

THE CHILD CARE QUALITY RATING SYSTEM (QRS) ASSESSMENT



Delaware Stars for Early Success

QRS Profile

April 2010



MATHEMATICA
Policy Research, Inc.



Delaware Stars for Early Success

QRS Profile

Prepared for:

Office of Planning, Research and Evaluation

Administration for Children and Families
Department of Health and Human Services
370 L'Enfant Plaza Promenade, SW
7th Floor West, Room 7A011
Washington, D.C. 20447

Project Officers:

Ivelisse Martinez-Beck
Kathleen Dwyer

Prepared by:

Child Trends

4301 Connecticut Avenue, N.W., Suite 350
Washington, DC 20008

Subcontractor to:

Mathematica Policy Research

600 Maryland Ave., S.W., Suite 550
Washington, DC 20024-2512

Project Director:

Gretchen Kirby, Mathematica

Co-Principal Investigators:

Kimberly Boller, Mathematica
Kathryn Tout, Child Trends

This document was prepared under Contract #HHSP233200800394G with the Administration for Children and Families, US Department of Health and Human Services. The views expressed in this report are those of the authors and do not represent the views or endorsement of the Office of Planning, Research and Evaluation of the Administration for Children and Families.



MATHEMATICA
Policy Research, Inc.



Child Care Quality Rating System (QRS) Assessment Study

PROFILE

Site:	Delaware
Program Name:	Delaware Stars for Early Success
Respondents:	Lisa Crim, Children and Families First Jade Burris, Delaware Institute for Excellence in Early Childhood, University of Delaware
Information Reviewed and Finalized:	March 24, 2010

Funded by the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families, U.S. Department of Health and Human Services. Conducted by Mathematica Policy Research with a subcontract to Child Trends (contract #HHSP233200800394G).

Delaware – Stars for Early Success

Program Information

This section provides general information about the QRS including the location, numbers and types of programs participating in the QRS, funding amounts, funding sources and goals.

Site name:	Delaware
Program name:	Delaware Stars for Early Success
Service area:	Statewide
Details about other geographic area:	N/A
Pilot:	Yes, pilot completed
Pilot time frame:	2007-2008
Date full program launched:	2009
Voluntary:	Yes
Website:	http://www.dieec.udel.edu/delaware-stars-overview
Eligible programs:	Center-based programs, Head Start/Early Head Start, pre-kindergarten / comprehensive early childhood programs, licensed family child care, school-aged programs, Early Childhood Assistance Program (ECAP)
Source of funds for eligible public program:	State general funds, federal Child Care Development Fund and United Way Funds
Total numbers of programs participating:	173
Number of participating child care centers:	113
Number of participating family child care programs:	40
Number of other programs participating:	School Age - 20
Percent of total programs enrolled in QRS:	8%
Percent of programs at each rating level:	Level 1 137-79% Level 2 27-15.6% Level 3 4-2.3% Level 4 0-0.0% Level 5 5-less than 1%
Additional details about programs in the QRS:	N/A
Goals:	Increase access to quality early care and education for all of Delaware's children,

with initial focus on children and families of low-income.

Design and implement a system that defines quality and supports the development of quality early care and education programs.

Engage the legislature and policymakers in supporting the implementation of Delaware Stars.

Provide consumer education about the importance of early care and education and Delaware's system for providing quality programs.

Language from statute:

CHAPTER 30. EARLY CHILDHOOD EDUCATION PROGRAM

§ (d) The Department of Education shall establish Delaware Stars for Early Success, a quality rating and improvement system. Such rating system shall measure the level of quality of service provided by an early care and education program to safeguard and ensure the growth, development, and learning of the children. The rating and improvement system shall:

(1) Establish quality standards that build upon the child care licensing regulations and include quality standards in the categories of learning environment and curriculum, qualifications and professional development, family and community partnerships, and management and administration.

(2) Ensure that the standards are based on research on best practice related to early care and education and that support children in being physically and emotionally healthy and eager to learn.

(3) Inform families and other purchasers of early care and education about the level of quality in a simple and easy-to-understand manner.

(4) Develop a quality improvement plan that informs participating early care and education programs of their strengths, weaknesses and strategies to improve the quality of their programs.

(5) Target resources to support and recognize programs as they work on implementing improvement plans and increasing the quality of services to children and families.

(6) Provide professional development and technical assistance to assist programs in accomplishing targeted improvements.

(7) Establish public-private partnerships to implement and sustain the quality rating and improvement system including state agencies, higher education, adult education programs, early childhood organizations and community based agencies.

(8) Evaluate Delaware Stars for Early Success to ensure continuous improvement of the system.

Rating Details

This section provides details about how the rating component is structured and the process that is used to rate programs.

Rating structure:	Building Blocks
Number of levels:	5
Length of time rating is valid:	Three years
Rating process:	At orientation, programs decide what level to apply for and receive an initial Star level designation. Following, programs complete a self-assessment and develop a quality improvement plan. After implementing this plan, programs may request a verification visit (for documentation review). If programs meet all of the indicators at the level for which they have applied, they will receive that Star Level designation.
Method of combining points:	Each Star level builds on the previous levels. A program must demonstrate that they meet all of the indicators at any given Star Level to achieve that level.
Method used to assess programs for infants/toddlers:	ITERS-R along with the Delaware Clarifications for ITERS-R is used to assess the environment; Delaware Standards are used for Qualifications, Professional Development, Curriculum, Family & Community and Management & Administration of Infant/Toddler Programs.
Method used to assess programs for school-aged children:	SACERS along with the Delaware Clarifications for SACERS is used to assess the environment; Delaware Standards are used for Qualifications, Professional Development, Curriculum, Family & Community and Management & Administration of School-Age Programs.
Different process used to assess family child care:	FCCERS-R along with the Delaware Clarifications for FCCERS-R is used to assess the environment; Delaware Standards are used for Qualifications, Professional Development, Curriculum, Family & Community and Management & Administration of Family Child Care Programs.
Different process used to assess Head Start/Early Head Start:	Head Start programs may enroll using Alternative Pathways. Alternative Pathways gives these programs up to 2 years to understand which standards they are already meeting before they receive their Star Level Designations.
Different process used to assess accredited programs:	Accredited programs may enroll using Alternative Pathways.
Events that trigger re-rating:	New director, change of location, licensing status,

	addition of program or service (adding infant program or school age program)
Description of re-rating trigger:	Programs with a licensing Suspension, Probation, Warning of Probation; or Purchase of Care or CACFP fraud must leave Stars for a period of 12 months.
Appeal process:	Yes
Availability of technical assistance for rating process:	Yes
Description of technical assistance for rating process:	Programs are assigned a coordinator to oversee their involvement in Stars. TAs are deployed on a case-by-case basis.
Availability of technical assistance for preparatory process:	Yes
Description of technical assistance for preparatory process:	TAs are deployed by program coordinators.

Quality Indicators for Center-Based Programs

This section describes the indicators used in a QRS to assess the quality of center-based programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and the category labels used in the profile may differ from the site-specific category names used in a QRS.

Number of site-specific indicator categories:	4
Site-specific names of categories used in the QRS:	Qualifications and Professional Development Learning Environment and Curriculum Family and Community Partnerships Management and Administration

Licensing Compliance (centers)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Licensing compliance included:	Yes
Licensing required for enrollment:	Yes
Licensing equivalent to the first level:	Yes
Licensing compliance referred to within:	N/A

Source of evidence:	Self-report is verified and documentation is verified
----------------------------	---

Ratio and Group Size (centers)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Ratio and group size indicators included:	No
--	----

Health and Safety (centers)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

Health and safety indicators included:	No
---	----

Curriculum (centers)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Curriculum indicators included:	Yes
Description:	<p>Star 2: Program’s goals for children’s development are used for daily activity and lesson planning.</p> <p>Star 3: Age appropriate <i>Early Learning Foundations</i> are used for daily activity and lesson planning.</p> <p>Star 4: Program implements a comprehensive curriculum appropriate to the age of children being served including alignment with the <i>Early Learning Foundations</i>.</p> <p>Star 5: Observation and assessment results are used to individualize curriculum.</p>

Curriculum review process:	No
Approved curricula identified:	No
Curriculum referred to within:	Curriculum and Assessment
Curriculum source of evidence:	Self-report is verified and documentation is checked.

Environment (centers)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Environment indicators included:	No
Environment Rating Scales (ERS) included:	Yes
Range of recognized ERS scores:	4.0-5.0
Description:	<p>Star 3:</p> <ul style="list-style-type: none"> -ERS self-assessment of each classroom or group of children is completed by trained staff using the appropriate ERS. -Program develops and implements a written improvement plan for any subscale score below a 3.0. <p>Star 4:</p> <ul style="list-style-type: none"> -ERS assessment is completed for sample of classrooms or groups of children by Stars ERS assessor. -Remaining classrooms or groups of children complete a self-assessment by trained staff using the appropriate ERS. - Each classroom or group of children must have an average ERS score no less than 4.0 and no item score of 1 on the Personal Care Routines subscale. -Program develops and implements a written improvement plan for meeting standard, if applicable. <p>Star 5:</p> <ul style="list-style-type: none"> - ERS assessment is completed for sample of classrooms or groups of children by Stars ERS assessor. -Remaining classrooms or groups of children complete a self-assessment by trained staff using the appropriate ERS.

	<ul style="list-style-type: none"> - Each classroom or group of children must have an average ERS score no less than 5.0 and no item score of 3 on the Personal Care Routines subscale. - Program develops and implements a written improvement plan for meeting standard, if applicable.
Additional indicators related to the environment (e.g., activities, interactions, specific features):	None
Environment referred to within:	Learning Environment
Environment source of evidence:	Verified self-report, Documentation submitted, Observation.

