



QUALITYFIRST!

Arizona's Quality Improvement & Rating System

A FIRST THINGS FIRST INITIATIVE



IMPLEMENTATION GUIDE FY 2013



SECTION ONE: OVERVIEW OF QUALITY IMPROVEMENT AND RATING SYSTEM

History

- Vision
- Mission
- History of First Things First
- History of Quality First

First Things First: Structure

- Regional Partnership Councils

School Readiness Indicators

Philosophy

- What Is Quality and Why Is It Important?
- What Does A Quality Child Care Center Look Like?

Quality First Component Overview

SECTION TWO: PARTICIPATION GUIDELINES

Participant Eligibility

- Applicants (Pre-Enrollment)

Participant Selection

- Application Submission
- Application Statuses
- Enrollment Types

Regulatory Status

- DHS Licensed Center and Group Homes
- DES Certified Homes

Star Ratings

- Initial Star Rating
- Quality First Rating Scale
- Rating Renewal
- Posting
- Termination

SECTION THREE: PROGRAM PROCEDURES

Pre-Enrollment Outreach

- Pre-Enrollment Coaching Outreach
- Pre-Enrollment Assessment Outreach

Program Assessments

- Confidentiality of Program Assessment
- Assessor Communication
- Assessment Timeline
- Environmental Rating Scales
- Classroom Assessment Scoring System
- General Assessment Procedures
- Calculating Average Program Scores
- Frequency of Assessment
- Quality First Point Scale
- Quality First Point Scale Procedures
- Rescheduling Assessments

Assessment Request Clarification

Orientation

- Purpose
- Orientation Process

Coaching Visits

- On-Site Visits
- Documentation
- Continuity Plan

Quality Planning Development

- QIP Planning Process
- QIP Completion
- QRP

Quality First Financial Incentives

- Access to Incentives
- Quality Bonus Policy
- Financial Monitoring
- Tax Liability
- Assistance with Payment of Licensure Fees
- Funding Request for Incentives
- Documentation and Record Keeping

Program Closure

- Unscheduled Program Closure
- Extended Program Closure
- Home-Based Programs Only
- Incentives Redistribution

SECTION FOUR: ADMINISTRATIVE PRACTICES

Confidentiality

Mandated Reporting

Quality First Incident Reporting

- Policy Statement
- Teachable Moments
- Reporting an Incident

Informal Dispute Resolution Policy

- Policy Statement
- Informal Dispute Process

Corrective Action Process

- Policy Statement
- Procedures
- First Notification
- Development of Corrective Action Plan
- Recommendation of Termination

Appeals Process

- Policy Statement
- Review of Appeal
- Administrative Hearing
- Board Approval

Multi-Site Owner Guidelines

- Definition of Multi-Site Owners
- Accommodations of Multi-Site Owners
- Quality First Support Team Meetings

SECTION FIVE: QUALITY FIRST SUPPORT TEAM

Quality First Support Teams

- Assessor
 - Qualifications of Quality First Assessors
- Coach
 - Qualifications of Quality First Coaches
- Exemption Review Process for Assessor and Coach Qualifications
- Other Quality First Support Services

Collaboration Guidance

SECTION SIX: EXTRANET

Extranet

- Invitation and Log In Information
- Dashboard
- Examples

SECTION SEVEN: APPENDIX

Appendix

SECTION ONE: OVERVIEW AND HISTORY

HISTORY

VISION

All Arizona's children are ready to succeed in school and in life.

MISSION

First Things First is one of the critical partners in creating a family-centered, comprehensive, collaborative and high-quality early childhood system that supports the development, health and early education of all Arizona's children birth through age five.

HISTORY OF FIRST THINGS FIRST

In November 2006, Arizona voters passed proposition 203, a citizen's initiative that funds quality early childhood development and health. The Proposition created a new state level board, the Arizona Early Childhood Development & Health Board, also known as First Things First.

First Things First was established to help provide greater opportunities for all children birth through five in Arizona to grow up healthy and ready to succeed. Through the dedicated work of the Board, staff, volunteers and Regional Partnership Council members, state agency partners, community providers and early childhood champions, more and greater opportunities to achieve success will be provided for each Arizona child in the coming years.

HISTORY OF QUALITY FIRST

Quality First, Arizona's Quality Improvement and Rating System, was launched in 2009. The program was implemented in 3 phases:

- 1. Quality Improvement Participation (2009)**

In 2009, Quality First began with enrollment of 300 programs throughout the state of Arizona. During the initial phase, program emphasis was targeted solely toward improving the quality of care provided to children. Goal planning and quality improvement activities were supported through individualized coaching and consultation, financial incentives and professional development scholarships.

- 2. Quality Rating Pilot (2010)**

The Quality First Points Scale and Quality First Rating Scale was initially drafted and thoroughly vetted among partners, stakeholders and providers in 2009 – 2010. Both drafts were tested in the Quality First Rating Pilot Study from November, 2010 – March 2011. The pilot study yielded interesting and helpful data that informed the final versions of the Quality First Rating Scale and Quality First Points Scale.

3. Rollout of Star Rating (2011)

On June 14, 2011, the First Things First Board members approved the Quality First Rating Scale. This is the first statewide Quality Improvement and Rating System to be implemented in Arizona.

FIRST THINGS FIRST: STRUCTURE

First Things First works at both the state and the local level to ensure that all children have the same opportunities to have a chance for a life of success determined by their own abilities at the state level. First Things First has a nine-member Board of Directors that determines statewide child development goals. At the state level the volunteers on our 31 Regional Partnership Councils — teachers, parents, community leaders, development experts and health care professionals — decide the best ways money can be used to support the needs of young children in their communities.

REGIONAL COUNCILS AND LOCAL FLEXIBILITY

First Things First's 31 Regional Partnership Councils represent the richly diverse communities across Arizona. Members of each Council are appointed by the Board and have direct responsibility to: collect information on the strengths and desires of their community, prioritize the specific needs, plan how to address those needs, choose who to partner and collaborate with to ensure success for the children in their communities, and identify the funding necessary to carry out their plan.

For more information on Regional Partnership Councils and to find your Regional Partnership Council please visit: <http://www.azftf.gov/pages/yourlocalcouncil.aspx>.

ACCOUNTABILITY

How do you know a program is effective? When you can see it at work in your community?

At First Things First, getting Arizona's kids ready for Kindergarten means a statewide commitment: in our programs, in our words — and in our bottom line. Ninety cents of every tobacco tax dollar goes to programs that benefit children, birth to five years old.

Volunteer councils — people familiar with local priorities and needs — decide the best ways to apply those funds for the children in their communities.

Our progress is measured meticulously through ongoing evaluations and data collection. And our finances are audited annually to ensure effectiveness, transparency and accountability to our state and our kids.



The map displays the following tribal lands and communities:

- Navajo Nation
- Navajo/Apache
- White Mountain Apache Tribe
- San Carlos Apache Tribe
- Graham/Greenlee
- Cochise
- Santa Cruz
- South Pima
- North Pima
- Pinal
- Tohono O'odham Nation
- Southwest Maricopa
- Central Maricopa
- Southeast Maricopa
- Gila River Indian Community
- Salt River Pima Maricopa Indian Community
- Northeast Maricopa
- Northwest Maricopa
- North Phoenix
- Central Phoenix
- South Phoenix
- Yavapai
- La Paz/Mohave
- Hualapai Tribe
- Colorado River Indian Tribes
- Cocopah Tribe



FIRST THINGS FIRST

Ready for School. Set for Life.

School Readiness Indicators

1. **#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical**
2. **#/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars**
3. **#/% of children with special needs enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars**
4. **#/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars**
5. **% of children with newly identified developmental delays during the kindergarten year**
6. **# of children entering kindergarten exiting preschool special education to regular education**
7. **#/% of children ages 2-5 at a healthy weight (Body Mass Index-BMI)**
8. **#/% of children receiving timely well child visits**
9. **#/% of children age 5 with untreated tooth decay**
10. **% of families who report they are competent and confident about their ability to support their child's safety, health and well being**

PHILOSOPHY

WHAT IS QUALITY AND WHY IS IT IMPORTANT?



Choosing a quality early childhood setting is one of the most important decisions a family can make. The majority of families today rely on some form of out-of-home daily care for their children, and this care can range from a few hours a day up to 10 or 12 hours daily. The quality of this care and education is linked directly to children's success in kindergarten, throughout their school years, and later on in life.

