEYC Accreditation or Head Start Approval Standards (NAEYC broadly requires financial policies and the procedures to implement them provide evidence of sound fiscal accountability using standard accounting practices. Operating budgets are prepared annually, and there is at least quarterly reconciliation of expenses to the budget)

IV. Leadership and Management

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IV.E. Program Evaluation and Data-Driven Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Licensing requirements do not address this criterion.	Program conducts and annual self-assessment of program operations and quality.	Program conducts and annual self-assessment of program operations and quality and uses the results to develop a program improvement plan.	<p>Program conducts and annual self-assessment of program operations and quality and uses the results to develop a program improvement plan.</p> <p>Results of the evaluation and the program improvement plan are shared with staff, parents and Governing or Advisory Board as applicable.</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards</p> <p><i>(NAEYC requires that annual evaluation processes include gathering evidence on all areas of program functioning, including: policies and procedures; program quality; children's progress and learning; family involvement and satisfaction; and community awareness and satisfaction.</i></p> <p><i>A report of the annual evaluation findings is shared with families, staff, and appropriate advisory and governance boards, and the results are used as a basis for continuing successful activities and for changing those that need improvement)</i></p> <p><i>(NAEYC 10.F.02)</i></p>

IV. Leadership and Management

The program effectively implements policies, procedures and systems that support stable staff and strong personnel, program and fiscal management so that all children, families and staff have high quality experiences.

IV.F. Consultants and Contract Services

The program uses the services of expert consultants to inform and improve high quality services for children and families.

Measured by documentation of consultation services used and verified through written statements of consultants with appropriate credentials

NOTE: The QRIS Work Group recommends that criteria for Consultants and Contract Services be developed to match the final recommendations that emerge from the Early Childhood Consultation Work Group (see Appendix C.)

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements</p> <p>A written plan for consultation services shall be developed and implemented. These services shall include: an early childhood educational (ECE) consultant available to the operator and staff for advice and support regarding the educational content of the program; a physician, physician assistant, advanced practice registered nurse or registered nurse consultant available to the operator and staff for advice regarding the health of the children and the health program; a dentist or dental hygienist consultant available to the operator and staff for advice regarding the dental health of children or a dental</p>		<p>Program uses recommendations of the consultants to develop and carry out program improvement activities.</p>		<p>Meets/Exceeds NAEYC Accreditation or Head Start Approval Standards <i>(NAEYC recommends that the program has and implements a written agreement with a health consultant who is either a licensed pediatric health professional or health professional with specific training in health consultation for early childhood programs. The health consultant visits at least two times a year and as needed. Where infants and toddlers/twos are in care, the health consultant visits the program at least four times a year and as needed. The health consultant observes program practices and reviews and makes recommendations about the program's practices and written health policies to ensure health promotion</i></p>

IV. Leadership and Management

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<p>health education program; a social service consultant available to the operator and staff for advice regarding the emotional needs, staff support and the social service program; a registered dietitian consultant available to the operator and staff for advice regarding nutrition and food service for those programs that serve meals. The written plan for each consultative service shall include but not necessarily be limited to: annual review of policies; annual review of in-service education programs; availability by telecommunication for advice regarding problems; availability, in person, of the consultant to the program. Program staff may not serve as consultants for programs in which they provide direct care or direct program supervision (19a-79-4a. Staffing)</p>				<p><i>and prevention of infection and injury. The consultation addresses physical, socio-emotional, nutritional, and oral health, including the care and exclusion of ill children. Unless the program participates in the United States Department of Agriculture's Child and Adult Care Food Program, at least two times a year a registered dietitian or pediatric public health nutritionist evaluates the menus for nutritional content; portion sizes; nationally recommended limits on juice, sugar, sodium, and saturated fats; food service operations; special feeding needs to be met by the program; and procedures used for food brought from home. The program documents compliance and implements corrections according to the recommendations of the consultant(s). (5.0A.02 Emerging))</i></p>
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V. Family Engagement and Supports

Young children’s learning and development are integrally connected to their families. To support and promote children’s optimal learning and development, programs must recognize the primacy of children’s families, establish relationships with families based on mutual trust and respect, support and involve families in their children’s educational growth, and invite families to fully participate in the program.

V. A. Relationships with Families

Program staff establishes intentional practices designed to foster strong reciprocal relationships with families from the first contact and maintain them over time.

Measured through submission of Parent Handbook and/or program policies and procedures and documentation of parent involvement.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements</p> <p>Programs are required to develop general operating policies that include: agreements with parents; parent involvement; medication policies if applicable; content and times of meals and snacks; provisional enrollment period; days and hours of operation including sick days, holidays and vacations; withdrawal of children; and access to the program and facility and must inform parents with notice if these policies change.</p> <p>Parents shall have access to the child day care center or group day care home during the hours of operation.</p>	<p>Parents are greeted warmly by staff.</p> <p>Parents are encouraged to observe in a child’s group prior to enrollment.</p> <p>Parents bring children into the classroom and are welcome to visit and participate at any time.</p> <p>Program develops and distributes a Parent Handbook that includes basic administrative information about the program (fees, hours of service, health rules for attendance etc.)</p>	<p>A variety of alternatives are used to encourage family involvement in children’s program.</p> <p>Policies regarding parent engagement and partnership in the planning and decision making for the program are developed and implemented.</p>	<p>Staff uses greeting and departure as information sharing time with parents.</p> <p>Parent Handbook/written materials includes information about the philosophy of the program, curriculum approach, how the program guides children’s behavior, and examples of daily routines and activities.</p> <p>There is a formal process for parents to advise the program.</p> <p>The program facilitates opportunities for families to meet with one another on a formal and informal basis, work together on projects to support their children and the program, and learn from and provide support to one another.</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards</p> <p><i>(NAEYC broadly requires that “programs establish and maintain collaborative relationships with each child’s family to foster child development in all settings. These relationships are sensitive to family composition, language and culture.”)</i></p> <p><i>(Head Start broadly requires programs to support parents as they identify and meet their own goals, nurture the development of their children in the context of their family and culture, and advocate for communities that are supportive of children and families of all</i></p>

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				<i>cultures. Includes family goal setting through the family partnership agreement process)</i>
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V.B. Communication with Families

Program staff engages with families to learn from their knowledge of their child’s interests, approaches to learning and developmental needs and to learn about their concerns and goals for their children. Staff uses a variety of formal and informal methods to communicate regularly with families about their program in general and their children in particular.

How is this measured?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements</p> <p>Written daily programs plans should be available to parents</p>	<p>Parents are offered at least one parent – teacher conference per year.</p> <p>If the child has an IEP or an IFSP the program requests a copy to inform classroom practice.</p>	<p>Parents are offered at least two conferences and a group meeting annually.</p> <p>Information about the child’s day at the program is shared with parents daily verbally, in writing, through pictures or in other culturally appropriate ways.</p> <p>Parents are given information about transitions for their children.</p>	<p>Families are provided information about their community resources and transitioning their child to other educational settings.</p> <p>There are many examples of sharing of child-related information between parents and staff (for example frequent informal communication, periodic conferences for all children, parents meetings, newsletters, parenting information available.)</p> <p>The program offers parents an individual meeting about transition and develops and shares a plan for child transition with parents and stakeholders.</p> <p>Results of Environmental Rating Scales assessments are shared with families.</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards</p>

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V. C. Cultural Competency				
Level 1	Level 2	Level 3	Level 4	Level 5
Meets licensing requirements	Teaching staff counter potential bias and discrimination by; treating all children, families and staff with equal respect and consideration; initiating activities and discussions that build positive self-identity and teach the valuing of differences; intervening when children tease or reject others; providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations; avoiding stereotypes in language references.	A “Getting to Know You” meeting is held with parents within 60 days of enrollment. Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.	The program complies and provides information about the program to families in a language the family can understand. This information includes program policies and operating procedures.	Meets NAEYC Accreditation or Head Start Approval Standards