

Quality First Points Scale Scoring Document

Directions for Scoring:

1. Score the document from left to right.
2. If all indicators are “yes,” continue to the next column.
3. If any indicator is “no,” stop.
4. The score is the last column in which all indicators were marked “yes.”

Family & Community Involvement

<p>a. Information is available on community resources for staff and families;</p> <p>AND</p> <p>b. A system is in place for families and providers to share information regarding children’s weekly activities (daily activities for infants and toddlers), and how to incorporate those activities at home.</p>	<p>a. At least one family conference is offered each year to provide families with both verbal and written communication regarding their children’s growth and development.</p> <p>AND</p> <p>b. Information about children’s interests, individual needs, family, language spoken at home, and culture is gathered at time of enrollment.</p>	<p>a. Two family conferences are offered each year to provide families with both verbal and written communication regarding their children’s growth and development.</p> <p>AND</p> <p>b. A process is in place so that families can contribute information when determining outcomes for their child and in describing their child’s growth and development.</p> <p>AND</p> <p>c. A parent handbook is provided to each family upon enrollment and includes all of the following policy information:</p> <ul style="list-style-type: none"> • How children’s transitions into the program, within the program and exiting the program are conducted so children’s routines are minimally disrupted • Specific plans and activities conducted around transitions to kindergarten (e.g. meetings held with family and teacher/provider, visits to new programs, field trip to the kindergarten classroom, etc.) • How families may participate in program planning or volunteerism (e.g. parent meetings, family fun days, field trips, program helpers, social events, workshops, etc) <p>AND</p> <p>d. Program solicits feedback from families regarding program policies and activities. Examples include serving on advisory boards or councils, surveys, suggestion boxes, email, focus groups, or individual interviews, etc.</p> <p>AND</p> <p>e. Materials and ideas for developmentally and culturally responsive, experiences including those appropriate for children with disabilities, or for whom English is not their primary language, are provided to families. (Examples include: newsletters, flyers, or other forms of communication).</p>
<p>1 pt</p>	<p>2 pts</p>	<p>3 pts</p>

Program: Use of Early Learning Standards and Child Assessment

<p>a. Program has a written philosophy of early childhood education that is developmentally appropriate, inclusive and culturally responsive and implements a curriculum or curricular framework reflective of that philosophy.</p>	<p>a. All staff (teachers and directors) have completed the approved training on the Arizona Early Learning Standards and Infant – Toddler Learning Guidelines (when written and available) within 60 days of the date of hire;</p> <p>b. Caregiving routines for infants and toddlers are individualized based on each child’s schedule in accordance with family input.</p>	<p>a. The Arizona Early Learning Standards and Infant-Toddler Learning Guidelines (when written and available) are clearly reflected in the written activity plans.</p> <p>AND</p> <p>b. Assessment of children’s growth and development is an ongoing process and is conducted during children’s daily activities and routines using a variety of informal methods (at least 2 different methods used) such as observation / anecdotal note taking, children’s work samples, checklists, and parent interviews.</p>	<p>a. Written daily schedules include time for planned activities that encourage physical activity as a component of daily learning.</p> <p>AND</p> <p>b. Assessment of children’s growth and development includes gathering and documenting information received from families either via child information surveys, daily communications with families, or formal conferences held with the families.</p>	<p>a. Written activity plans include specific learning objectives that relate directly to children’s assessment information.</p> <p>b. Written activity plans include strategies, modifications, and/or adaptations to fully involve all children with special health and/or developmental needs, including gifted and talented (e.g. adaptive materials are listed to be gathered, wide range of materials allow for individual use based on development, etc). (This item may be N/A)</p> <p>AND</p> <p>c. Assessment strategies include developmental and sensory screening activities (either provided directly or arranged for by the provider) and, when necessary, families are referred to appropriate health or intervention agencies</p>
<p>1 pt</p>	<p>2 pts</p>	<p>3 pts</p>	<p>4 pts</p>	<p>5 pts</p>

Administrative Practices: Personnel, Business Practices, Ratios, & Group Sizes

<p>Personnel: a. Provides information to personnel on educational opportunities or if Family Care Provider, seeks opportunities for self.</p>	<p>Personnel: a. Program provides all full-time personnel with at least two of the following benefits: Staff meals, child care benefit/discount, flextime, pay professional association fee, conference registration. (N/A for Family Care Providers) AND b. All staff (including family care providers) have, and review at least annually, a professional development plan for continuous growth and improvement. A professional development plan outlines the individual's strengths and areas for growth as well as the steps to take and supports needed. AND</p>	<p>Personnel: a. Program provides all full-time personnel with at least one (either whole or partial benefit) of the following benefits: Paid annual leave; paid sick leave; health insurance; merit pay; paid leave to attend classes or professional development events or conferences; tuition reimbursement or other related education expenses such as books, travel, fees, substitutes; retirement; differential shift pay. (N/A for Family Care Providers) AND b. At least one on-site administrator or teacher holds a membership in an ECE professional association. AND</p>	<p>Personnel: a. Program director/administrator conducts observations (of at least 1-3 hours) on all personnel working directly with children (teachers, aides, bus drivers, etc) at least twice each year to evaluate program quality and staff effectiveness. AND b. For Family Care Providers: Calendar allows for a minimum of two weeks per year when children are not present (N/A for center-based providers). AND c. All program personnel have documented proof of immunizations of measles, rubella, diphtheria and tetanus. AND</p>	<p>Personnel: a. Annually reviewed professional development plans outline specific learning goals for personnel that relate directly to the groups with which they work (e.g. children with special needs in inclusive settings, infants & toddlers, etc.) AND b. Personnel who work the majority of their time with infants and toddlers have specified training related to safe sleep practices for infants/toddlers, Sudden Infant Death Syndrome and health and safety practices for infants and toddlers. AND c. Infants are assigned a primary caregiver for a period of at least 12 months to provide for continuity across time. AND</p>	<p>Personnel: a. Program provides all full-time personnel with 2 of the following benefits (in whole or in part): Paid annual leave; paid sick leave; health insurance; merit pay; paid leave to attend classes or professional development events or conferences; tuition reimbursement or other related education expenses such as books, travel, fees, substitutes; retirement; differential shift pay. AND b. Lead caregivers who spend the majority of their time with infants or toddlers have specialized education related to infants and toddlers (e.g. Infant/Toddler credential; specific infant/toddler coursework; specific training such as Program for Infant Toddler Care [PITC]) AND c. Family Care Providers serving more than five children and supervisors in center-based programs meet individually with staff at least monthly to review supervisor observations, provide feedback and discuss ongoing professional growth and development. AND</p>
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<p>Business Practices:</p>	<p>Business Practices:</p> <p>c. Program uses a written schedule that assures daily sanitation of hard surfaces and countertops throughout the areas used by children.</p>	<p>Business Practices:</p> <p>c. Center based program has plans for and conducts monthly staff meetings that include opportunities for staff reflection and professional development. Family Care Providers set aside specific time monthly (such as outlined in a calendar or monthly schedule) for the purpose of planning and program preparation.</p> <p>AND</p> <p>d. Program has a written plan for collaborating w/ local schools to share information with families regarding transition to K or other school based-services.</p>	<p>Business Practices:</p> <p>d. Ratios and Group Size: Group sizes are a maximum of no more than two times the ratio of children per a single adult (age of youngest child determines ratio of group – for example, if ratio for infants = 1:5, maximum group size is no more than 10 infants; if ratio for 3 year olds is 1:13, maximum group size is 26 3 year olds).</p>	<p>Business Practices:</p> <p>d. Program conducts an annual self-assessment process utilizing standardized, program specific tools such as Infant Toddler Environment Rating Scales, Early Childhood Environment Rating Scales or Family Child Care Environment Rating Scales as well as the gathering of written family input.</p> <p>AND</p> <p>e. Program participates in coordinated planning between personnel and outside professionals to best serve children with identified special developmental and/or health care needs (e.g. speech therapists, early interventionists, child care health consultants, service coordinators, school district personnel, etc.)</p> <p>e. Ratios and Group Size: No group size exceeds 25.</p>	<p>Business Practices:</p> <p>d. Program has written exclusion policies regarding ill staff (including oneself if a family care provider) that are aligned with the <u>Caring for Our Children</u> recommended practices.</p> <p>AND</p> <p>e. Program has a written plan in case of a large scale disaster that includes procedures to care for children in the event families cannot be reached or a program must be evacuated.</p> <p>AND</p> <p>f. When children have challenging behaviors, program staff or consultants observe children to help identify strategies (that may include accessing outside resources such as child care mental health consultants) to effectively support the child, family and staff in maintaining successful enrollment in the program.</p> <p>g. Ratios and Group Size: Infants – 1:4, max. of 8 per group 12-24m – 1:4, max. of 8 per group 2yr - 1:6, max. of 12 per group 3yr - 1:9, max. of 18 per group 4-5yr - 1:10, max. of 20 per group</p>
<p>2 pts</p>	<p>4 pts</p>	<p>6 pts</p>	<p>8 pts</p>	<p>10 pts</p>	<p>12 pts</p>

Staff Qualifications

Director has the following combination of education and experience:

Education: 3-11 credit hrs in Early Childhood Education (ECE) or child development; or 60-170 clock hours of documented training

Experience: 2 years experience teaching in or administration of an early care and education program.

AND

Director has the following combination of education and experience:

Education: 12-29 credit hrs in ECE or child development, 3 of which are in administration; **Or** CDA credential, CCP, CPC, NAC or equivalent;

Experience: 2 years experience teaching in or administration of an early care and education program.

AND

Director has the following combination of education and experience:

Education: 30+ credit hrs in ECE or child development (3 of which are in administration) **Or** Certificate of completion in ECE or child development from a community college

Experience: 2 years experience teaching in or administration of an early care and education program.

AND

Director has the following combination of education and experience:

Education: AAS in ECE **Or** AA or AAS that includes at least 15 credit hrs in ECE or child development

Experience: 1 year experience in an early care and education program.

AND

Director has the following combination of education and experience:

Education: BA in ECE or closely related field, 6 credit hrs in administration **Or** State of AZ Provisional/Standard Teaching Certificate Early Childhood Education **Or** State of Arizona Provisional/Standard Teaching Certificate Early Childhood Special Education **Or** State of Arizona Provisional/Standard Teaching Certificate in Elementary Education with an early childhood endorsement

Experience: 1 year experience in an early care and education program.

AND

Director meets the requirements of the previous level

AND

<p>50% of Teachers have the following combination of education and experience:</p> <p><u>Education:</u> A high school diploma or equivalent with 3-11 credit hrs in Early Childhood Education (ECE) or child development; or a high school diploma or equivalent with 60-170 clock hours of documented training</p> <p><u>Experience:</u> 6 months teaching experience in an early care and education program.</p> <p>AND</p> <p>50% of Assistant Teachers have the following combination of education and experience:</p> <p>HS diploma or equivalent and 3 months experience in an early care and education program.</p>	<p>Teachers meet the requirements of the previous level</p> <p>AND</p> <p>Assistant Teachers meet the requirements of the previous level</p>	<p>50% of Teachers have the following combination of education and experience:</p> <p><u>Education:</u> 12-29 credit hrs in ECE or child development Or CDA credential, CCP, CPC, NAC or equivalent;</p> <p><u>Experience:</u> 6 months experience in and early care and education program</p> <p>AND</p> <p>50% of Assistant Teachers have the following combination of education and experience:</p> <p>H.S. diploma or equivalent and 6 months experience working in an early care and education program.</p>	<p>50% of Teachers have the following combination of education and experience:</p> <p><u>Education:</u> 30+ credit hrs in ECE or child development Or Certificate of completion in ECE or child development from a community college</p> <p><u>Experience:</u> 6 months experience in and early care and education program</p> <p>AND</p> <p>Assistant Teachers meet the requirements of the previous level</p>	<p>50% of Teachers have the following combination of education and experience:</p> <p><u>Education:</u> AAS in ECE Or AA or AAS that includes at least 15 credit hrs in ECE or child development</p> <p><u>Experience:</u> 6 months experience in and early care and education program</p> <p>AND</p> <p>50% of Assistant Teachers have the following combination of education and experience:</p> <p>H.S. Diploma or equivalent and have at least 9 months exp teaching in an early care and education program</p>	<p>25% (50% starting 2015; 75% starting 2020) of Teachers have the following combination of education and experience:</p> <p><u>Education:</u> BA in ECE or closely related field Or State of AZ Provisional/Standard Teaching Certificate in Early Childhood Education Or State of AZ Provisional / Standard Teaching Certificate in Early Childhood Special Education with ECE endorsement Or State of AZ Provisional/Standard Teaching Certificate in Elementary Education with ECE endorsement</p> <p><u>Experience:</u> And 6 months experience in an early care and education program</p> <p>The remaining percentage teachers at least meet the requirements of the first level</p> <p>AND</p> <p>50% of Assistant Teachers have the following combination of education and experience:</p> <p>H.S. Diploma or equivalent and at least 9 months experience in an early care and education program.</p> <p>AND</p> <p>Remaining 50% of Assistant Teachers have a H.S. Diploma⁷</p>
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					or equivalent and at least 3 months experience in an early care and education program.
2pts	4pts	6pts	8pts	10pts	12pts

Documentation for staff qualifications includes the appropriate diploma/degree and transcripts for staff needing specific semester hours of education.

For training hours, certificates of attendance/completion must also be submitted.

Glossary of Terms and Phrases

Community Resources: Items that provide information to families about various local programs, such as libraries, play groups, parent support networks, counseling, housing, etc. that a family may wish to access. Resources may include handouts, flyers, brochures, pamphlets, or community directories.

Children's Transitions: Transitions occur when children's care and education settings are changed. These may occur when a child first enters or exits a program or when a child moves from one classroom to a different classroom.

Children's Growth and Development: Growth and development refers to children's physical well-being as well as their learning and understanding. Growth and development includes children's cognitive, social-emotional, language and communication, and physical development.

Culturally Responsive: Being culturally responsive occurs when families' backgrounds, culture, family make-up and language are understood by becoming familiar with a family and its needs before providing information. Meeting the family's needs based on the information they provide ensures being responsive in an appropriate way.

Curriculum/Curricular Framework: The combination of goals for children's learning, activities and materials used to guide children's learning and the methods for understanding how well children are learning.

Assessment of Children's Growth and Progress: The ongoing process of collecting information about a child through observations, work samples, asking families, etc and understanding what that information says about how well a child is developing physically, emotionally and cognitively.

Caregiving Routines: Basic activities necessary for the care of young children such as feeding, resting, playing, toileting/diapering and changing/dressing.

Teacher: The primary adult who spends the majority of his/her time with a specified group of children and is the person mostly responsible for the implementation and development of the classroom curriculum and guidance.