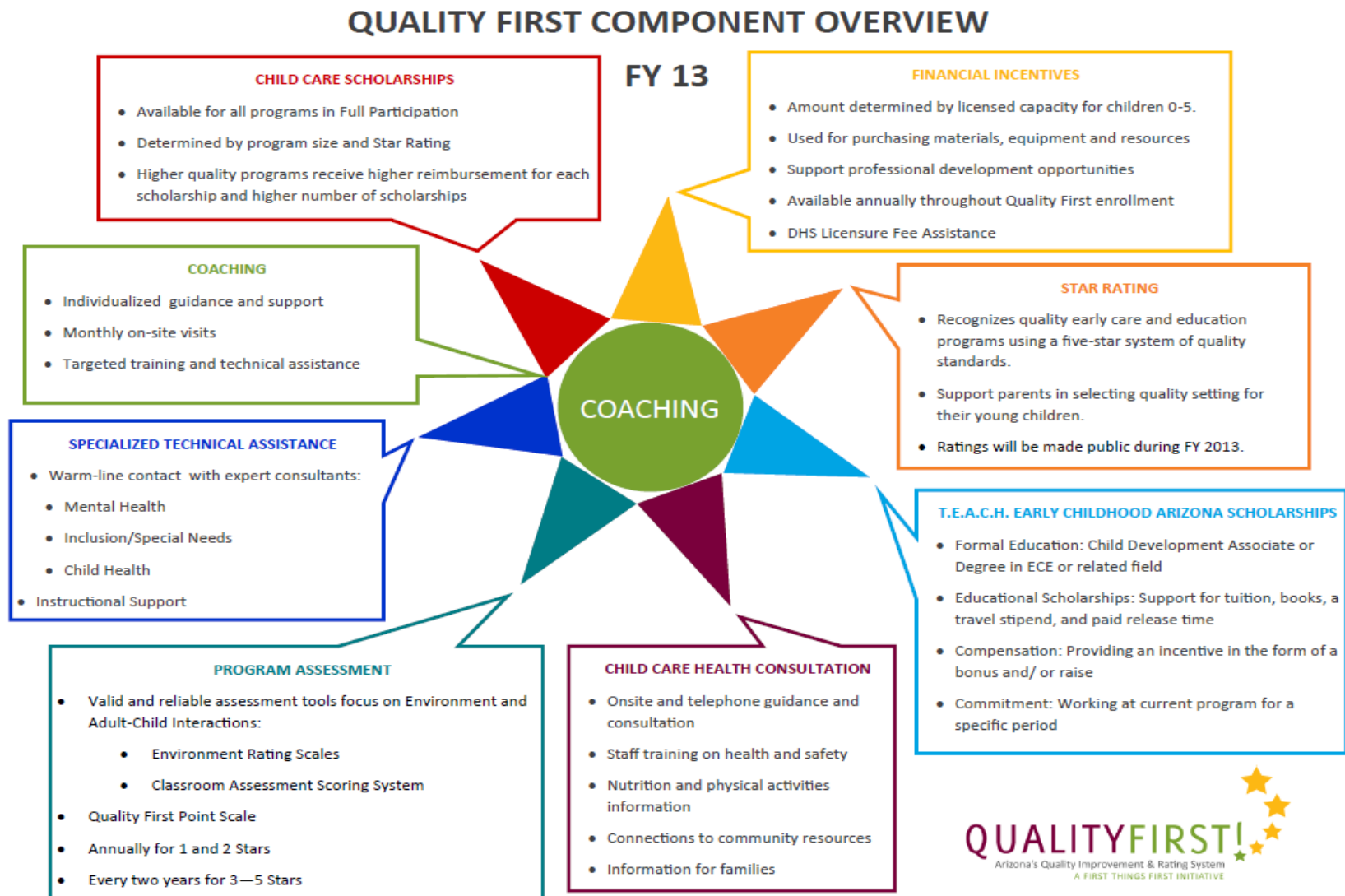
Research tells us that eighty-five percent of a child's brain is fully developed by age three, and both in-home and out-of-home experiences can positively or negatively impact that development. The relationship between children and their caregivers profoundly impacts children's learning and healthy development. That is why early childhood caregivers and teachers are so important to the future of young children. Participation in a quality early care and education

programs means children are engaged in activities with responsive, nurturing adults who stimulate development and learning and prepare children to successfully enter school.

WHAT DOES A QUALITY CHILD CARE PROGRAM LOOK LIKE?

- ★ A quality program provides a safe and healthy environment;
- ★ A quality program provides staff with ongoing training and support to develop their knowledge and skills to enhance their relationships with children and families;
- ★ A quality program creates a learning environment that provides the space, materials and activities appropriate at all levels of children's interests and abilities;
- ★ A quality program provides low staff to child ratios, allowing each child to develop stable relationships with skilled, nurturing staff;
- ★ A quality program establishes group sizes according to age that are small enough to ensure the children receive the attention they need to learn and develop optimally;
- ★ A quality program is committed to continuous quality improvement.

QUALITY FIRST COMPONENT OVERVIEW



SECTION TWO: PARTICIPATION GUIDELINES

PARTICIPANT ELIGIBILITY

In order to be eligible for Quality First, programs must be regulated by one of the following:

- ★ Arizona Department of Health Services (DHS)
- ★ Arizona Department of Economic Security (DES)
- ★ Tribal Regulation
- ★ Department of Defense (Military)

APPLICANTS: PRE-ENROLLMENT

Arizona Department of Health Services:

In order to be eligible for participation in Quality First, centers and group home child care providers that are regulated (licensed and monitored) by the Arizona Department of Health Services must be in good standing. Programs are considered to be in good standing when their license is not in open enforcement action (legal action status) with Arizona Department of Health Services (DHS).

- ★ All applications received for Quality First are reviewed to ensure that participants are regulated with a regulatory agency and in good standing with that agency. If a DHS licensed participant applies for Quality First and First Things First is notified that the participant's license is currently in open enforcement action or provisional status, the participant will receive notification that they are ineligible to participate in Quality First at that time due to their current licensure status with DHS.
- ★ Quality First program staff will verify the status of the enforcement action with DHS. Once the participant's enforcement action is closed, the participant will be notified of their good standing and their application will be eligible for enrollment in the Quality First program.
- ★ Center-based programs must provide care for 12 hours a week to be eligible for Quality First enrollment.

Arizona Department of Economic Security:

Certified family home providers who care for fewer than five children for compensation are regulated and monitored by Arizona Department of Economic Security (DES) Child Care Administration (CCA). To be eligible for participation in Quality First, DES certified family home providers are required to be in good standing. Certified family home providers are in good standing when they are able to receive authorization to care for children of DES subsidized families and they are not in one of the three regulatory statuses:

1. 30 Day Probation Period
2. Suspension of Certification
3. Revocation of Certification.

Tribal: Child care center and family home care providers must be in good standing with the Tribal Authority.

Department of Defense (Military): Child care centers and child development homes must be in good standing with the Department of Defense and the branch of service in order to be eligible for participation in Quality First.

PARTICIPANT SELECTION

APPLICATION SUBMISSION

Child care providers who care for children ages five and under and are monitored by a regulatory agency are encouraged to apply for Quality First, Arizona's quality improvement and rating system. Applications are accepted at any time and programs are selected based on availability of regional funding. If regional funding is not available at the time an application is submitted the application will be put on a wait list until funding is available.

Quality First applications are available at www.azftf.gov. Applications can be submitted online through the First Things First website, or through fax/mail to:

Quality First Program
First Things First
4000 North Central Avenue, Suite #800
Phoenix, Arizona 85012
Phone: (602) 771-5000
Fax: (602) 274-6351

APPLICATION STATUSES

Each application is reviewed and programs receive notification of application status as indicated below:

- ★ **Unregulated-** Programs that are not regulated by one of the following agencies below are not eligible to participate in Quality First.
 1. Arizona Department of Economic Security Child Care Administration (DES)
 2. Arizona Department of Health Services (DHS)
 3. Tribal or Military governments
- ★ **Regulated, Not in Good Standing-** Regulated programs are not eligible to participate in Quality First if the child care license is in open enforcement action (legal action status) with DHS or they are not authorized or able to provide care for DES subsidized children.
- ★ **Eligible-** Programs that provide care for children ages five and under and are monitored and in good standing by a regulatory agency are eligible for enrollment in Quality First. Programs receive notification of eligibility once the Quality First application has been reviewed and eligibility is verified. All eligible programs will be considered during Quality First selections based on regional funding availability.
- ★ **Selected Pending Enrollment-**
 1. Programs selected to participate in Quality First will be contacted by a Quality First coach to verify program's information and answer general questions about the upcoming assessment.
 2. Programs that are selected to participate in Quality First will also be contacted by an assessor to schedule the Quality First program assessment.

3. Upon completion of the assessment the Quality First coach will work with the selected program to schedule the enrollment visit. During the enrollment visit, the coach will review the enrollment agreement, program designation form, the assessment results, star rating, the Implementation Guide and the incentive package that the program is eligible to receive. Programs may choose to enroll or decline participation in Quality First by signing the enrollment agreement. Programs that decline Quality First enrollment may be ineligible for other First Things First funding and/or services in their regional area.

★ **Enrolled-** Programs are enrolled in Quality First once they have completed the Quality First orientation and have signed the Quality First enrollment agreement and the implementation guide acknowledgment.

ENROLLMENT TYPES

Quality First will offer two types of enrollment options: Full Participation or Rating Only Participation.

1. **Full Participation** includes all eight program components of Quality First:
 - Program Assessment
 - Individualized Coaching
 - Financial Incentives
 - T.E.A.C.H. Early Childhood® ARIZONA
 - Quality First Child Care Scholarships
 - Quality First Specialized Technical Assistance in the areas of Child Health, Mental Health, Inclusion with Children of Special Needs, and Instructional Support
 - Star Rating
2. **Rating Only Participation** includes only three components of Quality First:
 - Six (6) months of rating preparation coaching
 - Program Assessment
 - Star Rating

REGULATORY STATUS

DHS LICENSED CENTERS AND GROUP HOMES

- ★ If First Things First is notified that the participant's license is currently in open enforcement action in accordance with DHS, the participant will not be eligible to receive enhancement grants or Quality Bonus. The participant will still be eligible to receive personalized coaching and other support services. Once the participant's enforcement action is closed eligibility for enhancement grants or Quality Bonus will be reinstated.
- ★ If First Things First is notified that the participant's license is on provisional status in accordance with DHS, the participant will still be eligible to receive enhancement grants or Quality Bonus, personalized coaching and other Quality First support services while working to address the issues of their provisional status. The participant will actively work with their Quality First coach and licensing surveyor using a collaborative approach to resolve all issues.
- ★ If the participant's license remains in open enforcement action for more than 60 days, First Things First will review the participant's file with the with Arizona Department of Health Services (DHS) and determine if the participant is able to remain enrolled in Quality First or if they will be terminated from Quality First.
- ★ If a participant enters open enforcement action more than once within a twelve month period, First Things First will review the participant's file with the with Arizona Department of Health Services (DHS) and determine if the participant is able to remain enrolled in Quality First or if they will be terminated from Quality First. The participant may not reapply for Quality First participation for 12 months from the termination date.

DES CERTIFIED HOMES

A certified family home provider is deemed ineligible to continue participation in Quality First if they are no longer able to receive authorization to care for children of eligible families. A certified family home provider may be denied authorization to care for children if the family home provider is in one of the three regulatory statuses below:

1. **30 Day Probation Period** – no new children are authorized by Child Care Administration (CCA), but currently authorized children may continue in care. If First Things First is notified that the participant's license is currently on probation in accordance with DES, the participant will not be eligible to receive enhancement grants or Quality Bonus. The participant will still be eligible to receive personalized coaching and other support services. Once the participant's probation is closed eligibility for enhancement grants or Quality Bonus will be reinstated.
2. **Suspension of Certification** – no authorizations for any children of DES eligible families. If First Things First is notified that the participant's license is currently in suspension in accordance with DES, the participant will not be eligible to receive enhancement grants or Quality Bonus. The participant will still be eligible to receive personalized coaching and other support services. Once the participant's suspension is closed eligibility for enhancement grants or Quality Bonus will be reinstated.

3. **Multiple Suspension or Probation within a Twelve Month Period** -If a participant enters suspension or probation more than once within a twelve month period, First Things First will review the participant's file with the Arizona Department of Economic Security (DES) and determine if the participant is able to remain enrolled in Quality First or if the participant's enrollment will be terminated. The participant may not reapply for 12 months from the termination date if they are terminated from Quality First.
4. **Revocation of Certification** – Home is no longer certified. If a participant's certificate is revoked due to a significant concern, they will be terminated from Quality First. The participant may not reapply for 12 months from the termination date.

STAR RATINGS



An important component of Quality First is the assignment of a star rating which identifies the quality of early care and education which providers are delivering to young children and their families. First Things First is committed to improving access to high quality care and education across the state.

Ratings will be assigned on a scale of one to five and will be designated with stars. One star indicates participation in Quality First, and the participant has demonstrated a commitment to examine practices and improve the quality of care beyond regulatory requirements. Three stars demonstrates a level of quality that provides access to developmentally appropriate materials, a curriculum aligned with state standards and enhanced interactions between adults and children. Five stars indicate the highest level of quality attainable, where families will find low staff-child ratios and group sizes, higher staff qualifications, and strong curriculum which optimizes children's comprehensive development.

Star ratings or estimated star ratings will determine the incentive package the program is eligible to receive once they are enrolled in Quality First.

INITIAL STAR RATING

- ★ For participants enrolled **after July 1, 2011**, upon completion of assessments, an initial Star Rating will be assigned and only used for quality improvement planning.
- ★ For participants enrolled **before July 1, 2011**, an initial Star Rating will be assigned upon completion of the 3rd assessment. This assessment will be unannounced.

QUALITY FIRST RATING SCALE

The scale below details the necessary scores in each of the assessments for each Quality Star Rating. For each Star Rating level, a participant must meet the scores indicated for all assessments required. One and two Star Ratings only require the ERS Average Program Score. Three, four, and five Star Ratings require the ERS Average Program Score, the CLASS Average Program Score and the **Quality First Points Scale** Scores.

				
RATING SCALE				
 Rising Star Demonstrates a commitment to examine practices and improve the quality of care beyond regulatory requirements.	 Progressing Star Demonstrates a commitment to provide environments that are progressing in the ability to foster the health, safety and development of young children.	 Quality Demonstrates a level of quality that provides an environment that is healthy and safe with access to developmentally appropriate materials. Curriculum is aligned with state standards. Interactions between adults and children are enhanced. Staff qualifications exceed state regulatory requirements.	 Quality Plus Demonstrates a level of quality that provides an environment of developmentally appropriate, culturally sensitive learning experiences. Curriculum is aligned with state standards. Relationships between adults and children are nurturing and promote language development and reasoning skills.	 Highest Quality Demonstrates a level of quality that provides an environment of lower ratios/group size and higher staff qualifications that supports significant positive outcomes for young children in preparation for school. Curriculum is aligned with state standards and child assessment. Relationships between adults and children are nurturing and promote emotional, social, and academic development.
ERS Average Program Score 1.0 – 1.99	ERS Average Program Score 2.0 – 2.99	ERS Average Program Score 3.0 – 3.99 <i>No classroom score below 2.5</i>	ERS Average Program Score 4.0 – 4.99 <i>No classroom score below 3.0</i>	ERS Average Program Score 5.0 & above <i>No classroom score below 3.0</i>
CLASS N/A	CLASS N/A	CLASS Average Program Score (ES 4.5) (CO 4.5) (IS 2.0)	CLASS Average Program Score (ES 5.0) (CO 5.0) (IS 2.5)	CLASS Average Program Score (ES 6.0) (CO 6.0) (IS 3.0)
Points Scale N/A	Points Scale N/A	Points Scale 6 point minimum (SQ 2) (AP 2) (CA 2)	Points Scale 10 point minimum (SQ 2) (AP 2) (CA 2)	Points Scale 12 point minimum (SQ 4) (AP 4) (CA 4)
<div> <div> <i>Star ratings will not be advertised until July 1, 2012</i> </div> <div> ERS – Environmental Rating Scales ECERS – Early Childhood Environment ITTERS – Infant/Toddler Environment FCCERS – Family Child Care Environment </div> <div> CLASS – Classroom Assessment Scoring System ES – Emotional Support Domain CO – Classroom Organization Domain IS – Instructional Support Domain </div> <div> Quality First Points Scale SQ – Staff Qualifications AP – Administrative Practices CA – Curriculum and Assessment </div> </div>				

RATING RENEWAL

A program's star rating will be renewed every 12-15 months if they have a 1 or 2 Star Rating. A program's star rating will be renewed every 24-27 months if they have a 3, 4, or 5 Star Rating. The assessment visit for re-rating is unannounced.

POSTING

- ★ All Quality First programs selected prior to July 1, 2011, will have their star rating posted on the Quality First website on the 3rd assessment.
- ★ All Quality First programs selected after July 1, 2011, will have their star rating posted on the Quality First website on the 2nd assessment.
- ★ The Quality First website will be available to the public in fiscal year 2013.
- ★ Programs NOT in their "public rating cycle" can choose to post their rating if they desire. Please contact your Quality First Coach to discuss a **Request for Public Rating**.

TERMINATION

Voluntary Enrollment Termination- Quality First offers continuous enrollment as funding is available. Programs may choose at any time to voluntarily decline their enrollment. If a program wishes to decline their enrollment, the program should notify the Quality First coach. The coach will indicate in the activity log the reason for voluntary decline and will notify the coaching agency supervisor. The coaching agency supervisor will notify the grantee. A weekly decline report is submitted to First Things First by each coaching grantee.

Programs may voluntarily decline enrollment in Quality First during the initial contact with the Quality First coach or following the participant orientation. Programs may voluntarily decline at any time during their enrollment in Quality First.

Involuntary Enrollment Termination - Programs may be terminated involuntarily from Quality First due to the following:

- ★ No enrolled children age five and under in program- Programs must provide care for children ages five and under to be eligible for participation. ** There is no required length of time a program must be in operation and serving children 5 and younger prior to being eligible for Quality First participation. It is only required that children 5 and younger are in care at the time of Quality First selection.*
- ★ Program is closing and terminating care for children – Programs that are no longer operating or providing services to children may not enroll in or remain in Quality First.
- ★ Program is unresponsive to multiple communication attempts from Quality First coach and/or assessor for scheduling visits.
- ★ Documented accounts, using the **Corrective Action Process**, of the program's inability to follow the roles and responsibilities of a Quality First participant and or policies and procedures as outlined in the implementation guide
- ★ Program is no longer eligible for program enrollment due to non-compliance with regulatory status.
- ★ Program is relocating and the new location is not in the same FTF regional area, in which case the program will have to reapply for Quality First. If the program remains in the same regional area and enrolled children are transitioning to the new location, the program is eligible to remain in Quality First.

SECTION THREE: PROGRAM PROCEDURES

PRE-ENROLLMENT OUTREACH

PRE-ENROLLMENT COACHING OUTREACH

After a program is selected to participate in Quality First a Quality First coach or a representative from the coaching agency will conduct pre- enrollment outreach with the newly assigned program. During this period, coaches will foster a successful partnership by building relationships with the program. Pre-enrollment outreach activities may include but are not limited to the following:

- The Coach or a representative from the coaching agency will ensure that the **First 10 Days Extranet Checklist** has been completed for the program.
- Meet and greet discussion with the program staff.
- Classroom/family group observation
- Presentation of Quality First Program components by using the Implementation Guide.

Programs may contact their coach at any time during the assessment process (the assessment process is outlined on page 23 of the Implementation Guide).

PRE-ENROLLMENT ASSESSMENT OUTREACH

- ★ Participants will be contacted by an assessor, who will schedule a date in which the ERS or CLASS assessment (if applicable) will be completed. The date will only be scheduled for initial program assessments.
- ★ Participants will have an opportunity to provide the assessor with dates that would prohibit an assessment visit (participant closure days, planned field trips, etc.).
- ★ The assessor will send a letter regarding what to expect **the day of the assessment (letter)**.
- ★ If an assessor is unable to make contact with a provider after 3 attempts, a **no contact letter** will be sent from the assessment office to determine interest in Quality First participation.
- ★ If the ERS Average Program Score is below 3.0, a participant's initial Star Rating will be determined (see Quality First Rating Scale in Section 2).
- ★ If the ERS Average Program Score is 3.0 or above (with no individual classroom score below a 2.5), an assessor will call the participant to schedule the CLASS assessment.
- ★ If the ERS and CLASS Assessment Average Program Scores meet the 3, 4, or 5 Star Rating, the program will move forward with the Quality First Point Scale.

PROGRAM ASSESSMENTS

All programs enrolled in Quality First participate in a process of program assessments. This process is conducted by an assessor, who is an individual trained in early childhood program assessment activities. Participant expectations for program assessment activities require but are not limited to: sharing program records, providing access during site visits, meeting with assessors during indicated timeframes, participating in environmental observations for program assessment, and obtaining voluntary parental consent for data collection if required.

Assessors play a vital role within the Quality First system. The information they gather will not only be used to determine what areas of improvement a provider may have, but also to determine a program's star rating indicating its level of quality. Star ratings will be displayed by providers, shown on the Quality First website, and included in awareness campaigns for families in fiscal year 2013. Due to the importance of the results of assessment (a star rating) and their high-stakes nature, assessment activities must be standardized and consistent across the state. This section outlines the requirements of assessment and the roles of assessors in assuring such consistency is maintained.

CONFIDENTIALITY OF PROGRAM ASSESSMENT

The purpose of program assessment is not to find problems or to report non-compliance to other agencies. Assessment is used to identify a program's strengths and areas where improvements would raise overall program quality. The assessment scores are not made public or intended to be shared with individuals outside of the Quality First program. The only people who will view the scores are the provider, the assessors, the coaches, their supervisors and the Quality First program staff. In some instances, staff from other First Things First funded programs may also review the program assessment in conjunction with the provider and the coach. Once the program assessment is completed, for programs enrolled in full participation, the results are reviewed by the Quality First coach and provider and used to develop a quality improvement or rating plan.

ASSESSOR COMMUNICATIONS

Quality First participants will often want to know the results of their assessment immediately. Assessors will not share the results of the assessment with the program. The Quality First coach will review the results of the assessment with the participant.

Assessors will be friendly and positive prior to and during the assessment including greeting staff as appropriate and indicating their departure when completed. Assessors may not provide feedback to providers at any time and must remain neutral observers during the assessment activities.

Additionally, coaches may have questions regarding the information contained within the assessment data. To maintain the integrity of the system and ensure a fair and equitable process, coaches and assessors may not discuss assessment results under any circumstance. If a coach contacts an assessor for any reason, the assessor must redirect the coach to coaching supervisor to discuss any questions or concerns.

ASSESSMENT TIMELINE

The following steps will occur for assessment to be completed in a timely and efficient manner:

1. Programs will be selected by First Things First and assigned to the assessor grantee.
2. The assessor grantee will assign the program to assessor agency. The assessor supervisor at the assigned assessor agency will then assign the program to an assessor to conduct the assessment.
3. The assessor will receive notice that they have been assigned a Quality First participant from their supervisor and will be instructed to contact the provider to set up an assessment date.
4. A program's assessment reports for the ERS and CLASS assessments will be accessible in the extranet within **60 business days**.
5. Programs that have ERS and CLASS assessment scores that meet the 3, 4 or 5 star level will have **6 months** from the completion of the assessment report(s) to complete the Quality First Point Scale Assessment.

ENVIRONMENTAL RATING SCALES - ERS

The Environment Rating Scales (ERS; Thelma Harms, Richard M. Clifford and Debby Cryer) are observational tools used to assess the quality of the environment in early care settings. Observations using the Environmental Rating Scales provide a brief snapshot of the classroom environment, as well as the children's experiences in that classroom. There are three versions of the Environment Rating Scales, each designed to assess a specific age group and early care setting.

1. Early Childhood Environment Rating Scale (ECERS)
This scale is designed to assess the quality of preschool environments (children 2 ½ - 5 years of age) located in center child care settings.
2. Infant Toddler Environment Rating Scale (ITERS)
This scale is designed to assess the quality of care environments serving children birth to 30 months of age and is used in infant and toddler center child care settings.
3. Family Child Care Environment Rating Scale (FCCERS)
This scale is designed to assess the quality of the environment in family child care settings.

The Environment Rating Scales are made up of seven subscales which focus on different aspects of the classroom environment, including:

1. Space and Furnishings
2. Personal Care Routines
3. Listening and Talking (ITERS and FCCERS) **OR** Language-Reasoning (ECERS)
4. Activities
5. Interaction
6. Program Structure

7. Parents and Staff (This subscale is not included in the calculation of the star rating.)

The ERS assessments are the initial assessments a program will receive upon their selection for participation in Quality First. If a program is currently accredited by a **national accrediting organization** (list) recognized by First Things First the ERS assessment will not be their initial assessment. One third of the number of birth to five classrooms in a center based program will be assessed. Classrooms will be selected randomly on the day of the assessment visit. In a home based program the entire program will be assessed.

The ERS assessment includes a brief teacher interview component. ***Programs must prepare to relieve the classroom teacher for the interview on the day of the assessment.*** The only teachers that would need to participate are those in the classrooms that were assessed. The Program Director/Owner does not need to be present for the teacher interview.

CLASSROOM ASSESSMENT SCORING SYSTEM - CLASS

The Classroom Assessment Scoring System (CLASS) is used when a program's ERS Average Program Score is 3.0 or above, with no individual classroom scoring below a 2.5 or if a program is currently accredited by a national accrediting organization (list) recognized by First Things First. If an accredited program's CLASS average scores do not meet the minimum scores required for a 3 ★ on the Quality First Rating Scale, an ERS assessment will be conducted.

After an initial ERS assessment an additional visit from the assessor will be necessary to conduct the CLASS assessment. The CLASS will be used in the ⅓ of the preschool classrooms that were assessed using the ERS assessment tool. In a home based program the entire program will be assessed (if a home based program has multiple classrooms the assessor will randomly select the room for the assessment). If more than 50% of the expected enrollment in a mixed age group classroom falls into the three-five year range the classroom will be assessed using the CLASS assessment tool.

The ***Classroom Assessment Scoring System PreK*** (CLASS PreK; Pianta, La Paro, & Hamre, 2005) is a system for observing and assessing the quality of interactions between teachers and students in preschool classrooms. The CLASS examines social-emotional and instructional interactions that contribute to student's social competence and academic achievement in center and home based programs serving children 36 months – five years of age. The CLASS measure includes 10 subscales organized into three domains:

1. ***Emotional Support***, which measures the following:

- The emotional connection, respect, and enjoyment demonstrated between teachers and children
- The level of expressed negativity as exhibited by teachers and/or children

- The teachers' awareness of and responsiveness to children's academic and emotional concerns
- The degree to which teachers' interactions with children and classroom activities place an emphasis on the child's interests, motivations, and points of view.

2. ***Classroom Organization***, which measures the following:

- How effectively the teachers monitor, prevent, and redirect behavior
- How well the classroom runs with respect to routines and activities to maximize the time spent for learning
- How teachers facilitate activities and provide support for children to become engaged in learning opportunities

3. ***Instructional Support***, which measures the following:

- How teachers support children's higher order thinking skills
- How teachers extend children's learning through their ideas, comments, and work
- The extent that teachers facilitate and encourage children's language.

*In Fiscal Year 2013 the CLASS assessment tool will only be used in classrooms serving three-five years of age. This year will be used as a training period to introduce the Toddler CLASS assessment tool to the Quality First Support Teams. The Toddler CLASS will be used in the calculation of the star rating starting July 1, 2013.

GENERAL ASSESSMENT PROCEDURES

- ★ The assessor will contact the participant and provide a three week time frame in which the assessment (ERS and CLASS, if applicable) will be conducted. The actual date of the assessment will be unannounced unless it is the participant's initial assessment.
- ★ Participants will have an opportunity to provide the assessor with dates that would prohibit an assessment visit (participant closure days, planned field trips, etc.).
- ★ Multiple assessors may attend a program assessment together for the purpose of training and/or reliability testing.
- ★ Prior to conducting the assessment, assessors will review the center profile data to determine how many classrooms to assess and which tools to use during assessment. Assessors will call participants to confirm the number of classrooms/groups and daily enrollment per grouping. On the day of the assessment the assessor will ensure that 50% of the expected enrolled children are present.

- ★ Assessors will assess $\frac{1}{3}$ of the number of classrooms/groups reported by the participant to include at least 1 infant/toddler classroom and on preschool classroom, if applicable.
- ★ Adjustment for school- aged children:
 - In center-based programs, classrooms serving children who attend kindergarten – 6th grade are not assessed.
 - In center-based programs, classrooms serving a majority (more than 50%) of children who are five, after September 1st, are included in the calculation to determine the number of classrooms assessed. This group may also be included as one of the classrooms assessed.
 - In family care settings where there are school-aged children in the same grouping as younger children, assessment is conducted without adjustment.
- ★ In programs where there is more than one classroom or group, the assessor randomly chooses which classrooms/groups to assess upon arrival for the assessment.
- ★ Assessors will complete all Environmental Rating Scales Assessments first before conducting any CLASS assessments.
 - For programs that are accredited by FTF recognized organizations (see Appendix – FTF Recognized Accrediting Organizations), the CLASS assessment will be conducted first.
 - If the accredited program's CLASS assessment meets the 3, 4, or 5 star levels, the program will start the process to prepare for the Quality First Points Scale assessment.
 - If the accredited program's CLASS assessment scores do not meet the 3, 4, or 5 star levels, the assessor will call to schedule the ERS assessment.
- ★ If conducting assessment with a program serving infants and/or toddlers, the assessor will arrive prepared to conduct either the ITERS-R or the ECERS-R. The assessor will make the determination of enrollment upon arrival at the site and whether to use the ITERS-R or the ECERS-R using the guidelines provided by the Environmental Rating Scales Institute (ERSI).
- ★ If the Average Program ERS score is a 3.0 or higher, the assessor will conduct a CLASS assessment in $\frac{1}{3}$ of the program's preschool environments (children 2 $\frac{1}{2}$ - 5). Beginning July 1, 2013, the Toddler CLASS assessment will also be used.
- ★ Whenever possible, assessors who conduct ERS assessments should not be the same assessors who conduct the CLASS assessments for a single participant.
- ★ At no time shall an assessor be alone with children. Assessors must be accompanied by a participant staff member at all times.
- ★ If for any reason a timeline for assessment activities or data input is not met, the assessor must report the information to the supervisor citing: name of provider, the timeline missed, and the reason for missed timeline. The details of all timelines not met are included in the quarterly report to the Quality First Director.

- ★ Prior to assessing a classroom, the assessor will ask if there are any enrolled children with an IFSP, IEP and/or medically fragile conditions (i.e. asthma, diabetes, severe allergies) to determine if accommodations need to be taken into account.
- ★ Programs that close for the summer will be assessed between October and April.
 - For the Quality First Point Scale, if the 6 month prep period ends when the program is closed the program can choose to:
 - Click the submit button on the Provider Rating Tab before the program closes for the summer. The assessment team will conduct the on-site Point Scale Assessment before the program closes.
 - Wait until October when the assessment team will schedule the on-site Point Scale Assessment.
 - To request a program Point Scale Assessment before October, but after the program's school year starts, send a letter via email, postal mail or fax to the Quality First Coach to indicate the program is ready for the on-site assessment.

CALCULATING AVERAGE PROGRAM SCORES

- ★ The ERS Average Program Score will be calculated by dividing the total scores of all the ERS assessments by the total number of items assessed in all the assessments. It is important to note that the Parents and Staff Subscale is not used in the calculation.

Example: ITERS	20 items assessed	total score of 80
<u>ECERS</u>	<u>32 items assessed</u>	<u>total score of 128</u>
Total	52 items assessed	total score of 208
Assessment Score		208/52=4.00

- ★ The CLASS Average Program Score will be calculated by averaging the scores from each classroom assessment completed by domain. For example, if a participant has more than 1 CLASS assessment:
 - The scores from the Emotional Support Domain will be averaged together to total an Average Emotional Support Score.
 - The scores from the Classroom Organization Domain will be averaged together to total an Average Classroom Organization Score.
 - The scores from the Instructional Support Domain will be averaged together to total an Average Instructional Support Score.

FREQUENCY OF ASSESSMENT

The first assessment will take place when the program is selected to participate in Quality First. Each subsequent assessment will take place in the following manner:

- **Programs who achieve a 1 or 2 star rating will be assessed every 12 – 15 months from their last assessment.**
- **Programs who achieve a 3, 4, or 5 star rating will be assessed every 24-27 months from their last assessment.**

A program can request their assessment to be completed up to 2 months prior to the end of their assessment cycle using the **Request for Early Assessment** form. The request will be reviewed

QUALITY FIRST POINT SCALE

The Quality First Point Scale evidence will be collected when a program meets both the ERS Average Program Score **and** the CLASS Average Program scores at the 3, 4, or 5 star levels. This assessment will be scored using both on-site observation and reviewing documentation compiled by the program. A program will have up to 6 months to compile the documentation necessary to complete the Point Scale Assessment Process.

The Quality First Points Scale was developed by First Things First to measure three additional areas of quality:

1. **Staff qualifications**
2. **Administrative practices**, which includes:
 - Ratios and Group Sizes
 - Teacher Retention
3. **Curriculum and Child Assessment**, which includes:
 - Use of the Arizona Early Learning Standards, Arizona Infant/Toddler Developmental Guidelines (when completed), and the Program Guidelines for High Quality Early Education: Birth through Kindergarten
 - Curriculum
 - Developmental/Progress Assessment of individual children

QUALITY FIRST POINTS SCALE PROCEDURES

STAFF QUALIFICATIONS

1. Staff qualifications will be assessed for:
 - Administrators (Director and Assistant Director)
 - Teachers (Lead Teacher in the classroom who is responsible for curriculum plans, parent-teacher conferences, and child assessment)

- Family Home Providers (Lead Caregiver or Teacher only)
2. Official college transcripts from a nationally accredited college must be submitted for each staff member (if they have college credits) in their original, sealed envelope to:

Quality First Assessment Transcript Verification
2850 North 24th Street
Phoenix, AZ 85008

The **Transcript Verification form** should be filled out by the provider with all of the staff member names whose transcripts have been requested. If one staff member has requested transcripts from more than one accredited college, each college should be listed independently. The Transcript Verification form can also be used to request a pre-payment or reimbursement for transcript request fees.

3. Once transcripts are verified, the grantee will provide the following information to the FTF Quality First office for each staff member (Quality First will enter the information in the program's staff detail page in the provider profile):
 - Highest Education Achieved
 - Number of College Credits in ECE or Related Field
4. Once the transcript information is reviewed, the Quality First staff will determine whether the program meets the 2, 4, or 6 point level and enter the point value on the Quality First Points Scale tab.

ADMINISTRATIVE PRACTICES

Ratios and Group Sizes

1. **All classroom(s)/group(s)** in a program will be assessed.
2. Assessments of ratios and group sizes will only be assessed indoors, unless a program's structure provides for simultaneous indoor/outdoor scheduling.
3. Each group/classroom will be assessed at two different points in time. The assessment can be completed on one day at two different times during the day or on different days, depending on the schedule of the assessor.
 - There will be a minimum of 2 hours between each assessment.
 - Programs operating less than 4 hours long will have a minimum of 1 hour between each assessment.
 - AM/PM classes will be assessed separately.

4. The assessor will use the **Quality First Points Scale Ratios and Group Sizes** form to assess ratios and group sizes in both center-based and home-based programs. Additional copies of the form may be necessary.

Complete the following information in the first table on the form:

- **Name of On-Site Administrator During the Review:** this will be the designated person in charge at the time the assessor arrived to complete the review.
- **Program Name and Address:** write the complete **site name** and address of the program.
- **Name of Assessor:** write the complete name of the assessor who is completing the form.

Use the second table to record the following:

- **Group/Classroom Name:** write the name of the classroom or group for each of the groups/classrooms in the program. If a classroom does not have children at the time of the visit, note this in the comments section.
- **New Classroom:** check the appropriate box
 - Past 2 years – if the classroom was newly opened in the past two years
 - Past 3 years – if the classroom was newly opened in the past three years
 - N/A – if this classroom is not new in the past two or three years
- **Date/Time:** write the date and time that the assessor entered the group/classroom to count the number of children and paid adults.
- **Licensed Capacity/Self-Limited Capacity:** This is calculated by using the licensed capacity in the group/classroom. **OR** If a program chooses to self-limit, the number that they self-limit in each group/classroom will be entered. If a program self-limits, the letters, “SL” will be indicated after the number.
- **Youngest Age Enrolled:** Enter the age of the youngest child enrolled in the group/classroom. That child does not need to be present on the day of the assessment, but must be enrolled in that particular group/classroom. Programs will provide a list for each classroom that indicates the birthdate for all children enrolled.
- **Name/Title of Paid Adults:** Enter the name and title of adults paid to work in the group/classroom at the time of the assessment. If a substitute is present, please indicate the following in the comments section
 - Name/Title of Teacher that the sub is subbing for.
 - Hire Date of that regular teacher in that particular classroom.
- **Hire Date:** Enter the hire date for each teacher that is listed in the Name/Title of Paid Adults.
- **Number of Children Present:** Enter the number of children in the group/classroom at the time of the assessment.

- **Comments:** If there are any anomalies on the date of the assessment, please enter that information in this section. Anomalies may include, but are not limited to classrooms were combined, teacher/assistant teacher absence, etc.
5. Once all group(s)/classroom(s) are assessed and information entered on the Quality First Points Scale Ratios and Group Sizes form, the assessor will upload the completed form(s) on the Rating tab in the provider profile
 6. First Things First Quality First staff will determine whether the program meets the 2, 4, or 6 point level and enter the point value on the Quality First Points Scale tab.

Retention

1. During an assessment, the staff groups indicated below will be counted to determine the percentage of staff that has been employed at the site for a minimum of two consecutive years.
 - 2 and 4 Point levels - Director, Assistant Director(s) and Teachers will be counted
 - 6 point level – Director, Assistant Director(s) and Teachers and Assistant Teachers will be counted
2. Only the classrooms that have been in operation for the past two years will be counted. The Ratios and Group Sizes form will be used to document this information necessary to calculate retention.
 - **New Classroom:** check the appropriate box
 - Past 2 years – if the classroom was newly opened in the past two years
 - Past 3 years – if the classroom was newly opened in the past three years
 - N/A – if this classroom is not new in the past two or three years
 - **Hire Date:** Enter the hire date for each teacher that is listed in the Name/Title of Paid Adults.
3. Assistant teachers who have been promoted to Teacher will be reviewed by their hire date at the site and not their hire date as a Teacher, as the focus is on staff retention rather than position retention.
4. If a program does not meet the retention at the 2, 4 or 6 points levels, the points can still be earned with a **retention plan** in place.
 - The coach will assist the provider in creating and implementing the retention plan.
 - The retention plan will be reviewed by the assessor during the on-site visit for the Quality First Points Scale. The assessor will document their findings on the Administrative documents form.
5. Quality First Coaches will ensure that provider has accurately updated the staff details for each staff member in the program.

CURRICULUM AND CHILD ASSESSMENT

Curriculum

1. The most recent 4 weeks of curriculum (lesson plans) will be assessed in ***all classrooms/groups that had an ERS and/or CLASS assessment.***
2. The assessor will use the **Quality First Points Scale Curriculum Review Form** to assess curriculum in both center-based and home-based programs. Additional copies of the form may be necessary.

Complete the following information in the first table on the form:

- **Name of On-Site Administrator During the Review:** this will be the designated person in charge at the time the assessor arrived to complete the review.
- **Program Name and Address:** write the complete **site name** and address of the program.
- **Name of Assessor:** write the complete name of the assessor who is completing the form.
- **Date of Review:** write the date that the assessment was completed.

Using the second table, record the following:

- **Classroom/Group:** write the name of the classroom or group for each of the groups/classrooms in the program. If a classroom that was assessed using the ERS and/or CLASS no longer has children enrolled or is now closed, indicate this after entering the class name.
- **AZELS (Arizona Early Learning Standards) or AZITDG (Arizona Infant Toddler Development Guidelines) Indicated on Plan**
 - Mark Yes if the plan has at least one of the standards listed below.
 - Mark No if the plan does not have at least one of the standards or indicators listed below. Write comments of what you see on the curriculum plan (there is no need to write all activities listed on the plan, indicate “activities” instead).
 - AZELS/AZITDG Standards:
 - AZELS Standards**
 - Social Emotional
 - Language and Literacy
 - Mathematics
 - Science
 - Social Studies
 - Physical Development, Health and Safety
 - Fine Arts
 - AZITDG Standards- will be assessed starting July 1, 2013**
 - Social Emotional Social Emotional
 - Language Development and Communication
 - Cognitive Development
 - Physical and Motor Development

- **Individual Children's Goals are Reflected on Plan**
 - Mark Yes if the plan has at least one goal that is tied to child assessment (can be indicated as a group goal, i.e. "Multiple children need additional fine motor activities," or individual child goals with initials next to activities on the plan).
 - Mark No if the plan does not have any child assessment goals indicated. Write comments of what you see on the curriculum plan.
- **Modifications for Children with Special Needs is Indicated on Plan**
 - Mark Yes if modifications are included on the plan
 - Mark N/A if there are no identified children with Special Health or Developmental needs enrolled in the classroom.
 - Mark No if modifications are not included on the plan. Write comments of what you see on the curriculum plan.

Once all group(s)/classroom(s) are assessed and information entered on the Quality First Points Scale Curriculum Review form, the assessor will upload the completed form(s) on the Rating tab in the provider profile.

Example lesson plans are provided for review (infant/toddler and preschool). These are **examples only** they are not the required format for the Quality First Point Scale.

3. The coach will assist the provider in creating/implementing the program's written process for sharing curriculum with families. This may be an excerpt from the family handbook or a written policy in an employee procedures manual.
4. The written process for sharing curriculum with families will be reviewed by the assessor during the on-site visit for the Quality First Points Scale. The assessor will document their findings on the Administrative Documents form.
5. Quality First staff will determine whether the program meets the 2, 4 or 6 point level and enter the point value on the Quality First Points Scale tab.

★ **Arizona Early Learning Standard (AZELS) and Infant Toddler Developmental Guidelines (ITDG)**

Only Administrators (Director and Assistant Director), Teachers (Lead Teacher in the classroom who is responsible for curriculum plans, parent-teacher conferences, and child assessment) and Family Home Providers (Lead Caregiver or Teacher only) will be assessed.

- The coach will provide training on the Introduction to the Arizona Early Learning Standards and Infant Toddler Developmental Guidelines (when developed and published).
- The coach will assist the provider in attending training for any additional modules on the AZELS or ITDG.
- The coach will review training certificates for each of the staff members and indicate the training attended in the staff details on the provider profile.

- Quality First staff will determine whether the program meets the 2 or 6 point level and enter the point value on the Quality First Points Scale tab.

★ **Program Guidelines for High Quality Early Education: Birth through Kindergarten (Program Guidelines)**

Programs will be assessed using two indicators in the Program Guidelines:

- 1.3.g (p. 11) There is a written plan which specified the timelines and activities for transition into the program, within the program, and exiting the program which may include the following: meetings to help prepare families and set expectations are held with family and teacher/provider, visits to new programs (kindergarten, new classroom, new provider), home visits, etc.
 - 5.2.g (p. 42) There is a written plan which specified the activities for transitions into the program, within the program, and exiting the program, which may include the following: meetings held with family and teacher/provider, visits to new programs (kindergarten, new classroom, new provider), home visits, etc.
- The coach will assist the provider in creating/implementing a written plan that meets the guidelines above.
 - The transition plan will be reviewed by the assessor during the on-site visit for the Quality First Points Scale. The assessor will document their findings on the Administrative Documents form.
 - Quality First staff will determine whether the program meets the 4 points level and enter the point value on the Quality First Points Scale tab.

Child Assessment

1. The Quality First Assessor will randomly choose **4** child assessments from **each classroom/group that had an ERS and/or CLASS assessment**. If there are less than 4 children in the classroom/group, all children enrolled will have an assessment review.
2. Documentation for the most recent year will be reviewed for each child, if available (please note children that have been enrolled in the program for less than one year).
3. The Assessor will use the **Quality First Points Scale Child Assessment Review** form to assess both center-based and home-based programs. One form will be used for each classroom/group that is assessed.

Complete the following information in the first table on the form:

- **Name of On-Site Administrator During the Review:** this will be the designated person in charge at the time the assessor arrived to complete the review.
- **Program Name and Address:** write the complete **site name** and address of the program.
- **Name of Assessor:** write the complete name of the assessor who is completing the form.
- **Date of Review:** write the date that the assessment was completed.

Using the second table on the form, enter the following information:

- **Classroom/Group:** write the name of the classroom or group for each of the groups/classrooms in the program.
- **For each of the 4 developmental areas (Social Development, Emotional Development, Cognitive Development, Physical Development):**
 - Place checkmarks in the work sample box if a child's assessment includes sample of their own work that describe their development in the area indicated at the top of the column. Examples include, but are not limited to: art with teacher anecdotes or child's writing, pictures of group chart's with child's ideas represented, etc.
 - Place a checkmark in the anecdotal box if a child's assessment includes written notes from the teacher or parent that describe a child's development in the area indicated at the top of the column.
 - Place a checkmark in the developmental checklist box if a child's assessment includes a developmental checklist relating to the developmental area indicated at the top of the column.
 - ***Please note that one piece of child's work can be used for all three checkboxes or all 4 areas of development if it is labeled in each way.***
- **Family Input:** place a checkbox in this column if a child's assessment includes information from their family. This could include, but is not limited to the following: questionnaire completed by the family about development; notes from the family; etc.
- **Comments:** write any comments that pertain to each individual child's assessment.

Key Definitions and Words used in the AZELS and ITDG

- **AZELS**
 - **Social Development:** the way in which a child interacts and behaves in a group of others. AZELS Keywords include: Self Awareness; Separation; Cooperation; Respect; Confidence; Persistence; Initiative; Rights, Responsibilities, and Roles of Citizenship; Family Identity.
 - **Emotional Development:** relating to or expressing emotion. AZELS Keywords include: Recognition of Feeling; Expression of Feelings; Self Control.
 - **Cognitive Development:** the process of acquiring knowledge by the use of reasoning, intuition, or perception, which includes, but is not limited to: language (speaking, listening), literacy (letters, reading, writing), mathematics (numbers, counting, numerical operations, measurement), science (observing, hypothesizing, testing). AZELS Keywords include: Curiosity; Creativity; Problem-solving; Print Awareness; Book Handling; Sound and Rhythms; Vocabulary; Comprehension; Collection and Organization; Data Analysis; Patterns; Spatial Relationships; Logic and Reasoning; Investigation.

- **Physical Development:** relating to the body and movement, to include both fine and gross motor development. AZELS Keywords: Personal Health and Hygiene; Safety/Injury Prevention; Creative Movement.
- **ITDG (for use beginning July 1, 2013)**
 - **Social and Emotional Development:** the development of trust and emotional security, self-awareness, self-regulation and the beginning of relationships with adults and other children. AZITDG Keywords include: Trust, Emotional Security, Self-Awareness, Self-Regulation, Relationships with adults, Relationships with other children, Interactions.
 - **Approaches to Learning:** the inclinations, dispositions, attitudes, habits and styles that reflect the many ways that children involve themselves in learning. AZITDG Keywords include: Persistence, Initiative, Curiosity, Creativity, Inventiveness, Reasoning, Problem Solving, Experimentation, Questioning, and Reflection.
 - **Language Development and Communication:** the development of the ability to use language to communicate with others through natural interaction of caregiving and everyday experiences. AZITDG Keywords include: Listening, Understanding, Communicating, Speaking, and Emergent Literacy.
 - **Cognitive Development:** developing ability to think and make connections, to understand what things are and how they work. AZITDG Keywords include: Exploration, Discovery, Memory, Problem Solving, Imitation, Symbolic Play, and Processing New Information.
 - **Physical and Motor Development:** the physical and motor skills and abilities that emerge during the infant and toddler stages of development. AZITDG Keywords include: Gross Motor Development, Fine Motor Development, Physical Health, and Physical Well Being.

Once all child assessment are assessed and information entered on the Quality First Points Scale Curriculum Review form, the assessor will upload the completed form(s) on the Rating tab in the provider profile

4. The coach will assist the provider in creating/implementing the program's parent-teacher conference schedule that indicates when and how often conferences that are held each year.
5. The parent-teacher conference schedule will be reviewed by the assessor during the on-site visit for the Quality First Points Scale. The assessor will document their findings on the Administrative Documents form.
6. The coach will assist the Provider in creating/implementing their written child assessment procedures.

7. The written child assessment procedures will be reviewed by the assessor during the on-site visit for the Quality First Points Scale. The assessor will document their findings on the **Administrative Documents** form.
8. The coach will assist the Provider in creating/implementing their written screening and referral policy.
9. The written screening and referral policy will be reviewed by the assessor during the on-site visit for the Quality First Points Scale. The assessor will document their findings on the Administrative Documents form.
10. Quality First staff will determine whether the program meets the 2, 4 or 6 point level and enter the point value on the Quality First Points Scale tab.

RESCHEDULING ASSESSMENTS

★ Circumstances that would require rescheduling of the assessment visit:

- The program type (center or home) is different than indicated in the Extranet. If this occurs, the assessor should not conduct the observation and notify First Things First Quality First staff.
- None of the staff (lead teacher and aides) assigned in the center profile are present. If at least one staff member assigned in accordance with the profile is in attendance, assessment may occur;
- Classroom has gone on a field trip;
- Fewer than 50% of the enrolled children are present;
- Classroom is closed due to an emergency situation (e.g. building air conditioning broken during July, flooding from a major rainstorm, etc.)
- A DHS licensing surveyor is on-site conducting a visit at or during the time of the assessment observation.
- An emergency occurs at or during the time of the assessment observation.

★ If rescheduling must occur, the assessor will:

- Make every attempt to reschedule within one week's time. The rescheduled visit should be mutually acceptable for participant and assessor
- Explain to the participant that to conduct the assessment, both the staffing and the stated center ratios must be maintained and that at least 50% of the enrolled children must be in attendance.
- Submit notification to supervisor of a missed assessment with explanation and document in activity log.

ASSESSMENT REQUEST FOR CLARIFICATION

After an assessment has been completed and reviewed, questions or clarifications may be found by reviewing the corresponding assessment tool and references. If there are still questions once the assessment tool and additional references have been reviewed, please share these concerns with your Coach who will work with you complete the **Assessment Report Clarification Request** (form).

ASSESSMENT CLARIFICATION RESOURCES

- ★ ITERS-R (Infant/Toddler Environmental Rating Scale-Revised)
- ★ ECERS-R (Early Childhood Environmental Rating Scale-Revised)
- ★ FCCERS-R (Family Child Care Environmental Rating Scale-Revised)
- ★ ITERS-R and ECERS-R All About Books
- ★ The developers of the ERS tools add clarifications about what to consider when scoring the tool. These clarifications are in addition to what the spiral bound ERS scales include. ***Programs will be scored using the most recent clarifications.*** Please visit the ERS website, www.ersi.info, regularly to remain current with the ERS clarifications.
- ★ CLASS assessment tool
- ★ CLASS website with FAQ and Implementation Guide www.teachstone.org

ORIENTATION

PURPOSE

The purpose of the Quality First orientation is to welcome new programs entering Quality First and to determine enrollment. The orientation initiates the positive, collaborative working relationship between the coach and participant through the provision of key information on the components, benefits and supports provided in Quality First. The orientation is completed by the assigned Quality First coach and may occur over several visits.

ORIENTATION PROCESS

Once the Quality First coach has received notification that the initial program assessment is complete, the coach will contact the director and/or owner to schedule an enrollment visit. During the enrollment visit, the coach will review the following:

- Review and complete the **Enrollment Agreement** including the initial star rating and assessment scores. Both the program designee and the coach must sign the Enrollment Agreement.
- Review the Implementation Guide. The coach will review the *entire* Implementation Guide with the participant. The Implementation Guide must be read by the participant to ensure understanding of the Quality First Program and is on-line for review.
- Explain the incentive package the program is eligible to receive, if applicable. Rating Only programs will not receive an incentive package.
- Review the Support Services available in the participant's region.
- Review and sign the **Program Designee** Form, if applicable. The program designee is required if the main contact for the program is not regularly on-site or if there is more than one main contact for the program.
- Review the **parent letter** with participant, a handout that providers may use to inform parents about their involvement in Quality First.

Programs may choose to enroll or decline participation in Quality First by signing the enrollment agreement. After the enrollment agreement is signed, the coach will:

- Enter the date of the signed enrollment agreement in the extranet.
- Indicate if participant accepted or declined enrollment in Quality First on the orientation tab. If a program declines the coach will note the reason for decline. If a program chooses to decline enrollment, they may not be eligible for other FTF funded strategies.
- Invite the enrolled participant to the extranet.

- The Quality First program staff will change the program’s status to “enrolled” once the orientation tab is completed.

COACHING VISITS

ONSITE VISITS

Coaching onsite visits will vary depending on a participant's Star Rating.

High Coaching Intensity for Participants at Star Levels 1 and 2

- ★ High coaching intensity is available to participants that receive a Star Rating of 1 or 2. High coaching intensity includes quality improvement supports with more frequent and lengthier monthly visits.
- ★ Participants receiving high coaching intensity will obtain **a minimum of eight hours of coaching** support per month with at least **six hours of individualized** coaching occurring on-site. Services may include but are not limited to assessment report analysis, goal setting, on-site training, classroom observations and technical assistance, collaborative meetings with consultants and guidance for incentives purchases as linked to quality improvement planning.

Low Coaching Intensity for Participants at Star Levels 3, 4 and 5

- ★ Low coaching intensity is available to participants that receive a Star Rating of 3, 4 or 5. Low coaching intensity includes quality improvement supports with flexibility for potentially fewer monthly visits or length of time during visits.
- ★ Programs receiving low coaching intensity may obtain a minimum **of four hours of coaching** support per month with flexibility to offer support options that may include a combination of on and off site visits and telephone consultation. Services may include rating preparation coaching, training on instructional supports, collaborative meetings with consultants, peer learning communities, and maintenance support of quality standards.

Rating Only Coaching Intensity for Participants Enrolled in the Rating Only Option

- ★ Participants enrolled in the rating only option will have access to coaching services for up to six months of Quality First Points Scale Preparation.
- ★ All Rating Only programs receive low coaching intensity and may obtain a minimum **of four hours of coaching** support per month with flexibility to offer support options that may include a combination of on and off site visits and telephone consultation.

Coaching Visits

- ★ Visits may include but are not limited to:
 - Interaction and engagement with the director/provider, owner, and all teaching staff to create consistent quality throughout each classroom and the whole program.

- Development and review of Quality Improvement Plan (forms are on the extranet under the Quality Improvement Plans tab) and the **Quality Rating Plan**
 - Participation in staff meetings
 - Training and technical assistance
 - Classroom or family group observations
 - Presentation of community resources
 - Referral to outside professional development resources
 - Assistance with Incentive Funds
 - Preparation for the Quality First Point Scale assessment
- ★ Additional support may be offered through telephone calls, email correspondence and collaborative meetings.
- ★ Flexibility of coaching visits may be approved as determined by the Quality First coaching supervisor on an individual basis due to barriers which may include but is not limited to: geography, traveling distance and language challenges. Coach turnover or extensive absences are not considered as valid barriers for exceptions for extended period between coaching visits.

DOCUMENTATION

Quality First coaches must document all contact with providers in the activity log. Contact may include emails, phone calls, personal visits, trainings and collaboration meetings.

- ★ For personal visits, each entry should note the frequency of the visit (visit 1, visit 2).
- ★ Visits that are cancelled or rescheduled should be noted in the activity log with the reason and the next visit scheduled or follow up required. Attempts should be made to reschedule the visit within two weeks.
- ★ The amount of time or duration of the visit must be documented in the activity log.
- ★ Entries should explain the overall purpose or goal of the contact and a brief description of what occurred during the visit/contact.
- ★ Assessment review meetings and QIP development meetings should be specifically noted in the category and visit type.
- ★ Specific children's names will not be used in the activity log.
- ★ Negative references to the facility, staff members or other consultants will not occur in the activity log entries.

- ★ Entries will avoid personal opinion, but relate to specific goals, plans and improvement efforts.
- ★ All documentation will be grammatically correct and use appropriate spelling and documentation.
- ★ Any documentation kept on file at the coaching agency, such as Incident Report, regulatory status letters, etc... should be noted in the activity log (i.e. Incident Report on file at XYZ agency).
- ★ The activity log should be updated within two weeks of an on-site visit or contact.

CONTINUITY PLAN

In the event of coaching turnover, extended absences or reassignments, a coaching supervisor will create a continuity plan to support the improvement efforts of participants. All efforts to support the continuity will be thoroughly documented in the activity log.

QUALITY PLANNING DEVELOPMENT

Quality planning provides the necessary foundation on which a participant can begin to understand their strengths and opportunities for improvement in serving young children through quality experiences and care. Coaches play a vital role in helping participants make the connections between assessed needs and methods by which those needs can be addressed. The quality planning process acts as an opportunity to hold discussions, outline strategies, and measure success.

GENERAL PLANNING PROCEDURES FOR QUALITY IMPROVEMENT PLAN (QIP)

Participants that meet the star 1 or 2 level will develop a Quality Improvement Plan.

- ★ Quality improvement planning will begin after the initial assessments have been conducted and completed.
- ★ The coach is responsible for reviewing the assessment data prior to meeting with the participant.
- ★ The coach is responsible for giving the provider access to the assessment results through the extranet and/or hard copy.
- ★ The coach will review the assessment results with the participant prior to developing the quality improvement plan.
- ★ The coach and other supporting services will determine if a joint visit for developing the Quality Improvement Plan would be beneficial based on identified successes and needs in the assessment.
- ★ The first step to quality planning is to identify the participant's strengths and needs as identified by the participant's assessment, observations and the participant's priorities. The participant and coach can then use this information to prioritize needs for improvement activities. Coaches may use the Initial Planning Document (forms are in the extranet under Quality Improvement Plans tab) or another planning tool (as approved by coaching grantee/agency partner) to help guide the participant through the planning process.
- ★ After the participant's needs are prioritized, the coach and participant will develop at least three goals using the Quality Improvement Plan- Goal Planning Form (form in in the extranet under the Quality Improvement Plans tab). One Quality Improvement Plan- Goal Planning Form must be completed for each goal to include actions steps with a specific timeline. As goals are met, the participant and coach may or may not choose to add more goals during the improvement period.
- ★ Goals must be SMART-Specific, measureable, attainable, realistic and timely.
- ★ Once the Planning Document and Quality Improvement Plan-Goal Planning Forms are completed the coach must submit them to the coach supervisor for approval. Once the supervisor approves the forms, the forms will be uploaded to the QIP tab on the extranet. The coach will save electronic copies so that updates can be made as progress on the QIP happens. As updates are made to the goals, the coach will upload the most recent version of the goal to the extranet.

QIP COMPLETION

- ★ When the components of a QIP are completed the Quality First coach will ensure all notes for the goals and tasks are documented within the plans (i.e. materials purchased, trainings conducted, facility improvements, etc...).
- ★ When all goals in a QIP are accomplished the coach will document the goal as complete in the extranet.
- ★ If a goal is not complete within the QIP cycle notes will reflect the progress or carryover of the goal into the next year (a new goal must be created in the new cycle).
- ★ To complete closure of the QIP the coach must document complete or not complete for each goal and then document the QIP is closed in the extranet.
- ★ A QIP must be closed before uploading a new QIP to the extranet.

QUALITY RATING PLAN (QRP)

The **Quality Rating Plan** will be used to assist participants in preparing for the Quality First Points Scale documentation assessment. The QRP will be used when a participant has Average Program ERS and Average Program CLASS scores that meet the 3, 4, or 5 star levels. The QRP includes tasks to support staff qualifications, ratios and group sizes, and curriculum and child assessment. Extranet tabs will be updated throughout the process to document ongoing efforts to prepare for the Quality First Points Scale assessment.

Participants have **up to 6 months** to complete activities for the Quality First Point Scale assessment. Participants may click the submit button at any time during the 6 months they have to complete the Quality First Point Scale activities. Clicking the submit button will trigger an on-site Quality First Point Scale assessment. At the end of the 6 months, participants will receive an on-site Quality First Point Scale assessment even if the submit button has not been clicked.

Participants will receive a star rating based on the completion of all three assessment tools (ERS, CLASS and the Quality First Point Scale).

QUALITY FIRST FINANCIAL INCENTIVES

Enrolled participants in Quality First will receive financial incentives to help support and maintain quality improvement efforts, if applicable. Financial incentives are not available to Rating Only participants.

There are 3 types of financial incentives:

- ★ Incentive Funds- used to purchase through the Quality First coach
- ★ Quality Bonus- a check is provided to the program
- ★ DHS Fees- 50% of a program's DHS fees are paid for all enrolled programs (not Rating Only participants)

This table represents the Total Incentive Amount that will be available to providers enrolled in Quality First beginning July 1, 2012 through June 30, 2013. Participants will have access to incentives up to the following amounts.

Total Amount of Annual Quality First Incentives	<u>Large Center</u> (Licensed Capacity birth-5 = 150+)	<u>Medium Center</u> (Licensed Capacity birth-5 = 51-150)	<u>Small Center</u> (Licensed Capacity birth-5 = 50 or less)	<u>Group Home</u> (DHS) (Licensed Capacity = 10)	<u>Family Home</u> (DES) (Certified for 4 children or less)
<i>Amount remaining after DHS fees have been deducted.</i>	\$8,400	\$5,250	\$3,675	\$2,100	\$1,050

Participants who reach a 1 and 2 star level will document the use of incentive funds as identified in the Quality Improvement Plan which is developed by the Quality First coach and provider.

Financial incentives awarded to 3, 4, and 5 star participants are in the form of a Quality Bonus, which is a cash incentive. Participants will complete the **Quality Bonus Agreement** to document the purchases made or activities supported with the Quality Bonus. Programs may choose to purchase through the Quality First coach in lieu of receiving the Quality Bonus.

All Quality First incentives are to be spent on the specific site enrolled in Quality First as indicated by the enrollment agreement. Any materials purchased with incentive funds must remain with the specific site enrolled to support the quality of care offered to the children at the site.

- ★ Incentive funds can be used to purchase developmentally appropriate materials and supplies, improve facility equipment and supplement professional development opportunities.
- ★ The amount allocated for incentive funds is based on the program's licensed capacity for children ages birth through five. Multipurpose classrooms that are used 50% or more of the time by children ages birth through five are included in the program's licensed capacity.

- ★ Participants have access to the full amount of incentive funds during the fiscal year (July 1-June 30). Funds not expended at the end of a fiscal year are not carried over.
- ★ Participants enrolled between March and June may not have access to incentive funds due to the fiscal year funding cycle which ends June 30th.
- ★ Participants may submit multiple incentive funding requests within a calendar year. Incentive funding requests may not exceed the maximum grant amounts available per fiscal year.

ACCESS TO INCENTIVES- IN FY2013 (July 1, 2012- June 30, 2013)

Incentive distribution will be distributed on a fiscal year basis, not based on assessment cycle. This means that after the start of each fiscal year, participants enrolled in Quality First will have the full incentive amount to access based upon center size and star level. Unexpended incentive funds or programmatic balances **WILL NOT** be carried over from one fiscal year to the next.

At the start of each fiscal year, coaches and participants will use the QIP and assessment cycle to determine a strategy for incentive expenditures.

QUALITY BONUS POLICY

The Quality Bonus is a Quality First monetary financial incentive that is available annually for participants that achieve a 3, 4, or 5 star rating. The Quality Bonus offers greater flexibility for providers to decide which areas of improvement financial incentives will be used. The Quality Bonus can be used to assist participants with expenditures in the following areas: quality improvement, facility projects, professional development and/or program operations. The amount of the Quality Bonus is determined by the licensed capacity for children birth through five years of age.

Pre- Rating Access

- ★ Enrolled participants with Environmental Rating Scale (ERS) and Classroom Assessment Scoring System (CLASS) scores at the 3, 4 or 5 star level are eligible to access Quality First financial incentives **prior** to being assigned a star rating if the participant is completing activities for the Quality First Point Scale Assessment.
- ★ Enrolled participants may access the financial incentives up to the maximum incentive amount available to the participant. Participants may use the incentive funds to support purchases of developmentally appropriate materials, facility improvement projects and professional development opportunities.
- ★ All purchases must be made through the coaching agency and will be documented on the Quality Rating Plan.

Post Rating Access

- ★ **1 and 2 Star Participants**

If a 1 or 2 star rating is achieved, the participant will proceed with quality improvement planning in partnership with the Quality First coach and is able to access the remainder of the incentives through enhancement grants as prioritized in the quality improvement plan.

★ **3, 4 and 5 Star Participants**

If a 3, 4 or 5 star rating is achieved, the participant can access the remainder of the incentives in the form of a Quality Bonus. To receive the Quality Bonus, the participant must sign the Quality Bonus Agreement and identify the way in which they would like to receive the Bonus.

Financial reporting is required as indicated in the Quality Bonus Agreement.

Grandfathered Participants

★ Participants enrolled prior to July 1, 2011 are considered “grandfathered” in the Quality First program. Grandfathered participants will receive their initial public rating at the 3rd assessment. Prior to receiving a star rating, grandfathered participants will access incentives according to the ERS and CLASS assessment scores.

★ If a grandfathered participant’s ERS and CLASS assessment scores meet the 3, 4 or 5 star rating, the grandfathered participant will be required to go through the Point Scale assessment and will be able to access incentives as described in the Pre- Rating Access section above.

★ If a grandfathered participant’s ERS and CLASS scores below the 3 star rating upon completion of the Point Scale assessment, the participant will access incentives through enhancement grants.

Financial reporting is required as indicated in the Quality Bonus Agreement.

** Please See Quality Bonus Agreement*

FINANCIAL MONITORING

Incentive Payment

Participants eligible for a Quality Bonus may access the bonus in one of two ways:

1. Purchases of materials made through the coaching agency on behalf of the participant, and/or
2. A cash incentive provided to the participant in the form of a check.

Financial Monitoring for Participants Receiving a Quality Bonus Check

★ The Quality Bonus check will be reported on the FTF quarterly financial report on the month that the check is given to the participant.

★ Participants are required to maintain a record of incentive expenditures on the **Quality Bonus Report**, and to submit financial documents (receipts, invoices, facility project contracts etc.) to the coaching agency of all expenditures made from the Quality Bonus on a monthly basis. All receipts and the Quality Bonus Report must be turned in to the coaching agency by May 1 of each year.

Coaching agencies will reconcile financial documents with the Quality Bonus amount given to participant. Receipts will remain on file with coaching agency.

- ★ If financial documents do not equal the Quality Bonus amount provided to the participant, the coaching agency will provide the participant 14 days to submit any the additional financial documentation needed. If participant is not able to provide the additional financial documents, the coaching grantee will notify FTF of “noncompliance with Quality Bonus financial reporting.”
- ★ Any participant that does not submit the financial documents will be terminated from Quality First. Additionally, FTF reserves the right to recover funding if it is determined that funds were misused and not utilized as outlined in this Quality Bonus Agreement. ***Recovering funding may require the participant to pay back the total amount of funding received through the quality bonus using a collections process.***
- ★ FTF will notify any participant that is terminated due to noncompliance with the Quality Bonus Agreement.

TAX LIABILITY

First Things First is not responsible or liable for any tax reporting or financial liability for the Internal Review Service that may be applicable for participants choosing to receive the Quality Bonus in the form of an incentive check. It is recommended that Quality First participants contact the program’s accountant, auditor and/or financial advisors for guidance on fiscal reporting.

ASSISTANCE WITH PAYMENT OF LICENSURE FEES

- ★ All participants enrolled in Quality First that are regulated by the Department of Health Services (DHS) will receive assistance with payment of licensure fees. 50% of a participant’s licensing fees will be paid by FTF. The Quality First assistance with licensure fees is not optional for participants regulated with DHS. ***All participants are required to be enrolled in the Empower pack program through DHS.***
- ★ Participants that receive a Quality Bonus (which is a cash incentive) **may** choose to use their Quality Bonus to cover **more than** 50% of their licensing fees
- ★ Family child care providers regulated by Department of Economic Security (DES) **ONLY** and tribal participants that are **NOT** regulated by DHS will not have any portion of their incentives designated for licensing fees.

FUNDING REQUESTS FOR INCENTIVES

Incentive funds are not distributed to the participant in the form of a check (only the Quality Bonus); rather the participant is assisted by the coaching agency in the purchasing of materials, supplies and other specialized services. However, funding requests for incentive checks may be approved by the coaching agency if identified in one of the categories below:

1. **Consultation and Specialized Services-** