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These standards will be revised to align with the NYC Early Care and Education Standards and Performance Measurement System, which will apply to all publicly-funded programs in NYC. The NYC ECE S&PMS is being field-tested and the preliminary results were received by the City at the end of June. As soon as the City decides on the features of the final NYC ECE S&PMS, we will revise these standards to align. The goal of Quality Stars NY is to build upon and extend existing program standards, not duplicate them.

Please also note that because a significant number of NYS Head Start programs are in NYC and thus are part of the NYC ECE S&PMS, the revisions to Quality Stars NY will align it with the NYC ECE S&PMS and may affect how the system will work for Head Start programs across the state.

## Quality Stars NY: Standards for Center-based Programs

### Introduction

The Quality Stars NY standards were developed using information from New York State regulations for child care and prekindergarten, New York City regulations, Head Start Program Performance Standards, the former Programs of Excellence, assessment tools such as the Program Administration Scale (PAS) and the Environment Rating Scales (ERS), accreditations standards of the National Association for the Education of Young Children (NAEYC), National Association for Family Child Care (NAFCC), National Afterschool Association (NAA), among other standards. Center-based and family-based programs are different, thus there are a set of standards for center-based programs and a set for home-based programs.

Regardless of program setting, Quality Stars NY has five rating levels and four categories of standards. The four standards categories are: Learning Environment; Family Engagement; Qualifications and Experience; and Leadership and Management.

These are the standards for center-based programs to promote excellence in learning. Each category section begins with a statement of rationale describing briefly the strength of the evidence for the relationship of that category to program quality and to child outcomes. We are deeply indebted to our colleagues in Indiana for these rationale statements. They are paraphrased from the excellent report called *Paths to QUALITY – A Child Care Quality Rating System for Indiana: What is its Scientific Basis?* by James Elicker, Carolyn Clawson Langill, Karen Ruprecht and Kyong-Ah Kwon from the Center for Families and the Department of Child Development & Family Studies at Purdue University. Their excellent report is available at [http://www.cfs.purdue.edu/cff/documents/project\\_reports/07\\_paths\\_to\\_quality.pdf](http://www.cfs.purdue.edu/cff/documents/project_reports/07_paths_to_quality.pdf)

### ***Center-based Programs (schools and centers) Rating***

The rating is determined using a point system. Applicants determine the number of points they are able to obtain in each of the four categories, based on the program practices and achievements they are able to verify with supporting documentation. The maximum points in each category are:

Learning Environment	25
Family Engagement	15
Qualifications and Experience	35
Leadership and Management	25
	Total = 100

Points are totaled across all four categories. At least 5% of the total (5 points) must be earned in each category. Programs can achieve up to 100 points. The total number of points obtained determines how many stars the program has earned.

Regulated program .....	★
20 – 25 points .....	★★
26 – 50 points .....	★★★
51 – 75 points .....	★★★★
76 – 100 points .....	★★★★★

### ***Nationally Accredited Providers (NAEYC)***

Programs that have been in operation for at least 5 years and are accredited by the National Association for the Education of Young Children (2006 NAEYC standards) receive Five Stars upon submitting a brief application with documentation of accreditation. There will be a streamlined application process for these programs.

### **Application Process**

Any program or provider that is regulated by the state of New York or the City of New York can receive a One Star rating upon submitting a brief application with documentation of regulated status. Programs or providers that wish to advance beyond One Star assess their program and submit an application [to be developed] with the accompanying documentation to [organization to be determined]. Multi-site programs submit a separate application for each separately licensed site.

### ***Environment Rating Scales (ERS)***

Programs that desire to earn points in the Learning Environment category from an Environment Rating Scale assessment conducted by a reliable outside observer may contact [organization to be determined] to schedule a site visit. All assessors will be trained and reliable; the assessment will be offered free of charge. There will likely be some limitations on the frequency, such as only one free assessment can be requested per year. The Environment Rating Scales are a set of four program quality assessment tools developed at the Frank Porter Graham Center at the University of North Carolina. Three of the four have been revised; the revised editions of these are now the standard. The scales contain multiple items covering several subscales.

For example, the *Early Childhood Environment Rating Scale (ECERS-R)* contains 43 items organized into the following 7 subscales:

1. Space and Furnishings
2. Personal Care Routines
3. Language-Reasoning
4. Activities
5. Interactions
6. Program Structure
7. Parents and Staff

Scale	Age of Children	Program Setting	Number of Items	Number of Subscales
Infant/Toddler Environment Rating Scale (ITERS-R)	Up to 30 months	Center-based	39	7
Early Childhood Environment Rating Scale (ECERS-R)	2 ½ – 5 years	Center-based	43	7
School-Age Care Environment Rating Scale (SACERS)	5 – 12 years	Center-based	49	7
Family Child Care Environment Rating Scale (FCCERS-R)	Infants – school-aged children	Home-based	37	7

For more information on these scales, see <http://www.fpg.unc.edu/~ecers/>

### Grievance Process

*To be determined* (Vermont has a good example we might adapt).

### Supports for Quality Improvement

The expectation of the designers of Quality Stars NY is that specific training, professional development, technical assistance and other supports for quality improvement will be available to programs that want to access these supports. These will include introductory trainings on the ERS, introductory workshops on the quality rating system itself, among other offerings. More information will come as the system is designed.

### Financial Benefits

The expectation of the designers of Quality Stars NY is that existing financial supports for quality will be reviewed, revised and re-allocated to provide financial incentives for programs at various levels of quality and that expansion of financial supports will also be advocated. In addition to financial supports for programs, we expect to consider establishing financial incentives for consumers, such as by improving the NYS child and dependent care tax credit to recognize quality. More information will come as the system is designed.

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## Quality Stars NY: Center-based Standards

### Learning Environment (maximum of 25 points)

**Rationale:** *There is substantial evidence that classroom environment features are central to program quality and there is limited evidence that varied and appropriate classroom materials support children's development. There is substantial evidence that the quality of teacher-child interactions contributes to quality in early care and education settings and substantial evidence that children with involved and responsive caregivers fare better on a wide variety of child development measures. There is a substantial amount of evidence that developmentally appropriate curriculum is related to other measures of program quality and substantial evidence that a developmentally appropriate curriculum is related to child outcomes. There is a moderate amount of evidence that developmentally-appropriate assessment is associated with improved child development outcomes.*

LE I: CE	Classroom Environment	Points (0-14)	Documentation
CE 1	CE 1. Program staff attend training on the Environment Rating Scales (ERS) <sup>1</sup> and complete a self-assessment using the appropriate scale(s).	1	Evidence of training completion and self-assessment report.
CE 2	CE 2a. Program completes a self-assessment using the appropriate scale(s) and writes an improvement plan to address subscale scores below 3.0. <b>OR</b>	2	Completed ERS self-assessment report with overall score, subscale scores, and written improvement plan.
	CE 2b. Program completes a self-assessment using the appropriate scale(s) and writes an improvement plan to address subscale scores below 3.25. <b>OR</b>	4	Completed ERS self-assessment report with overall score, subscale scores, and written improvement plan.
	CE 2c. Program has an <u>independent</u> ERS assessment and achieves an overall score of 4.25. Written improvement plan for subscale scores below 3.5. <b>OR</b>	7	Completed ERS report with written improvement plan.
	CE 2d. Program has <u>independent</u> ERS assessment using the appropriate scale(s) and achieves an overall score of 5.0. Written improvement plan for subscale scores below 4.0. <b>OR</b>	10	Completed ERS report with written improvement plan.
	CE 2e. Program has <u>independent</u> ERS assessment using the appropriate scale(s) and achieves an overall score of 5.5. Written improvement plan for subscale scores below 4.5.	13	Completed ERS report with written improvement plan.

<sup>1</sup> The Environment Rating Scales (ERS) are a family of tools to measure program quality. These include the Early Childhood Environment Rating Scale, revised (ECERS-R); the Infant/Toddler Environment Rating Scale, revised (ITERS-R); the Family Child Care Environment Rating Scale, revised (FCCERS-R) and the School Age Care Environment Rating Scale (SACERS).

LE II: COA	Child Observation and Assessment	Points (0-5)	Documentation
COA 1	COA 1a. Parents complete a questionnaire at intake that collects information on children's development and special needs. <b>OR</b>	1	Copies of completed questionnaires (with identifying info removed).
	COA 1b. Program meets Standard COA 1a (above) <b>plus</b> the developmental progress of each child is documented at least annually using anecdotal records or a child development checklist. <b>OR</b>	2	Copies of completed developmental records (with identifying info removed).
	COA 1c. Program meets Standard COA 1a <b>and</b> COA 1b (above) <b>plus</b> the developmental progress of each child is documented within 90 days of entering the program and at least once per year thereafter.	3	Copies of completed developmental records (with identifying info removed).
COA 2	COA 2a. Program provides all teaching staff with at least 2 hours of annual training in child observation and assessment, including recognition of developmental milestones and identifying possible developmental delays. <b>OR</b>	1	Qualifications of the trainer; training agenda with learning outcomes; documentation of staff participation.
	COA 2b. Program meets Standard COA 2a (above) <b>plus</b> program provides all teaching staff with at least 3 additional hours of annual training in linking child observation and assessment to curriculum implementation.	2	Qualifications of the trainer; training agenda with learning outcomes; documentation of staff participation.
LE III: CPI	Curriculum Planning and Implementation	Points (0-6)	Documentation
CPI 1	CPI 1a. Program adopts a curriculum that is balanced and developmentally appropriate and that is used by teaching staff. <b>OR</b>	1	Copy of curriculum framework; documentation of use (i.e., teacher plans); training agenda.
	CPI 1b. Program meets Standard CPI 1a (above) <b>plus</b> the adopted curriculum is evidence-based, consistent with program philosophy, linked to defined child outcomes and aligned with a child assessment system. Staff receive training and supervision support to implement the curriculum	3	Copy of curriculum and assessment tools; documentation of use (i.e., teacher plans); documentation of staff training.
CPI 2	CPI 2a. Written weekly plans are used in each classroom to guide daily curriculum implementation. <b>OR</b>	1	Samples of two weekly plans, from different calendar quarters, for each classroom.

	CPI 2b. Program meets Standard CPI 2a (above) <b>plus</b> program can document that the child observation and assessment system is used to guide curriculum implementation and individual child learning.	3	Samples of weekly or daily lesson plans, including individualized learning goals based on child observations and assessment.
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## Family Engagement (maximum of 15 points)

**Rationale:** *There is substantial evidence that parent involvement and parent-provider communication is important for high quality early childhood education. There is substantial evidence that parent-involvement is related to child development outcomes.*

FE I: C	Communication	Points (0-3)	Documentation
C 1	C 1a. Staff provide parents with a written report on daily experiences for all children under 2 years.  <b>OR</b>	1	Form used for communication and evidence of use (e.g., referenced in teacher job descriptions or in parent handbook).
	C 1b. Program meets Standard C 1a (above) <b>plus</b> program provides families with a parent handbook, <b>plus at least 3 of the following</b> are offered: <ul style="list-style-type: none"> <li>regular (at least quarterly) parent newsletter;</li> <li>notes or notebook system for daily parent/provider communication;</li> <li>additional parent-teacher conferences (once annually as required by regulations);</li> <li>written information for parents about each staff member's educational qualifications and professional experience;</li> <li>parent meeting about center activities;</li> <li>parent resource area with materials such as brochures, bulletin board;</li> <li>up-to-date community resource list or handbook (updated at least annually)</li> </ul>	3	Form used for communication and evidence of use (e.g., referenced in teacher job descriptions or in parent handbook); parent handbook; copy of item, agenda of meeting; announcement, invitation list, etc.; photograph of bulletin board; calendar showing schedule of teachers' conferences.
FE II: IFS	Involvement & Family Support	Points (0-5)	Documentation
IFS 1	IFS 1a. Program offers <b>at least 3 of the following</b> : <ul style="list-style-type: none"> <li>family social gatherings;</li> <li>educational events on topics chosen by families;</li> <li>volunteering opportunities;</li> <li>referral to community resources appropriate to family requests and needs;</li> <li>information on child health insurance, tax credits, child care financial assistance and other supports</li> </ul> <b>OR</b>	1	Copy of agenda, announcement, invitation list, etc.; resource/referral handbook.
	IFS 1b. Program meets Standard IFS 1a (above) <b>plus at least 1 of the following</b> decision-making opportunities are provided: <ul style="list-style-type: none"> <li>A parent advisory committee that meets at least 4 times per year;</li> </ul>	3	List of members with affiliation/role; minutes of meetings (dated).

	<ul style="list-style-type: none"> <li>At least one currently enrolled parent is a member of the program’s governing board</li> </ul> <p><b>OR</b></p> <p>IFS 1c. Program meets Standards IFS 1a <b>and</b> IFS 1b (above) <b>plus</b> program implements <b>at least 1 of the following</b> family-responsive practices:</p> <ul style="list-style-type: none"> <li>Family Survey is done annually and results are used for program improvement;</li> <li>Program conducts self-assessment using a tool, such as the Center for the Study of Social Policy’s Family Strengthening Self-Assessment tool, and results are used for program improvement;<sup>2</sup></li> <li>At least half of teaching staff do a self-assessment of cultural competence using a tool, such as the checklist for Promoting Cultural &amp; Linguistic Competency for ECE Personnel from the National Center on Cultural Competence<sup>3</sup></li> </ul>	5	Self-assessment report; program improvement planning documents.
<b>FE III: IW</b>	<b>Inclusion &amp; Welcoming</b>	<b>Points (0-3)</b>	<b>Documentation</b>
IW 1	<p>IW 1. Program is prepared to welcome all children and families by doing <b>1 or more of the following</b>:</p> <ul style="list-style-type: none"> <li>If program enrolls children who are English language learners (ELL) and/or whose families are ELL, program translates the family handbook into appropriate home languages;</li> <li>When 10% of children are speakers of a particular language other than English, program employs at least one staff member who speaks that language;</li> <li>Children with special education and/or special healthcare needs are welcomed into the program and staff are trained to address their special needs;</li> <li>Program staff maintain effective 2-way communication with all related service providers for children with IEPs or IFSPs. With parent permission, program staff participate in IEP/IFSP meetings.</li> </ul>	3	Copies of policies; translated materials; resumes of staff showing language fluency; evidence of staff training/courses in special education needs; evidence of medication administration training and certification; copy of Memorandum of Understanding if program collaborates with a special education (4410) school.

<sup>2</sup> The print version of this tool is available at <http://www.strengtheningfamilies.net/> The online tool is at [http://strengtheningfamilies.net/self\\_assessment/](http://strengtheningfamilies.net/self_assessment/)

<sup>3</sup> This tool is available at <http://www11.georgetown.edu/research/gucchd/nccc/documents/Checklist.EIEC.doc.pdf>

FE IV: T	Transitions	Points (0-4)	Documentation
T 1	<p>T 1. Program implements <b>at least 2 of the following:</b></p> <ul style="list-style-type: none"> <li>• Program has a written policy for transitioning children into the program;</li> <li>• Program has a written policy and procedures to support children and families transitioning into the program, during transitions within the program, and transitioning out of the program;</li> <li>• Program provides parents of 4-year-olds with information on kindergarten registration;</li> <li>• Program transfers child records, with parent permission, when child transitions to another educational setting (e.g., other center, kindergarten)</li> </ul>	2	Copies of policies; info from parent handbook; sample parent info on kindergarten registration.
T 2	<p>T 2a. If program enrolls infants and toddlers, program minimizes transitions for infants and toddlers by adopting and implementing a policy on continuity of care. Policy should address both daily and annual continuity of care from the child’s perspective and ensure no more than one transition within child’s first two years.</p> <p><b>OR</b></p> <p>T 2b. If program does <u>not</u> enroll infants and toddlers, program promotes the quality and continuity of teacher-child relationships through practices such as multi-age groupings, teacher looping, staff using caregiver-child interaction tools for self-assessment.</p>	2	Copy of policy; info from parent handbook; sample written transition plan; staffing schedule.

## Qualifications and Experience (maximum of 35 points)

**Rationale:** *There is a substantial amount of evidence that teacher education and training are related to other measures of program quality and to child outcomes. There is substantial evidence that director professional development is related to other measures of program quality and limited evidence that director professional development is related to child outcomes. While there is limited and conflicting evidence that experience of staff is related to other measures of program quality or child development outcomes, consumers value experience.*

Note: A One Star program meets the NYS or NYC regulations for administrator and staff qualifications and ongoing training. To advance, a program can earn points in both the administrator and the teaching staff categories. Points are earned for the highest degree completed AND for each of several credentials AND for experience. Teaching staff points are weighted by percent of time worked and averaged to account for programs with different numbers of staff.

*Program completes form documenting qualifications and experience of administrator and staff and the percentage of FTE that each works to calculate total points. (There will be an Excel spreadsheet with instructions and a sample form for calculating points.)*

QE I: AQ	Administrator Qualifications <sup>4</sup>	Points (0-12)	Documentation
AQ 1	AQ 1a. AA degree in ECE/CD, or any AA degree including at least 24 credits in ECE/CD <b>AND</b> 45 clock hours (a 3-credit course or 4.5 Continuing Education Units (CEUs)) in management, supervision, leadership, and/or administration <b>OR</b>	4	Official transcript (showing all course titles and degree granted).
	AQ 1b. BA degree in ECE/CD, or any BA degree including at least 24 credits in ECE/CD <b>AND</b> 9 credit hours (13.5 CEUs) in management, supervision, leadership, and/or administration <b>OR</b>	6	Official transcript (showing all course titles and degree granted).
	AQ 1c. MA degree or higher in ECE/CD, or any MA degree or higher including at least 24 credits in ECE/CD <b>AND</b> 9 credits (13.5 CEUs) in management, supervision, leadership, and/or	8	Official transcript (showing all course titles and degree granted).

<sup>4</sup> *Degree* means from regionally accredited institutions of higher education that may have been earned through online course work, distance learning, degree completion programs or some combination that offer credit as part of a formal assessment of prior learning.

*Credits in management, supervision, leadership, and/or administration* means in school administration, business management, communication, technology, personnel supervision, early childhood management or administration, or some combination of these areas.

*Credits in ECE/CD* means specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and children's learning from birth through kindergarten; family and community relationships; the practices of observing, documenting, and assessing young children; teaching and learning processes; and professional practices and development.

	administration		
AQ 2	AQ 2. Children's Program Administrator Credential (CPAC) <sup>5</sup>	2	Copy of credential.
AQ 3	AQ 3. School District Administrator certificate	2	Copy of certificate.
<b>QE II: AE</b>	<b>Administrator Experience</b>	<b>Points (0-2)</b>	<b>Documentation</b>
AE 1	AE 1a. At least 3 years experience in supervision or management in an early care and education program <sup>6</sup> <b>OR</b>	1	Employment record.
	AE 1b. At least 3 years experience in supervision or management in a nationally accredited early care and education program, a Gold Certificate Head Start program, or a program with the highest quality rating (in another state).	2	Employment record and documentation of accreditation or quality status (e.g., copy of accreditation or Head Start certificate).
<b>QE III: TSQ</b>	<b>Teaching Staff Qualifications</b>	<b>Points (0-18)</b>	<b>Documentation</b>
TSQ 1	TSQ 1. First Aid/CPR training	1	Copy of certificate of completion.
TSQ 2	<b>OR</b> TSQ 2a. 18 college credits in ECE/CD	1	Official transcript (showing all course titles).
	<b>OR</b> TSQ 2b. AA degree in ECE/CD, or any AA degree including at least 24 credits in ECE/CD	4	Official transcript (showing all course titles and degree granted).
	<b>OR</b> TSQ 2c. BA degree in ECE/CD, or any BA degree including at least 24 credits in ECE/CD	6	Official transcript (showing all course titles and degree granted).
	<b>OR</b> TSQ 2d. MA degree or higher in ECE/CD, or any MA degree or higher including at least 24 credits in ECE/CD	8	Official transcript (showing all course titles and degree granted).
TSQ 3	TSQ 3. Child Development Associate (CDA) credential with Preschool specialization	2	Copy of credential.
TSQ 4	TSQ 4. Child Development Associate (CDA) credential with Infant-Toddler specialization	2	Copy of credential.
TSQ 5	TSQ 5. NYS Infant-Toddler Credential	1	Copy of credential.
TSQ 6	TSQ 6. NYS Early Childhood Teacher (B-2) Certificate or NYS Early Childhood Special Education Teacher Certificate <sup>7</sup>	4	Copy of certificate.

<sup>5</sup> The CPAC credential requires the applicant to hold at least an associate's degree (or sixty credits) in early childhood or a related field, complete 18 college credits of specific coursework, and prepare a professional portfolio demonstrating competency in five content areas. The credential can be earned at three levels based on the level of degree the applicant holds: associate, bachelor or masters. Thus points can be earned for both the CPAC and the degree.

<sup>6</sup> *Early care and education program* means ANY center, school or home-based program for children birth to five.

<b>QE IV: TSE</b>	<b>Teaching Staff Experience</b>	<b>Points (0-2)</b>	<b>Documentation</b>
TSE 1	TSE 1a. At least 3 years experience teaching in an early care and education program	1	Employment record.
	<b>OR</b> TSE 1b. At least 3 years experience teaching in a nationally accredited early care and education program, a Gold Certificate Head Start program, or a program with the highest quality rating (in another state).	2	Employment record and evidence of accreditation or quality status (e.g., copy of accreditation certificate).
<b>QE V: R</b>	<b>Retention</b>	<b>Points (0-1)</b>	<b>Documentation</b>
R 1	R 1. The overall retention rate for teaching staff <sup>8</sup> is 80% or above.	1	Calculated annual retention rates.

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<sup>7</sup> Other teaching certificates such as Montessori or early childhood teacher credentials from countries other than the U.S. will be evaluated on a case-by-case basis. Complete transcripts and copies of credentials should be submitted.

<sup>8</sup> Teaching staff is all classroom staff including aides and assistants.

## Management and Leadership (maximum of 25 points)

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

ML I: ASA	Administrative Self-Assessment	Points (0-4)	Documentation
ASA 1	ASA 1. Program conducts a self-assessment using a tool, such as the Program Administration Scale or another administrative/management assessment tool.	2	Report of self-assessment.
ASA 2	ASA 2. Program is actively engaged in self-study for NAEYC Accreditation. <sup>9</sup>	2	Receipts for self-study materials; progress reports.
ML II: FAS	Financial Accountability and Sustainability	Points (0-7)	Documentation
FAS 1	FAS 1a. Program does <b>both of the following</b> : <ul style="list-style-type: none"> <li>• Payroll, insurance, and taxes are paid on time.</li> <li>• Program has a current-year operating budget showing revenues and expenses.</li> </ul> <b>OR</b>	1	Receipts or other evidence of payments; copies of reports.
	FAS 1b. Program meets Standard FAS 1a (above) <b>plus all of the following</b> : <ul style="list-style-type: none"> <li>• A system exists to generate quarterly income and expense statements, comparing actual revenues and expenses to budget</li> <li>• Fiscal records and budget are reviewed to ensure the program is operating without a deficit, or, if there is a deficit, a plan is in place to achieve budget solvency</li> <li>• If eligible, program participates in CACFP</li> </ul> <b>OR</b>	3	Copies of quarterly financial reports; affidavit by on-site administrator and/or board members; copies of CACFP billing and reimbursement checks.
	FAS 1c. Program meets Standards FAS 1a <b>and</b> FAS 1b (above) <b>plus all of the following</b> : <ul style="list-style-type: none"> <li>• Program has written fiscal policies and procedures</li> <li>• There is an independent review of accounting records by someone with accounting or bookkeeping expertise</li> <li>• An outside audit is conducted annually by a CPA</li> </ul>	5	Copy of fiscal policies and procedures; evidence of financial review, such as audit report.

<sup>9</sup> Some limit on the time a program can be in self-study will be defined. For more info on self-study and NAEYC accreditation, go to <http://www.naeyc.org/academy/>

FAS 2	FAS 2. Program does <b>both of the following:</b> <ul style="list-style-type: none"> <li>• Program has Internet access and uses such for administrative communication</li> <li>• Administrators use technology to manage finances and enrollment</li> </ul>	1	Sample e-mail correspondence; bills to Internet Service Provider (ISP); copies of enrollment and financial monitoring reports.
FAS 3	FAS 3. Program does <b>at least 2 of the following:</b> <ul style="list-style-type: none"> <li>• Program has written procedures to market and fill open slots/vacancies;</li> <li>• Program uses several external communication tools, such as brochures, paid advertising, participation in community events;</li> <li>• Records are kept of all prospective parent contacts and the follow-up action taken;</li> </ul>	1	Copies of waiting list; telephone logs; communication materials and other documents.
<b>ML III: PP</b>	<b>Policies and Procedures</b>	<b>Points (0-7)</b>	<b>Documentation</b>
PP 1	PP 1a. Program does <b>both of the following:</b> <ul style="list-style-type: none"> <li>• Program has written job descriptions for all positions</li> <li>• Written employee handbook is given to each employee when hired</li> </ul> <b>OR</b>	1	Copies of job descriptions and employee handbooks with signed employee receipts.
	PP 1b. Program meets Standard PP 1a (above) <b>plus all of the following:</b> <ul style="list-style-type: none"> <li>• Program can document two methods used for communication with staff</li> <li>• Program can document that staff participate in at least monthly staff meetings</li> <li>• Written minutes from staff meetings are shared with staff</li> </ul> <b>OR</b>	3	Copies of staff memos or other communications; staff meeting attendance lists; copies of meeting minutes.
	PP 1c. Program meets Standards PP 1a <b>and</b> PP 1b (above) <b>plus all of the following:</b> <ul style="list-style-type: none"> <li>• New employee orientation includes receipt of job description and regulations applicable to the program</li> <li>• Program has a written employee confidentiality policy</li> <li>• All employees have formal, written performance assessments annually</li> </ul> <b>OR</b>	5	Copy of staff orientation checklist; copy of confidentiality policy; documentation of written performance assessments.
	PP 1d. Program meets Standards PP 1a, PP 1b, <b>and</b> PP 1c (above) <b>plus all of the following:</b> <ul style="list-style-type: none"> <li>• All employees have individual professional development plans; teaching staff plans are matched to the NYS Core Body of Knowledge areas: <ul style="list-style-type: none"> <li>• Child Growth and Development</li> <li>• Environment, Curriculum, and Content</li> </ul> </li> </ul>	7	Copies of professional development plans; goal statements linking plans to performance assessments; copy of course completion forms, etc.

	<ul style="list-style-type: none"> <li>• Families in Society</li> <li>• Child Assessment</li> <li>• Communication</li> <li>• Professionalism and Leadership</li> </ul> <p>(<a href="http://www.earlychildhood.org/pdfs/CoreBody.pdf">http://www.earlychildhood.org/pdfs/CoreBody.pdf</a>)</p> <ul style="list-style-type: none"> <li>• Performance assessment informs all professional development plans</li> <li>• Evidence of progress is demonstrated in at least 50% of professional development plans</li> </ul>		
<b>ML IV: SCB</b>	<b>Staff Compensation and Benefits</b>	<b>Points (0-3)</b>	<b>Documentation</b>
SCB 1	SCB 1. Program has an up-to-date written wage scale that is shared with staff and is based on role, education, training, and years of relevant experience	1	Copy of wage scale.
SCB 2	SCB 2. Program offers staff a compensation package with benefit options, including <b>at least 3 of the following</b> : <ul style="list-style-type: none"> <li>• paid holidays;</li> <li>• paid time off (sick, vacation, personal);</li> <li>• health insurance;</li> <li>• family and medical leave;</li> <li>• flexible scheduling;</li> <li>• retirement;</li> <li>• life insurance;</li> <li>• flexible spending account;</li> <li>• dependent care assistance plan;</li> <li>• tuition discounts for employee's children;</li> <li>• tuition reimbursement for education</li> </ul>	2	Copy of employee handbook detailing benefits.
<b>ML V: SP</b>	<b>Staff Planning</b>	<b>Points (0-4)</b>	<b>Documentation</b>
SP 1	SP 1. Program has a written staffing plan to cover planned and unplanned absences <b>and</b> staff are provided with space to take breaks or plan away from children during the day	1	Copy of staffing plan; photograph of staff break room.
SP 2	SP 2. Program provides lead teachers with 1 hour of paid planning time per week (away from children) <b>and</b> staff have access to the Internet during planning time	1	Copy of staffing plan; bill to ISP, copy of staff e-mails or Internet research sites.
SP 3	SP 3. Program provides at least 1 hour every other week of paid planning time for classroom staff to plan together (e.g., team planning)	2	Copy of staffing plan; copy of staff e-mails or staff affidavits.