Child Assessment (centers)

Indicators in this section refer to processes in place to assess, observe or monitor children’s development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Child assessment indicators included:	Yes
Description:	<p>Star 2:</p> <ul style="list-style-type: none"> -Program has written procedures and policies for documenting individual children’s progress annually. -Program develops and implements a written plan for transitioning children from one classroom or group to another. <p>Star 3:</p> <ul style="list-style-type: none"> -Program implements an assessment system that includes child observation. -Program documents activities/ instruction that help to support goals in a child’s IEP/IFSP, when applicable. -Program develops and implements a written plan for transitioning children into the program. - Program develops and implements a written plan for transitioning children out of the program and shares that information with families. <p>Star 4:</p> <ul style="list-style-type: none"> -Observation results are used to inform curriculum planning. -Program initiates communication with area school(s) in an effort to partner around children’s transition from the early care and education program to the school setting.

	Star 5: Observation and assessment results are used to individualize curriculum.
Child assessment review process:	No
Approved child assessments identified:	No
Child assessment referred to within:	Curriculum and Assessment, Transitions
Child assessment source of evidence:	Verified self-report; Documentation submitted.
Comments:	Indicators related to “Transitions” are included under Child Assessment.

Staff Qualifications (centers)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Staff qualification indicators included:	Yes
Indicators for teachers include:	Education, training, years of experience.
Indicators for directors include:	Education, training, years of experience.
Directors qualifications related to administration and management	Yes
Administrative and management qualifications included in the indicators:	Delaware’s Early Childhood Education Director Certificate and clock hours in program administration
Bachelors degree indicator for director:	Yes
Bachelors degree indicator for director at level:	5 Star
Bachelors degree indicator for teacher:	No
Bachelors degree indicator for assistant teacher:	No
Description:	<p><u>Qualifications for Early Childhood Administrator:</u></p> <p>Star 2: -Qualified as Early Childhood Administrator through Delaware First.</p> <p>Star 3: -Completed 3 college credits or 45 clock hours in program administration.</p> <p>Star 4: -Completed 3 additional college credits or 45 additional clock hours, for a total of 6 college credits or 90 clock hours, in program administration.</p> <p>Star 5: -Completed BA /BS degree in early childhood education (ECE) or related field. -Completed Delaware’s Early Childhood</p>

Education Director Certificate or equivalent.

Qualifications for Early Childhood Curriculum

Coordinator:

Star 2:

-Qualified as Early Childhood Curriculum Coordinator through Delaware First.

Star 3:

-Completed 3 college credits or 45 clock hours in curriculum development and child assessment.

Star 4:

-Completed 3 additional college credits or 45 additional clock hours, for a total of 6 college credits or 90 clock hours, in curriculum development and child assessment.

Star 5:

-Completed BA/BS degree in ECE or related field.

Professional Development for EC Administrators and EC Curriculum Coordinators:

Star 2:

-Half of annual training hours must be Level 2 or higher. (Effective 1/1/2010)

-Shows evidence of having completed education/training in the following topic areas: *Delaware Early Learning Foundations* (at least 2 hours), Inclusion Best Practices (at least 3 hours), and Observation & Assessment of Young Children (at least 3 hours).

-Engages in one professional activity annually.

Star 3:

-Completes the Delaware First Individual Professional Development Plan updating it annually and including any training required by Delaware Stars.

-Shows evidence of having completed education/training in the following topic area: Using the Environment Rating Scale (ERS), including training on the instrument(s) specific to the age of the children served (at least 5 hours).

Star 4:

-Engages in two professional activities annually.

- Shows evidence of having completed education/training in the following topic area: Comprehensive Curriculum Planning (at least 6 hours).

Star 5:

-Belongs to a professional organization.

Early Childhood Teacher Qualifications

Star 2:

-All staff designated as teacher are qualified through Delaware First for that position.

Star 3:

-10% of staff designated as teacher have completed 6 early childhood education college credits.

Star 4:

-25% of staff designated as teacher have completed 9 early childhood education college credits.

Star 5:

-50% of staff designated as teacher have completed an AA/AS degree or 60 college credits in a BA/BS program in ECE or related field.

-50% of staff designated as teacher who haven't completed an AA/AS degree or 60 credits in a BA/BS program have completed 9 early childhood education college credits.

Early Childhood Assistant Teacher Qualifications

Star 2:

-All staff designated as assistant teacher are qualified through Delaware First for that position.

Professional Development for Early Childhood Teachers and Early Childhood Assistant Teachers

Star 2:

-Half of annual training hours completed by staff designated as teacher or assistant teacher are Level 2 training or higher (Effective 1/1/2010).

-Each staff member designated as teacher or assistant teacher engages in one professional activity annually.

-A minimum of 75% of staff designated as teacher or assistant teacher complete training in the following topic areas: Delaware *Early Learning Foundations* (at least 2 hours), Inclusion Best Practices (at least 3 hours), and Observation and Assessment of Young Children (at least 3 hours).

-Each staff member designated as teacher or assistant teacher completes a self-assessment based on Delaware First Core Knowledge and Competencies, updating it annually and sharing it with his/her supervisor.

Star 3: Half of annual clock hours completed by staff designated as teacher or assistant teacher are Level 2 training or higher (Effective 1/1/2010).
 -A minimum of 75% of staff designated as teacher or assistant teacher complete training in the following topic area: Using the Environment Rating Scale (ERS), including training on the instrument(s) specific to the age of the children served (at least 5 hours).
 - Each staff member designated as a teacher or assistant teacher completes the Delaware First Individual Professional Development Plan, updating it annually and including any training required by Delaware Stars.

Star 4:
 -Each staff member designated as teacher or assistant teacher engages in two professional activities annually.
 -A minimum of 75% of staff designated as teacher or assistant teacher complete training in the following topic area: Comprehensive Curriculum Planning (at least 6 hours).

Star 5:
 - All staff designated as teacher or assistant teacher who are in charge of a classroom or group of children complete training in the following topic areas: Comprehensive Curriculum Planning (at least 6 hours), Using the Environment Rating Scale (ERS), including training on the instrument(s) specific to the age of the children served (at least 5 hours).

Staff qualifications referred to within:

Early Childhood Administrator Qualifications, Professional Development for Administrators and Curriculum Coordinators, Early Childhood Teacher Qualifications, Early Childhood Assistant Teacher Qualifications, and Professional Development for Teachers and Assistant Teachers

Staff qualifications source of evidence

Verified self report; Documentation submitted.

Family Partnership (centers)

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Family partnership indicators included:	Yes
Description:	<p>2 Star:</p> <ul style="list-style-type: none"> -Program develops and implements procedures for daily communication with families about their child’s activities and/or daily routines. -Program has a written inclusion policy that is reviewed with staff and shared with families. <p>3 Star:</p> <ul style="list-style-type: none"> -Information about child progress is shared with families at an annual conference. - Families are offered current information about young children, including such topics as: child development, social emotional, development, health & safety issues, nutrition and fitness, inclusion, quality early learning, early literacy, school readiness. -Program requests copies of a child’s IEP/ IFSP, assessment results, and other pertinent written information from families, when applicable. <p>Star 4:</p> <ul style="list-style-type: none"> -Program involves families in planning to meet the needs of their child(ren), including IFSP/IEP goals. -Program offers, at least, two parent conferences each year, at which written information about child progress is shared. - Families are offered a list of ways they can be involved in the program. - Program gathers information from families about program satisfaction. -Program develops and implements a written plan for referring families to appropriate community services, including the plan in a policy manual. <p>Star 5:</p> <ul style="list-style-type: none"> -Families are involved in decision-making about program planning. - When applicable, program makes staff available to attend IEP/IFSP meetings to participate in planning efforts with family and service

	providers.
Family partnership referred to within:	Family Communication and Involvement , Families and Community Resources
Family partnership source of evidence:	Verified self report; Documentation submitted.

Administration and Management (centers)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Administration and management indicators included:	Yes
Description:	<p>2 Star:</p> <ul style="list-style-type: none"> -Documents salary and benefits. -Financial record-keeping system. -Written mission statement shared with staff and families. -National Association for the Education of Young Children Code of Ethics given to staff members and reviewed annually -Program develops and Implements a written plan for staff communication that includes regular staff meetings. -Program completes a Getting Started with Quality Checklist and implements any necessary corrections. (Effective 1/1/2011) <p>3 Star:</p> <ul style="list-style-type: none"> - Program uses a salary schedule based on education/training and years of experience that is shared with staff. - Program develops and implements a projected one-year operating budget, including a statement of income & expenses. - 80% of classrooms or groups of children are led by a staff member qualified through Delaware First as a teacher or assistant teacher. - Each staff member is given feedback about job performance at an annual meeting with her/his supervisor. - Program develops and implements a Delaware First Facility/Program Professional Development Plan that is updated annually and includes individual staff professional development goals and program training goals.

4 Star:

-Program implements a procedure for comparing income to expenses on a quarterly basis, making necessary budget adjustments.

-Program makes at least 2 of following benefits available for eligible employees:

Annual incremental raises based on performance evaluation

Paid professional membership

Paid sick leave

Paid family leave

Paid vacation/holidays

Reduced fee for child care services

Tuition reimbursement

Payment for staff development/training

Group health insurance coverage

Paid % of health insurance

Retirement plan

Flextime

Life insurance

Short and/or long-term disability insurance

-Program develops and implements a staff evaluation process that includes at least one documented observation and a written performance evaluation report.

-Program develops and implements a continuous quality improvement plan using multiple sources of information, including ERS assessment, child assessment information, family feedback, and staff input.

5 Star:

-Program develops and implements a plan to address any budget deficiencies identified through an independent financial review that is conducted annually by a qualified person.

-Program makes at least 3 of benefits listed above available to eligible employees.

-Program involves staff in decision-making, as appropriate.

-Program engages staff and families in developing and implementing a continuous quality improvement plan.

-Program has a 1 to 3 ratio of teachers to assistant teachers, caregivers and interns.

Administration and management referred to within:	Business Practices, Personnel
Administration and management source of evidence:	Verified self report; Documentation submitted.

Cultural/Linguistic Diversity (centers)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

Cultural/linguistic diversity indicators included:	No
---	----

Accreditation (centers)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. The National Association for the Education of Young Children (NAEYC) accreditation, the National Early Childhood Program Accreditation (NECPA), the National Accreditation Commission for Early Care and Education Programs (NAC) and the Council on Accreditation (COA) are commonly included accreditation systems used in QRSs for center-based programs.

Accreditation included:	Yes
If yes, accreditation is:	One option for enrolling through Alternative Pathways.
Comments:	Enrolling in Alternative Pathways allows programs up to 2 years to review standards and determine which ones they are already meeting before they receive their Star Level Designations.

Community Involvement (centers)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Community involvement indicators included:	Yes
Comments:	<p>In Families and Community Resources,</p> <p>2 Star:</p> <p>-Information about community services and resources is shared with staff.</p> <p>3 Star:</p> <p>-At least annually, program makes written information available about state programs such as Purchase of Care, the Children's Health Insurance Program, Women, Infants and Children (WIC), Child Development Watch, and Child Find.</p>

4 Star:

-Program develops and implements a written plan for referring families to appropriate community services, including the plan in a policy manual.

Provisions for Children with Special Needs (centers)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

Indicators that specify provisions for children with special needs included:

Yes

Comments:

In Family Communication and Involvement,
3 Star:

-Program requests copies of a child's IEP/ IFSP, assessment results, and other pertinent written information from families, when applicable.

4 Star:

-Program involves families in planning to meet the needs of their child(ren), including IFSP/IEP goals.

5 Star:

-When applicable, program makes staff available to attend IEP/IFSP meetings to participate in planning efforts with family and service providers.

Indicators for Family Child Care Programs

This section describes the indicators used in a QRS to assess the quality of family child care programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and these category labels may not be used in their QRS.

Number of site-specific indicator categories:

4

Site-specific names of categories used in the QRS:

Qualifications and Professional Development
Learning Environment and Curriculum
Family and Community Partnerships
Management and Administration

Licensing Compliance (family child care)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Licensing compliance included:	Yes
Licensing required for enrollment:	Yes
Licensing equivalent to the first level:	Yes
Licensing compliance referred to within:	N/A
Source of evidence:	Verified self report; documentation submitted.
Comments:	<p>In order to participate in Delaware Stars a Large Family Child Care Home must have been open and serving families with a current, valid license from the Office of Child Care Licensing for a minimum of one year prior to application, and must not be under any enforcement action from OCCL currently or for the year prior to application. In addition, there must be no outstanding concerns with Purchase of Care or the Child and Adult Care Food Program.</p> <p>A Family Child Care Home must be Level II and must have been open and serving families with a current, valid license from the Office of Child Care Licensing for a minimum of one year prior to application and must not be under any enforcement action from OCCL currently or for the year prior to application. In addition, there must be no outstanding concerns with Purchase of Care or the Child and Adult Care Food Program.</p>

Ratio (family child care)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Ratio and group size indicators included:	No
--	----

Health and Safety (family child care)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

Health and safety indicators included:	No
---	----

Curriculum (family child care)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Curriculum indicators included:	Yes
--	-----

Description:	<p>2 Star:</p> <ul style="list-style-type: none"> -Program has written goals for children’s development and learning for each age group; including goals in physical, social emotional, language, and cognitive development. -Program’s goals for children’s development are used for daily activity and lesson planning. -Program has written plan for documenting individual children’s progress annually. <p>3 Star:</p> <ul style="list-style-type: none"> -Age appropriate <i>Early Learning Foundations</i> are used for daily activity and lesson planning. Department of Education (K-12) standards are used for activity and lesson planning, when applicable. <p>4 Star:</p> <ul style="list-style-type: none"> -Program implements a comprehensive curriculum appropriate to the age of children being served that meets standards on the Curriculum Approval Checklist, including alignment with the <i>Early Learning Foundations</i>. - Observation results are used to inform curriculum planning. <p>5 Star:</p> <ul style="list-style-type: none"> Observation and assessment results are used to individualize curriculum.
---------------------	---

Curriculum review process:	No
Approved curricula identified:	No
Curriculum referred to within:	Curriculum and Assessment
Curriculum source of evidence:	Self report until Star level 4 and 5, when observations are required.

Environment (family child care)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Environment indicators included:	Yes
ERS scores included:	Yes
Range of recognized ERS scores:	4.0-5.0
Description:	<p>Star 3:</p> <ul style="list-style-type: none"> -ERS self-assessment is completed by a trained provider or LFCC assistant using the appropriate ERS. -Program develops and implements a written improvement plan for any subscale score below a 3.0. <p>Star 4:</p> <ul style="list-style-type: none"> - Program must have an average ERS score no less than 4.0 and no item score of 1 on the Personal Care Routines subscale on an assessment completed by a Stars assessor. -Program develops and implements a written improvement plan for meeting standard, if applicable. <p>Star 5:</p> <ul style="list-style-type: none"> - Program must have an average ERS score no less than 5.0 and no item score of 3 on the Personal Care Routines subscale on an assessment completed by a Stars assessor. - Program develops and implements a written improvement plan for meeting standard, if applicable.
Additional indicators related to the environment (e.g., activities, interactions, specific features):	None
Environment referred to within:	Learning Environment and Curriculum

Environment source of evidence:

Documentation submitted, Observation

Child Assessment (family child care)

Indicators in this section refer to processes in place to assess, observe or monitor children's development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Child assessment indicators included:	Yes
Description:	<p>3 Star:</p> <ul style="list-style-type: none"> - Program implements a plan for child assessment that includes child observation. - Program documents activities/ instruction that help to support goals in a child's IEP/IFSP, when applicable. -Program develops and implements a written plan for transitioning children into the program. <p>4 Star:</p> <ul style="list-style-type: none"> -Program develops and implements a written plan for transitioning children out of the program and shares that information with families.
Child assessment review process:	No
Approved child assessments identified:	No
Child assessment referred to within:	Curriculum and Assessment, Transitions
Child assessment source of evidence:	Verified self-report; Documentation submitted.

Staff qualifications (family child care)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Staff qualification indicators included:	Yes
Indicators for family child care providers include:	Education, Training, Years of Experience
Family child care qualifications related to administration and management	Yes
Administrative and management qualifications included in the indicators:	Provider must have 3 credits in business at 5 Star level (only for large family child care).
Bachelors degree indicator for family child care provider:	No
Description:	<p><u>Large Family Child Care (LFCC) Licensee/Provider</u></p> <p>2 Star:</p> <ul style="list-style-type: none"> -Meets Delacare qualifications requirements for the LFCC licensee/provider in a newly licensed LFCC home.

3 Star:

-Completed 6 college credits in early childhood education, business or a related field.

4 Star:

-Completed 9 college credits in early childhood education, business or a related field.

5 Star:

-Completed 12 college credits in early childhood education, business or a related field. Three credits must be in business and 3 in curriculum development and assessment.

LFCC Assistant

2 Star:

-Meets Delacare qualifications requirements for the LFCC assistant who can be left alone with children in a newly licensed LFCC home.

Family Child Care (FCC) Licensee

2 Star:

-Meets Delacare qualifications requirements for the FCC licensee in a newly licensed Level II FCC home.

3 Star:

-Completed 3 college credits in early childhood education, business or a related field.

4 Star:

-Completed 6 college credits in early childhood education, business or a related field.

5 Star:

-Completed 9 college credits in early childhood education, business or a related field. Three credits must be in business and 3 in curriculum development and assessment.

Substitute

2 Star:

-Meets Delacare qualifications requirements for the position.

Professional Development

2 Star:

-Half of annual training hours must be Level 2 or higher. (Effective 1/1/2010)
-Shows evidence of having completed education/training in the following topic areas: *Delaware Early Learning Foundations* (at least 2 hours), *Inclusion Best Practices* (at least 3 hours), and

Observation & Assessment of Young Children (at least 3 hours).
 -Completes a self-assessment based on Delaware First Core Knowledge and Competencies, updating it annually. Providers use Level II of the competencies. Employees use Level I of the competencies and share self-assessment with provider.
 - Engages in one professional activity annually.
3 Star:
 -Half of annual training hours must be Level 2 or higher. (Effective 1/1/2010)
 -Completes the Delaware First Individual Professional Development Plan updating it annually and including any training required by Delaware Stars.
 - Shows evidence of having completed education/training in the following topic area: Using the Environment Rating Scale (ERS) , including training on the instrument(s) specific to FCC (at least 5 hours).
4 Star:
 -Engages in two professional activities annually.
 -Shows evidence of having completed education/training in the following topic area: Comprehensive Curriculum Planning (at least 6 hours).
5 Star:
 -Belongs to a professional organization.

Staff qualifications referred to within:	Qualifications and Professional Development
Staff qualifications source of evidence	Documentation submitted, Verified self-report

Family Partnership (family child care)

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Family partnership indicators included:	Yes
Description:	2 Star: -Program develops and implements procedures for daily communication with families about their child’s activities and/or daily routines. - Program has a written inclusion policy that is reviewed with employees and shared with families.

- Program has a written confidentiality policy that is reviewed with employees and shared with families.

3 Star:

-Information about child progress is shared with families at an annual conference.

-Families are offered current information about young children, including such topics as: child development, social emotional development, health & safety issues, nutrition and fitness, inclusion, quality early learning, early literacy, school readiness.

- Program requests copies of a child's IEP/ IFSP, assessment results, and other pertinent written information from families, when applicable.

4 Star:

-Program involves families in planning to meet the needs of their child(ren), including IFSP/IEP goals.

- Program offers, at least, two parent conferences each year, at which written information about child progress is shared.

- Families are offered a list of ways they can be involved in the program.

- Program gathers information from families about program satisfaction.

- Program has a parent handbook that is shared with families.

5 Star:

-Families are involved in decision-making about program planning.

- When applicable, provider attends IEP/IFSP meetings to participate in planning efforts with family and service providers or provides information for the meeting.

Family partnership referred to within:

Family Communication and Involvement

Family partnership source of evidence:

Documentation submitted; verified self-report

Administration and Management (family child care)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Administration and management indicators included:	Yes
Description:	<p>2 Star:</p> <ul style="list-style-type: none"> -Program documents employee salary and benefits upon hire, annually and with change in status. -Program has a financial record-keeping system for tracking income and expenses. -Written mission statement shared with staff and families. -Program has a current signed contract on file for each family served. -Program institutes a system for taking attendance periodically throughout the day. -The NAEYC Code of Ethics is given to each employee and is reviewed annually. -Program completes a Getting Started with Quality Checklist and implements any necessary corrections. (Effective 1/1/2011) <p>3 Star:</p> <ul style="list-style-type: none"> -Program uses a salary schedule based on education/training and years of experience that is shared with employees. -Program develops and implements a projected one-year operating budget, including a statement of income & expenses. -Employees are given feedback about job performance at an annual meeting with provider. - Program develops and implements an annual Delaware First Facility/Program Professional Development Plan that includes individual professional development goals and program training goals. (LFCC only) <p>4 Star:</p> <ul style="list-style-type: none"> -Program implements a procedure for comparing income to expenses on a quarterly basis, making necessary budget adjustments. -Program makes at least 2 of following benefits available to eligible employees: <p>Annual incremental raises based on performance evaluation</p>

- Paid professional membership
- Paid sick leave
- Paid family leave
- Paid vacation/holidays
- Reduced fee for child care services
- Tuition reimbursement
- Payment for staff development/training
- Group health insurance coverage
- Paid % of health insurance
- Retirement plan
- Flextime
- Life insurance
- Short and/or long-term disability insurance

-Program develops and implements an employee evaluation process that includes, at least, one documented observation and a written performance evaluation report.

-Program develops and implements a continuous quality improvement plan using multiple sources of information, including the ERS assessment, child assessment information, and family surveys and employee input.

5 Star:

- Program develops and implements a plan to address any budget deficiencies identified through an independent financial review that is conducted annually by a qualified person.
- Program makes at least 3 of benefits listed above available to eligible employees.
- Program involves staff in decision-making, as appropriate.
- Program engages employees and families in developing and implementing a continuous quality improvement plan.

Administration and management referred to within:	Business Practices and Personnel
Administration and management source of evidence:	Documentation submitted, verified self-report
Comments:	Some of the standards only apply to those programs with employees.

Cultural/Linguistic Diversity (family child care)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

Cultural/linguistic diversity indicators included:	No
---	----

Accreditation (family child care)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. Accreditation by the National Association of Family Child Care is a commonly included accreditation used in QRSs for family child care programs.

Accreditation included:	No
--------------------------------	----

Community Involvement (family child care)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Community involvement indicators included:	Yes
---	-----

Comments:	<p>In Families and Community Resources,</p> <p>2 Star: -Information about community services and resources is shared with employees.</p> <p>3 Star: -At least annually, program makes written information available about state programs such as Purchase of Care, the Children's Health Insurance Program, Women, Infants and Children (WIC), Child Development Watch, and Child Find.</p> <p>4 Star: -Program develops and implements a written plan for referring families to appropriate community services, including the plan in family</p>
------------------	--

Provisions for Children with Special Needs (family child care)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

Indicators that specify provisions for children with special needs included:	Yes
Comments:	<p>In Family Communication and Involvement,</p> <p>3 Star:</p> <ul style="list-style-type: none"> - Program requests copies of a child's IEP/ IFSP, assessment results, and other pertinent written information from families, when applicable. <p>4 Star:</p> <ul style="list-style-type: none"> - Program involves families in planning to meet the needs of their child(ren), including IFSP/IEP goals. <p>5 Star:</p> <ul style="list-style-type: none"> - When applicable, provider attends IEP/IFSP meetings to participate in planning efforts with family and service providers or provides information for the meeting.

Application Process

Information in this section describes specific features of the application process in the QRS.

Requires self-assessment tool:	No
Availability of preparatory process:	No
Requires orientation:	Yes
Describe orientation :	There is a series of orientation sessions.
Time from application to rating:	Rating is not posted for first three years of participation in the program.
Can apply for particular rating:	Yes
Describe apply for particular rating:	During orientations programs compare their practices to standards and decide what rating level to apply for.

Outreach

This section describes the strategies that a QRS uses to disseminate information to parents, providers/programs, and the public.

Outreach to parents:	Yes
Method of outreach to parents:	Website, Participating programs share brochure with families
Outreach to providers:	Yes
Method of outreach to providers:	Website, QRS contractors/partners disseminate

	written materials, information sessions
Outreach to public:	Yes
Method of outreach to public:	Website
Percent of budget dedicated to marketing:	None specifically dedicated to marketing.

Use of Observational Tools

The information in this section provides further detail about observational tools used in the QRS.

Observational tools used:	ECERS-R, FCCERS-R, ITERS-R, SACERS
Describe how scores are used in the rating:	<p>Environmental Rating Scale scores are included in Learning Environment and Curriculum indicator category. A self-assessment is required at Star 3, and an improvement plan must be written for any subscale score below a 3.0. At Star 4, a sample of classrooms is assessed. The remaining classrooms complete a self assessment. Each classroom must have an average score of 4.0 and no item score of 1 on the Personal Care Routines Subscale. At Star 5, a sample of classrooms is assessed. The remaining classrooms complete a self-assessment. Each classroom must have an average score of 5.0 and no item score of 3 on the Personal Care Routines Subscale. Written improvement plans are written to meet the standards if they are not met at each Star Level.</p> <p>Star 3: Self-assessment Star 4: 4.0, with no item score of 1 on Personal Care Routines subscale Star 5: 5.0 with no item score of on Personal Care Routines subscale</p>
Frequency of observational assessment:	Every three years
Method for choosing classrooms to observe:	Random selection.
Percent of classrooms observed in child care centers:	Half of the classrooms are assessed with at least one at each age level.
Training for observers:	Observers were trained by anchors at Frank Porter Graham in North Carolina.
Initial reliability required:	No
Ongoing reliability required:	Assessors have to maintain reliability with the assessment anchors after every 10 assessments.

Improvement Process

This section provides information about the strategies used to provide or support quality improvement in the QRS.

Training available that is linked to QRS:	Yes
Content of linked training:	Child Assessment, Environmental Assessment, Specific Curriculum, early learning foundations, observation and assessment, and inclusion.
Total duration of training:	20-50 hours
Trainer approval process:	No
Target population for training:	All providers
Onsite assistance available that is linked to QRS:	Yes
Content of linked onsite assistance:	Varies
Onsite assistance frequency	Monthly
Length of onsite sessions	Varies
Total duration of onsite assistance:	Varies
Formal approval for onsite assistance provider:	Yes
Target population for onsite assistance:	All providers

Financial Incentives

A variety of strategies may be used to provide financial incentives to providers to participate in the QRS or to support quality improvement efforts. This section provides information about different financial incentives.

Tiered reimbursement:	No
Quality award/bonus:	Yes. When a program completes all requirements for next higher Star Level, the program receives a one-time Merit Award. Amount is based on type of program and Star Level achieved.
Startup award:	No
Scholarship (T.E.A.C.H)	Yes. Professional Development Support Grant is used to pay for the cost of the Training for Early Care and Education 1 and 2. Both of these 60 hour classes are pre-service requirements for teachers and assistant teachers in Delaware center licensing rules. In addition, T.E.A.C.H. Scholarships are available for credit bearing coursework.
Wage enhancement	No
Retention bonus:	No
Improvement grants:	Yes. Participating programs can apply for a Quality Improvement Grant upon approval of their Quality Improvement Plan. Grant funds must be spent to support strategies and actions outlined in the plan. Based on program type and Star Level.

Administration Details

This section provides details about the QRS administration and funding.

QRS lead :	Delaware Department of Education-Office of Early Care and Education
QRS lead type:	State government agency
Overall funding amount for most recent fiscal year:	Information not available
Overall funding sources:	Child Care and Development Fund, Foundation, State, General Funds

Partners

This section provides information about the roles and responsibilities of partners in the QRS.

Partner 1 type :	University
Partner 1 name:	University of Delaware
Partner 1 function:	Plan and conduct observational assessments, evaluation, manage PD system, run day to day operations, modification of policies and procedures, recruitment and enrollment of programs.
Work plan in place:	Yes
Partner 2:	Non-Profit Organization
Partner 2 name:	United Way
Partner 2 function:	Private fundraising and marketing plan
Work plan in place:	Yes
Partner 3 type :	Resource and Referral Agency
Partner 3 name:	Children and Families First
Partner 3 function:	Deployment of TA, program coordination, program outreach and support, provide feedback to programs from ERS assessments, data collection.
Work plan in place:	Yes

Linkage of QRS with Other Systems

This section provides information about how the QRS is linked with other systems/standards including child care subsidies, professional development, state early learning guidelines, and core knowledge /competencies for providers.

Child care subsidies :	No
-------------------------------	----

Professional development:	Yes
Description	University of Delaware manages the institute for Excellence in Early Childhood Education that is operated with guidance from the state Department of Education. DIEEC coordinates professional development delivery and quality assurance for the state, including specific topics developed for Delaware Stars programs.

Incorporation of other standards:	Yes
Description:	Delaware Early Learning Foundations, Head Start standards, Accreditation standards, professional development core competencies

Evaluation

Status of evaluation :	Ongoing
List research questions for ongoing evaluation:	Not found
Evaluator type:	Internal (during the pilot years) , 2009 external
Evaluator name (if external)	Mathematica Policy Research
If external, was RFP issued:	No
Published reports to date :	Delaware Stars for Early Success Phase 1 Report- (2007) Phase 2 report also available

Key Contacts

Category :	Overall management
Contact name:	Jade Burris
Organization:	Stars Evaluation Coordinator, DIEEC
Email:	jburris@udel.edu
Phone:	302-831-2933

References

Delaware Department of Education (2009). Delaware Stars for Early Success: A Voluntary Quality Rating and Improvement System Early Care and Education Center Standards.

<http://www.familyandworkplace.org/DEStars/DEStarsmain.asp>. Retrieved August 27, 2009.

Delaware Department of Education (2009). Delaware Stars for Early Success: A Voluntary Quality Rating and Improvement System Family Child Care and Large Family Child Care Standards.

<http://www.familyandworkplace.org/DEStars/DEStarsmain.asp>. Retrieved August 27, 2009.



Delaware Stars for *Early Success*

**A Voluntary Quality Rating and Improvement System
Early Care and Education Center Standards**

2009



A program of the Delaware Department of Education and the Delaware Early Childhood Council

GENERAL

	<p>1 Star Standards</p> <p>Meets current Delaware Licensing Rules, in good standing¹.</p>	<p>2 Star Standards</p> <p>In order to achieve Star Level 2 a program must meet and maintain all standards at Star Level 1.</p>	<p>3 Star Standards</p> <p>In order to achieve Star Level 3 a program must meet and maintain all standards at Star Levels 1 and 2.</p>	<p>4 Star Standards</p> <p>In order to achieve Star Level 4 a program must meet and maintain all standards at Star Levels 1, 2 and 3.</p>	<p>5 Star Standards</p> <p>In order to achieve Star Level 5 a program must meet and maintain all standards at Star Levels 1, 2, 3 and 4 (not applicable when meeting Star Level 5 through NAEYC accreditation).</p>
--	---	--	---	--	--

¹In good standing means that a program has a current, valid license from the Office of Child Care Licensing and is not currently under any enforcement action.

QUALIFICATIONS² AND PROFESSIONAL DEVELOPMENT (QPD)

Standards Categories	1 Star Standards	2 Star Standards	3 Star Standards	4 Star Standards	5 Star Standards
Early Childhood Administrator Qualifications (QPD/ECA)	QPD/ECA-1.1 Meets current Delacare Licensing Rules, in good standing.	QPD/ECA-2.1 Qualified as Early Childhood Administrator through Delaware First. ³	QPD/ECA-3.1 Completed 3 college credits ⁴ or 45 clock hours ⁵ in program administration. ⁶	QPD/ECA-4.1 Completed 3 additional college credits or 45 additional clock hours, for a total of 6 college credits or 90 clock hours, in program administration.	QPD/ECA-5.1 Completed BA /BS ⁷ degree in early childhood education (ECE) ⁸ or related field. ⁹ QPD/ECA-5.2 Completed Delaware’s Early Childhood Education Director Certificate or equivalent. ¹⁰
Early Childhood Curriculum Coordinator Qualifications (QPD/ECCC)	QPD/ECCC-1.1 Meets current Delacare Licensing Rules, in good standing.	QPD/ECCC-2.1 Qualified as Early Childhood Curriculum Coordinator through Delaware First.	QPD/ECCC-3.1 Completed 3 college credits or 45 clock hours in curriculum development and child assessment. ¹¹	QPD/ECCC-4.1 Completed 3 additional college credits or 45 additional clock hours, for a total of 6 college credits or 90 clock hours, in curriculum development and child assessment.	QPD/ECCC-5.1 Completed BA/BS degree in ECE or related field.

²Qualifications – qualifications for positions at any given Star Level are **minimum** qualifications for the position at that level; individuals can exceed minimum qualifications.

³Qualified through Delaware First – an individual provides Delaware First documentation that demonstrates qualifications.

⁴College credits – granted from an accredited higher education institution, verified through an official transcript.

⁵Clock hours – actual hours participated in/attended a community-based training, verified through a training certificate.

⁶Program administration – college credit/clock hours in program management and/or program development and evaluation; four management areas: administration, personnel, operations, fiscal.

Administrators who intend to work on achieving higher Star Levels should consider taking the Delaware Director Certificate courses.

⁷BA/BS – Bachelors degree

⁸ECE – Early childhood education

⁹Related field – identified by Delacare Licensing Rules: child development, early childhood education, elementary education, special education, psychology, social work, nursing, or human services.

¹⁰Delaware’s Early Childhood Education Director Certificate – 12 credits/4 courses based upon Delaware First Administrator Competencies; offered at Delaware Technical & Community College; four management areas – administration, personnel, operations, fiscal.

¹¹Curriculum development and child assessment – college credits/clock hours should relate to the age of children served.

QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT (QPD)

Standards Categories	1 Star Standards	2 Star Standards	3 Star Standards	4 Star Standards	5 Star Standards
<p>Professional Development for Administrators and Curriculum Coordinators (QPD/PD-ECA & ECCC)</p>	<p>QPD/PD-ECA & ECCC-1.1 Meets current Delacare Licensing Rules, in good standing.</p>	<p>QPD/PD-ECA & ECCC-2.1 All annual training hours must be Level 2 or higher.¹² (Effective 1/1/2010)</p> <p>QPD/PD-ECA & ECCC-2.2 Shows evidence of having completed education/training in the following topic areas¹³:</p> <ul style="list-style-type: none"> ○ <i>Delaware Early Learning Foundations</i>¹⁴ (at least 2 hours) ○ Inclusion Best Practices (at least 3 hours) ○ Observation & Assessment of Young Children (at least 3 hours) <p>QPD/PD-ECA & ECCC-2.3 Engages in one professional activity¹⁵ annually.</p>	<p>QPD/PD-ECA & ECCC-3.1 Completes the Delaware First Individual Professional Development Plan¹⁶ updating it annually and including any training required by Delaware Stars.</p> <p>QPD/PD-ECA & ECCC-3.2 Shows evidence of having completed education/ training in the following topic area:</p> <ul style="list-style-type: none"> ○ Using the Environment Rating Scale (ERS)¹⁷, including training on the instrument(s) specific to the age of the children served (at least 5 hours) 	<p>QPD/PD-ECA & ECCC-4.1 Engages in two professional activities annually.</p> <p>QPD/PD-ECA & ECCC-4.2 Shows evidence of having completed education/ training in the following topic area:</p> <ul style="list-style-type: none"> ○ Comprehensive Curriculum Planning (at least 6 hours) 	<p>QPD/PD-ECA & ECCC-5.1 Belongs to a professional organization.¹⁸</p>

¹²Level 2 training – training identified by Delaware First as meeting this level.

¹³College transcripts and/or training certificates provide evidence of having completed appropriate training.

¹⁴*Delaware Early Learning Foundations* – Delaware has two documents that outline positive learning experiences for young children; one for infants and toddlers and one for preschool age children.

¹⁵Professional activity – Delaware Stars support materials provide a list of suggested professional activities from which to choose.

¹⁶Delaware First Individual Professional Development Plan – Delaware Stars support materials provide this form.

¹⁷Environment Rating Scale (ERS) – research-based scales based on the appropriate environment: Infant/Toddler (ITERS-R), Preschool (ECERS-R), School-Age (SACERS), Family Child Care (FCCERS-R).

¹⁸Professional organization – Delaware Stars support materials provide a list of suggested professional organizations from which to choose.

QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT (QPD)

Standards Categories	1 Star Standards	2 Star Standards	3 Star Standards	4 Star Standards	5 Star Standards
<p>Early Childhood Teacher Qualifications (QPD/ECT)</p> <hr style="border-top: 1px dashed black;"/> <p>Early Childhood Assistant Teacher Qualifications (QPD/ECAT)</p>	<p>QPD/ECT-1.1 Meets current Delacare Licensing Rules, in good standing.</p> <hr style="border-top: 1px dashed black;"/> <p>QPD/ECAT-1.1 Meets current Delacare Licensing Rules, in good standing.</p>	<p>QPD/ECT-2.1 All staff designated as teacher are qualified through Delaware First for that position.</p> <hr style="border-top: 1px dashed black;"/> <p>QPD/ECAT-2.1 All staff designated as assistant teacher are qualified through Delaware First for that position.</p>	<p>QPD/ECT-3.1 10% of staff designated as teacher have completed 6 early childhood education college credits.¹⁹</p> <hr style="border-top: 1px dashed black;"/>	<p>QPD/ECT-4.1 25% of staff designated as teacher have completed 9 early childhood education college credits.</p> <hr style="border-top: 1px dashed black;"/>	<p>QPD/ECT-5.1 50% of staff designated as teacher have completed an AA/AS²⁰ degree or 60 college credits in a BA/BS program in ECE or related field.</p> <p>QPD/ECT-5.2 50% of staff designated as teacher who haven't completed an AA/AS degree or 60 credits in a BA/BS program have completed 9 early childhood education college credits.</p> <hr style="border-top: 1px dashed black;"/>

¹⁹ECE college credits – The Office of Child Care Licensing provides guidance about courses offered at Delaware colleges and universities that meet this standard in *College and University Courses: Guidance for Staff Qualifications*.

²⁰AA/AS – Associates degree

QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT (QPD)

Standards Categories	1 Star Standards	2 Star Standards	3 Star Standards	4 Star Standards	5 Star Standards
<p>Professional Development for Teachers and Assistant Teachers²¹ (QPD/PD-T & AT)</p>	<p>QPD/PD-T & AT-1.1 Meets current Delacare Licensing Rules, in good standing.</p>	<p>QPD/PD-T & AT -2.1 1/3 of annual clock hours completed by staff designated as teacher or assistant teacher are Level 2 training or higher (Effective 1/1/2010).</p> <p>QPD/PD-T & AT -2.2 Each staff member designated as teacher or assistant teacher engages in one professional activity annually.</p> <p>QPD/PD-T & AT -2.3 A minimum of 75% of staff designated as teacher or assistant teacher complete training in the following topic areas:</p> <ul style="list-style-type: none"> ○ Delaware <i>Early Learning Foundations</i> (at least 2 hours) ○ Inclusion Best Practices (at least 3 hours) ○ Observation and Assessment of Young Children (at least 3 hours). <p>QPD/PD-T & AT -2.4 Each staff member designated as teacher or assistant teacher completes a self-assessment based on Delaware First Core Knowledge and Competencies,²² updating it annually and sharing it with his/her supervisor.</p>	<p>QPD/PD-T & AT -3.1 ½ of annual clock hours completed by staff designated as teacher or assistant teacher are Level 2 training or higher (Effective 1/1/2010).</p> <p>QPD/PD-T & AT -3.2 A minimum of 75% of staff designated as teacher or assistant teacher complete training in the following topic area:</p> <ul style="list-style-type: none"> ○ Using the Environment Rating Scale (ERS), including training on the instrument(s) specific to the age of the children served (at least 5 hours) <p>QPD/PD-T & AT -3.3 Each staff member designated as a teacher or assistant teacher completes the Delaware First Individual Professional Development Plan, updating it annually and including any training required by Delaware Stars.</p>	<p>QPD/PD-T & AT -4.1 Each staff member designated as teacher or assistant teacher engages in two professional activities annually.</p> <p>QPD/PD-T & AT -4.2 A minimum of 75% of staff designated as teacher or assistant teacher complete training in the following topic area:</p> <ul style="list-style-type: none"> ○ Comprehensive Curriculum Planning (at least 6 hours) 	<p>QPD/PD-T & AT -5.1 All staff designated as teacher or assistant teacher who are in charge of a classroom or group of children²³ complete training in the following topic areas:</p> <ul style="list-style-type: none"> ○ Comprehensive Curriculum Planning (at least 6 hours) ○ Using the Environment Rating Scale (ERS), including training on the instrument(s) specific to the age of the children served (at least 5 hours)

²¹Professional Development for Teachers and Assistant Teachers – Professional development standards in this category apply to staff members designated as teacher or assistant teacher and qualified for those positions through Delaware First. Although a program may have staff designated as caregiver or intern, these standards do NOT apply to those positions.

²²Delaware First Core Knowledge and Competencies cover the following areas: Professionalism; Health, Safety and Nutrition; Child Development and Learning; Environment and Curriculum; Promoting Social Emotional Development; Observation and Assessment; and Working with Families. Delaware Stars provides the form for the self-assessment.

²³Group of children – as defined by Delacare Licensing Rules.

LEARNING ENVIRONMENT AND CURRICULUM (LEC)

Standards Categories	1 Star Standards	2 Star Standards	3 Star Standards	4 Star Standards	5 Star Standards
<p>Curriculum and Assessment (LEC/CA)</p>	<p>LEC/CA-1.1 Meets current Delacare Licensing Rules, in good standing.</p>	<p>LEC/CA-2.1 Program’s goals for children’s development are used for daily activity and lesson planning.</p> <p>LEC/CA-2.2 Program has written procedures and policies for documenting individual children’s progress annually.</p>	<p>LEC/CA-3.1 Age appropriate <i>Early Learning Foundations</i> are used for daily activity and lesson planning.</p> <p>LEC/CA-3.2 Program implements an assessment system that includes child observation.</p> <p>LEC/CA-3.3 Program documents activities/ instruction that help to support goals in a child’s IEP/IFSP,²⁴ when applicable.</p>	<p>LEC/CA-4.1 Program implements a comprehensive curriculum appropriate to the age of children being served that meets standards on the Curriculum Approval Checklist,²⁵ including alignment with the <i>Early Learning Foundations</i>.</p> <p>LEC/CA-4.2 Observation results are used to inform curriculum planning.</p>	<p>LEC/CA-5.1 Observation and assessment results are used to individualize curriculum.</p>
<p>Learning Environment (LEC/LE)</p>	<p>LEC/LE-1.1 Meets current Delacare Licensing Rules, in good standing.</p>		<p>LEC/LE-3.1 ERS self-assessment of each classroom or group of children is completed by trained staff using the appropriate ERS.</p> <p>LEC/LE-3.2 Program develops and implements a written improvement plan for any subscale score below a 3.0.</p>	<p>LEC/LE-4.1 ERS assessment is completed for sample of classrooms or groups of children²⁶ by Stars ERS assessor. Remaining classrooms or groups of children complete a self-assessment by trained staff using the appropriate ERS.</p> <p>LEC/LE-4.2 Each classroom or group of children must have an average ERS score no less than 4.0 and no item score of 1 on the Personal Care Routines subscale.</p> <p>LEC/LE-4.3 Program develops and implements a written improvement plan for meeting standard LEC/LE-4.2, if applicable.</p>	<p>LEC/LE-5.1 ERS assessment is completed for sample of classrooms or groups of children by Stars ERS assessor. Remaining classrooms or groups of children complete a self-assessment by trained staff using the appropriate ERS.</p> <p>LEC/LE-5.2 Each classroom or group of children must have an average ERS score no less than 5.0 and no item score of 3 on the Personal Care Routines subscale.</p> <p>LEC/LE-5.3 Program develops and implements a written improvement plan for meeting standard LEC/LE-5.2, if applicable.</p>

²⁴IFSP – Individualized Family Service Plan, for children 0-3 years; IEP – Individualized Education Plan, for children 3-21 years.

²⁵Curriculum Approval Checklist – Delaware Stars support materials provide this checklist.

FAMILY AND COMMUNITY PARTNERSHIPS (FCP)

Standards Categories	1 Star Standards	2 Star Standards	3 Star Standards	4 Star Standards	5 Star Standards
<p>Family Communication and Involvement (FCP/FCI)</p>	<p>FCP/FCI-1.1 Meets current Delacare Licensing Rules, in good standing.</p>	<p>FCP/FCI-2.1 Program develops and implements procedures for daily communication with families about their child’s activities and/or daily routines.</p> <p>FCP/FCI-2.2 Program has a written inclusion policy that is reviewed with staff and shared with families.</p>	<p>FCP/FCI-3.1 Information about child progress is shared with families at an annual conference.</p> <p>FCP/FCI-3.2 Families are offered current information about young children, including such topics as:</p> <ul style="list-style-type: none"> ○ child development ○ social emotional development ○ health & safety issues ○ nutrition and fitness ○ inclusion ○ quality early learning ○ early literacy ○ school readiness. <p>FCP/FCI-3.3 Program requests copies of a child’s IEP/ IFSP, assessment results, and other pertinent written information from families, when applicable.</p>	<p>FCP/FCI-4.1 Program involves families in planning to meet the needs of their child (ren), including IFSP/IEP goals.</p> <p>FCP/FCI-4.2 Program offers, at least, two parent conferences each year, at which written information about child progress is shared.</p> <p>FCP/FCI-4.3 Families are offered a list of ways they can be involved in the program.</p> <p>FCP/FCI-4.4 Program gathers information from families about program satisfaction.</p>	<p>FCP/FCI-5.1 Families are involved in decision-making about program planning.</p> <p>FCP/FCI-5.2 When applicable, program makes staff available to attend IEP/IFSP meetings to participate in planning efforts with family and service providers.</p>
<p>Transitions (FCP/T)</p>	<p>FCP/T-1.1 Meets current Delacare Licensing Rules, in good standing.</p>	<p>FCP/T-2.1 Program develops and implements a written plan for transitioning children from one classroom or group to another.</p>	<p>FCP/T-3.1 Program develops and implements a written plan for transitioning children into the program.</p> <p>FCP/T-3.2 Program develops and implements a written plan for transitioning children out of the program and shares that information with families.</p>	<p>FCP/T-4.1 Program initiates communication with area school(s) in an effort to partner around children’s transition from the early care and education program to the school setting.</p>	

FAMILY AND COMMUNITY PARTNERSHIPS (FCP)

Standards Categories	1 Star Standards	2 Star Standards	3 Star Standards	4 Star Standards	5 Star Standards
Families and Community Resources (FCP/FCR)	FCP/FCR-1.1 Meets current Delacare Licensing Rules, in good standing.	FCP/FCR-2.1 Information about community services and resources is shared with staff.	FCP/FCR-3.1 At least annually, program makes written information available about state programs such as Purchase of Care, the Children’s Health Insurance Program, Women, Infants and Children (WIC), Child Development Watch, and Child Find.	FCP/FCR-4.1 Program develops and implements a written plan for referring families to appropriate community services, including the plan in a policy manual.	

MANAGEMENT AND ADMINISTRATION (MA)

Standards Categories	1 Star Standards	2 Star Standards	3 Star Standards	4 Star Standards	5 Star Standards
<p>Business Practices (MA/BP)</p>	<p>MA/BP-1.1 Meets current Delacare Licensing Rules, in good standing.</p>	<p>MA/BP-2.1 Program documents employee salary and benefits upon hire, annually and with change in status.</p> <p>MA/BP-2.2 Program has a financial record-keeping system for tracking income and expenses.</p> <p>MA/BP-2.3 Program has a written mission statement that is shared with staff and families.</p>	<p>MA/BP-3.1 Program uses a salary schedule based on education/training and years of experience that is shared with staff.</p> <p>MA/BP-3.2 Program develops and implements a projected one-year operating budget, including a statement of income & expenses.</p> <p>MA/BP-3.3 80% of classrooms or groups of children are led by a staff member qualified through Delaware First as a teacher or assistant teacher.</p>	<p>MA/BP-4.1 Program implements a procedure for comparing income to expenses on a quarterly basis, making necessary budget adjustments.</p> <p>MA/BP-4.2 Program makes, at least, 2 of the following benefits available to eligible employees:²⁷</p> <ul style="list-style-type: none"> ○ Annual incremental raises based on performance evaluation ○ Paid professional membership ○ Paid sick leave ○ Paid family leave ○ Paid vacation/holidays ○ Reduced fee for child care services ○ Tuition reimbursement ○ Payment for staff development/training ○ Group health insurance coverage ○ Paid % of health insurance ○ Retirement plan ○ Flextime ○ Life insurance ○ Short and/or long-term disability insurance 	<p>MA/BP-5.1 Program develops and implements a plan to address any budget deficiencies identified through an independent financial review that is conducted annually by a qualified person.²⁸</p> <p>MA/BP-5.2 Program makes, at least, 3 of the following benefits available to eligible employees:</p> <ul style="list-style-type: none"> ○ Annual incremental raises based on performance evaluation ○ Paid professional membership ○ Paid sick leave ○ Paid family leave ○ Paid vacation/holidays ○ Reduced fee for child care services ○ Tuition reimbursement ○ Payment for staff development/training ○ Group health insurance coverage ○ Paid % of health insurance ○ Retirement plan ○ Flextime ○ Life insurance ○ Short and/or long-term disability insurance <p>MA/BP-5.3 Program has a 1 to 3 ratio of teachers to assistant teachers, caregivers and interns.</p>

²⁷Eligible employees – defined by programs in their organization’s personnel policies.

²⁸Qualified person – an individual with a business degree/education and/or business experience. An accountant or enrolled agent (IRS) are examples. This standard does NOT require an audit.

MANAGEMENT AND ADMINISTRATION (MA)

Standards Categories	1 Star Standards	2 Star Standards	3 Star Standards	4 Star Standards	5 Star Standards
Personnel (MA/P)	MA/P-1.1 Meets current Delacare Licensing Rules, in good standing.	<p>MA/P-2.1 The NAEYC Code of Ethics²⁹ is given to each staff member and reviewed annually at a staff meeting.</p> <p>MA/P-2.2 Program develops and implements a written plan for staff communication that includes regular staff meetings.</p>	MA/P-3.1 Each staff member is given feedback about job performance at an annual meeting with her/his supervisor.	MA/P-4.1 Program develops and implements a staff evaluation process that includes, at least, one documented observation and a written performance evaluation report.	MA/P-5.1 Program involves staff in decision-making, as appropriate.
Continuous Quality Improvement (MA/CQI)	MA/CQI-1.1 Meets current Delacare Licensing Rules, in good standing.	MA/CQI-2.1 Program completes a Getting Started with Quality Checklist ³⁰ and implements any necessary corrections. (Effective 1/1/2010)	MA/CQI-3.1 Program develops and implements a Delaware First Facility/Program Professional Development Plan ³¹ that is updated annually and includes individual staff professional development goals and program training goals.	MA/CQI-4.1 Program develops and implements a continuous quality improvement plan using multiple sources of information, including ERS assessment, child assessment information, family feedback, and staff input.	MA/CQI-5.1 Program engages staff and families in developing and implementing a continuous quality improvement plan.

²⁹NAEYC Code of Ethics – can be ordered from NAEYC on their website: www.naeyc.org.

³⁰Getting Started with Quality Checklist – Delaware Stars support materials include this checklist.

³¹Delaware First Facility/Program Professional Development Plan – Delaware Stars support materials include the form.



Delaware Stars for *Early Success*

**A Voluntary Quality Rating and Improvement System
Family Child Care and Large Family Child Care Standards**

2009



A program of the Delaware Department of Education and the Delaware Early Childhood Council

GENERAL

	1 Star Standards	2 Star Standards	3 Star Standards	4 Star Standards	5 Star Standards
	Meets current Delaware Licensing Rules, in good standing ¹ .	In order to achieve Star Level 2 a program must meet and maintain all standards at Star Level 1.	In order to achieve Star Level 3 a program must meet and maintain all standards at Star Levels 1 and 2.	In order to achieve Star Level 4 a program must meet and maintain all standards at Star Levels 1, 2 and 3.	In order to achieve Star Level 5 a program must meet and maintain all standards at Star Levels 1, 2, 3 and 4 (not applicable when meeting Star Level 5 through NAFCC accreditation).

¹ In good standing – program has a current, valid license from the Office of Child Care Licensing and is not currently under any enforcement action.

QUALIFICATIONS² AND PROFESSIONAL DEVELOPMENT (QPD)

Standards Categories	1 Star Standards	2 Star Standards	3 Star Standards	4 Star Standards	5 Star Standards
LFCC⁴ Licensee/Provider⁵ (QPD/LFCCL/P)	QPD/LFCCL/P-1.1 Meets current Delacare Licensing Rules, in good standing.	QPD/LFCCL/P-2.1 Meets Delacare qualifications requirements for the LFCC licensee/provider in a newly licensed LFCC home.	QPD/LFCCL/P-3.1 Completed 6 college credits ⁶ in early childhood education, business or a related field ⁷ .	QPD/LFCCL/P-4.1 Completed 9 college credits in early childhood education, business or a related field.	QPD/LFCCL/P-5.1 Completed 12 college credits in early childhood education, business or a related field. Three credits must be in business and 3 in curriculum development and assessment.
LFCC Assistant (QPD/LFCCA)	QPD/LFCCA-1.1 Meets current Delacare Licensing Rules, in good standing.	QPD/LFCCA-2.1 Meets Delacare qualifications requirements for the LFCC assistant who can be left alone with children in a newly licensed LFCC home.			

²Qualifications – qualifications for positions at any given Star Level are **minimum** qualifications for the position at that level; individuals can exceed minimum qualifications.

⁴LFCC – Large Family Child Care

⁵Licensee/Provider – refer to licensing rules; the individual with direct responsibility for the total program of services provided to children and their families, including providing child care and related duties.

⁶College credits – granted from an accredited higher education institution, verified through an official transcript.

⁷College credits in early care and education, business or a related field -- The Office of Child Care Licensing provides guidance about courses offered at Delaware colleges and universities that meet this standard in *College and University Courses: Guidance for Staff Qualifications*.

QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT (QPD)

Standards Categories	1 Star Standards	2 Star Standards	3 Star Standards	4 Star Standards	5 Star Standards
FCC⁸ Licensee⁹ (QPD/FCCL)	QPD/FCCL-1.1 Meets current Delacare Licensing Rules, in good standing.	QPD/FCCL-2.1 Meets Delacare qualifications requirements for the FCC licensee in a newly licensed Level II FCC home.	QPD/FCCL-3.1 Completed 3 college credits in early childhood education, business or a related field.	QPD/FCCL-4.1 Completed 6 college credits in early childhood education, business or a related field.	QPD/FCCL-5.1 Completed 9 college credits in early childhood education, business or a related field. Three credits must be in business and 3 in curriculum development and assessment.
Substitute (QPD/S)	QPD/S-1.1 Meets current Delacare Licensing Rules, in good standing.	QPD/S-2.1 Meets Delacare qualifications requirements for the position.			

⁸FCC—Family Child Care

⁹Licensee – refer to licensing rules

QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT (QPD)

Standards Categories	1 Star Standards	2 Star Standards	3 Star Standards	4 Star Standards	5 Star Standards
Professional Development (QPD/PD-LFCC/FCC)	QPD/PD- LFCC/FCC -1.1 Meets current Delacare Licensing Rules, in good standing.	QPD/PD-LFCC/FCC -2.1 1/3 of annual training hours must be Level 2 or higher. ¹⁰ (Effective 1/1/2010) QPD/PD-LFCC/FCC -2.2 Shows evidence of having completed education/ training in the following topic areas ¹¹ : <ul style="list-style-type: none"> ○ <i>Delaware Early Learning Foundations</i>¹² – (at least 2 hours) ○ Inclusion Best Practices – (at least 3 hours) ○ Observation & Assessment of Young Children – (at least 3 hours) QPD/PD-LFCC/FCC -2.3 Completes a self-assessment based on Delaware First Core Knowledge and Competencies ¹³ , updating it annually. Providers use Level II of the competencies. Employees use Level I of the competencies and share self-assessment with provider. QPD/PD-LFCC/FCC -2.4 Engages in one professional activity ¹⁴ annually.	QPD/PD-LFCC/FCC - 3.1 1/2 of annual training hours must be Level 2 or higher. (Effective 1/1/2010) QPD/PD-LFCC/FCC - 3.2 Completes the Delaware First Individual Professional Development Plan ¹⁵ updating it annually and including any training required by Delaware Stars. QPD/PD-LFCC/FCC - 3.3 Shows evidence of having completed education/ training in the following topic area: <ul style="list-style-type: none"> ○ Using the Environment Rating Scale (ERS)¹⁶, including training on the instrument(s) specific to FCC (at least 5 hours) 	QPD/PD-LFCC/FCC - 4.1 Engages in two professional activities annually. QPD/PD-LFCC/FCC - 4.2 Shows evidence of having completed education/ training in the following topic area: <ul style="list-style-type: none"> ○ Comprehensive Curriculum Planning – (at least 6 hours) 	QPD/PD-LFCC/FCC- 5.1 Belongs to a professional organization. ¹⁷

¹⁰Level 2 training – training identified by Delaware First as meeting this level.

¹¹College transcripts and/or training certificates provide evidence of having completed appropriate training.

¹²*Delaware Early Learning Foundations* – Delaware has two documents that outline positive learning experiences for young children; one for infants and toddlers and one for preschool age children.

¹³Delaware First Core Knowledge and Competencies – cover the following areas: Professionalism; Health, Safety and Nutrition; Child Development and Learning; Environment and Curriculum; Promoting Social Emotional Development; Observation and Assessment; and Working with Families. Delaware Stars provides the form for the self-assessment.

¹⁴Professional activity – Delaware Stars support materials provide a list of suggested professional activities from which to choose.

¹⁵Delaware First Individual Professional Development Plan – Delaware Stars support materials provide this form.

¹⁶Environment Rating Scale (ERS) –Research-based scales based on the appropriate environment: Infant/Toddler (ITERS-R), Preschool (ECERS-R), School-Age (SACERS), Family Child Care (FCCERS-R).

¹⁷Professional organization – Delaware Stars support materials provide a list of suggested professional organizations from which to choose.

LEARNING ENVIRONMENT AND CURRICULUM (LEC)

Standards Categories	1 Star Standards	2 Star Standards	3 Star Standards	4 Star Standards	5 Star Standards
Curriculum and Assessment (LEC/CA)	LEC/CA-1.1 Meets current Delacare Licensing Rules, in good standing.	<p>LEC/CA-2.1 Program has written goals for children’s development and learning for each age group; including goals in physical, social emotional, language, and cognitive development.</p> <p>LEC/CA-2.2 Program’s goals for children’s development are used for daily activity and lesson planning.</p> <p>LEC/CA-2.3 Program has written plan for documenting individual children’s progress annually.</p>	<p>LEC/CA-3.1 Age appropriate <i>Early Learning Foundations</i> are used for daily activity and lesson planning. Department of Education (K-12) standards are used for activity and lesson planning, when applicable.¹⁸</p> <p>LEC/CA-3.2 Program implements a plan for child assessment that includes child observation.</p> <p>LEC/CA-3.3 Program documents activities/ instruction that help to support goals in a child’s IEP/IFSP,¹⁹ when applicable.</p>	<p>LEC/CA-4.1 Program implements a comprehensive curriculum appropriate to the age of children being served that meets standards on the Curriculum Approval Checklist,²⁰ including alignment with the <i>Early Learning Foundations</i>.</p> <p>LEC/CA-4.2 Observation results are used to inform curriculum planning.</p>	LEC/CA-5.1 Observation and assessment results are used to individualize curriculum.
Learning Environment (LEC/LE)	LEC/LE-1.1 Meets current Delacare Licensing Rules, in good standing.		<p>LEC/LE-3.1 ERS self-assessment is completed by a trained provider or LFCC assistant using the appropriate ERS.</p> <p>LEC/LE-3.2 Program develops and implements a written improvement plan for any subscale score below a 3.0.</p>	<p>LEC/LE-4.1 Program must have an average ERS score no less than 4.0 and no item score of 1 on the Personal Care Routines subscale on an assessment completed by a Stars assessor.</p> <p>LEC/LE-4.2 Program develops and implements a written improvement plan for meeting standard LEC/LE-4.1, if applicable.</p>	<p>LEC/LE-5.1 Program must have an average ERS score no less than 5.0 and no item score of 3 on the Personal Care Routines subscale on an assessment completed by a Stars assessor.</p> <p>LEC/LE-5.2 Program develops and implements a written improvement plan for meeting standard LEC/LE-5.1, if applicable.</p>

¹⁸K-12 standards – are NOT a comprehensive guide for programs serving school-age children, but can be used when planning activities that relate to areas included in the standards.

¹⁹IFSP – Individualized Family Service Plan, for children 0-3 years; IEP – Individualized Education Plan, for children 3-21 years.

²⁰Curriculum Approval Checklist – Delaware Stars support materials provide this checklist.

FAMILY AND COMMUNITY PARTNERSHIPS (FCP)

Standards Categories	1 Star Standards	2 Star Standards	3 Star Standards	4 Star Standards	5 Star Standards
<p>Family Communication and Involvement (FCP/FCI)</p>	<p>FCP/FCI-1.1 Meets current Delacare Licensing Rules, in good standing.</p>	<p>FCP/FCI-2.1 Program develops and implements procedures for daily communication with families about their child’s activities and/or daily routines.</p> <p>FCP/FCI-2.2 Program has a written inclusion policy that is reviewed with employees and shared with families.</p> <p>FCP/FCI-2.3 Program has a written confidentiality policy that is reviewed with employees and shared with families.</p>	<p>FCP/FCI-3.1 Information about child progress is shared with families at an annual conference.</p> <p>FCP/FCI-3.2 Families are offered current information about young children, including such topics as:</p> <ul style="list-style-type: none"> ○ child development ○ social emotional development ○ health & safety issues ○ nutrition and fitness ○ inclusion ○ quality early learning ○ early literacy ○ school readiness. <p>FCP/FCI-3.3 Program requests copies of a child’s IEP/ IFSP, assessment results, and other pertinent written information from families, when applicable.</p>	<p>FCP/FCI-4.1 Program involves families in planning to meet the needs of their child (ren), including IFSP/IEP goals.</p> <p>FCP/FCI-4.2 Program offers, at least, two parent conferences each year, at which written information about child progress is shared.</p> <p>FCP/FCI-4.3 Families are offered a list of ways they can be involved in the program.</p> <p>FCP/FCI-4.4 Program gathers information from families about program satisfaction.</p> <p>FCP/FCI-4.5 Program has a parent handbook that is shared with families.</p>	<p>FCP/FCI-5.1 Families are involved in decision-making about program planning.</p> <p>FCP/FCI-5.2 When applicable, provider attends IEP/IFSP meetings to participate in planning efforts with family and service providers or provides information for the meeting.</p>
<p>Transitions (FCP/T)</p>	<p>FCP/T-1.1 Meets current Delacare Licensing Rules, in good standing.</p>		<p>FCP/T-3.1 Program develops and implements a written plan for transitioning children into the program.</p>	<p>FCP/T-4.1 Program develops and implements a written plan for transitioning children out of the program and shares that information with families.</p>	

FAMILY AND COMMUNITY PARTNERSHIPS (FCP)

Standards Categories	1 Star Standards	2 Star Standards	3 Star Standards	4 Star Standards	5 Star Standards
<p>Families and Community Resources (FCP/FCR)</p>	<p>FCP/FCR-1.1 Meets current Delacare Licensing Rules, in good standing.</p>	<p>FCP/FCR-2.1 Information about community services and resources is shared with employees.</p>	<p>FCP/FCR-3.1 At least annually, program makes written information available about state programs such as Purchase of Care, the Children’s Health Insurance Program, Women, Infants and Children (WIC), Child Development Watch, and Child Find.</p>	<p>FCP/FCR-4.1 Program develops and implements a written plan for referring families to appropriate community services, including the plan in family and employee handbooks.</p>	

MANAGEMENT AND ADMINISTRATION (MA)

Standards Categories	1 Star Standards	2 Star Standards	3 Star Standards	4 Star Standards	5 Star Standards
NOTE: SOME OF THE STANDARDS IN THIS CATEGORY APPLY ONLY TO THOSE PROGRAMS WITH EMPLOYEES.					
Business Practices (MA/BP)	<p>MA/BP-1.1 Meets current Delacare Licensing Rules, in good standing.</p>	<p>MA/BP-2.1 Program documents employee salary and benefits upon hire, annually and with change in status.</p> <p>MA/BP-2.2 Program has a financial record-keeping system for tracking income and expenses.</p> <p>MA/BP-2.3 Program has a written mission statement that is shared with employees and families.</p> <p>MA/BP-2.4 Program has a current signed contract on file for each family served.</p> <p>MA/BP-2.5 Program institutes a system for taking attendance periodically throughout the day.</p>	<p>MA/BP-3.1 Program uses a salary schedule based on education/training and years of experience that is shared with employees.</p> <p>MA/BP-3.2 Program develops and implements a projected one-year operating budget, including a statement of income & expenses.</p>	<p>MA/BP-4.1 Program implements a procedure for comparing income to expenses on a quarterly basis, making necessary budget adjustments.</p> <p>MA/BP-4.2 Program makes, at least, 2 of the following benefits available to eligible employees²²</p> <ul style="list-style-type: none"> ○ Annual incremental raises based on performance evaluation ○ Paid professional membership ○ Paid sick leave ○ Paid family leave ○ Paid vacation/holidays ○ Reduced fee for child care services ○ Tuition reimbursement ○ Payment for staff development/training ○ Group health insurance coverage ○ Paid % of health insurance ○ Retirement plan ○ Flextime ○ Life insurance ○ Short and/or long-term disability insurance 	<p>MA/BP-5.1 Program develops and implements a plan to address any budget deficiencies identified through an independent financial review that is conducted annually by a qualified person.²³</p> <p>MA/BP-5.2 Program makes, at least, 3 of the following benefits available to eligible employees:</p> <ul style="list-style-type: none"> ○ Annual incremental raises based on performance evaluation ○ Paid professional membership ○ Paid sick leave ○ Paid family leave ○ Paid vacation/holidays ○ Reduced fee for child care services ○ Tuition reimbursement ○ Payment for staff development/training ○ Group health insurance coverage ○ Paid % of health insurance ○ Retirement plan ○ Flextime ○ Life insurance ○ Short and/or long-term disability insurance

²²Eligible employees – defined by programs in their personnel policies.

²³Qualified person – an individual with a business degree/education and/or business experience. An accountant or enrolled agent (IRS) are examples. This standard does NOT require an audit.

MANAGEMENT AND ADMINISTRATION (MA)

Standards Categories	1 Star Standards	2 Star Standards	3 Star Standards	4 Star Standards	5 Star Standards
NOTE: SOME OF THE STANDARDS IN THIS CATEGORY APPLY ONLY TO THOSE PROGRAMS WITH EMPLOYEES.					
Personnel (MA/P)	MA/P-1.1 Meets current Delacare Licensing Rules, in good standing.	MA/P-2.1 The NAEYC Code of Ethics ⁴³ is given to each employee and is reviewed annually.	MA/P-3.1 Employees are given feedback about job performance at an annual meeting with provider.	MA/P-4.1 Program develops and implements an employee evaluation process that includes, at least, one documented observation and a written performance evaluation report.	MA/P-5.1 Program involves employees in decision-making, as appropriate.
Continuous Quality Improvement (MA/CQI)	MA/P CQI-1.1 Meets current Delacare Licensing Rules, in good standing.	MA/CQI-2.1 Program completes a Getting Started with Quality Checklist ²⁵ and implements any necessary corrections. (Effective 1/1/2010)	MA/CQI-3.1 LFCC: Program develops and implements an annual Delaware First Facility/Program Professional Development Plan ²⁶ that includes individual professional development goals and program training goals.	MA/CQI-4.1 Program develops and implements a continuous quality improvement plan using multiple sources of information, including the ERS assessment, child assessment information, and family surveys and employee input.	MA/CQI-5.1 Program engages employees and families in developing and implementing a continuous quality improvement plan.

²⁴NAEYC Code of Ethics – can be ordered from NAEYC on their website: www.naeyc.org. School-age only FCC or LFCC homes may use the National After School Alliance Code of Ethics.

²⁵Getting Started with Quality Checklist – Delaware Stars support materials includes this checklist.

²⁶Delaware First Facility/Program Professional Development Plan – Delaware Stars support materials include the form.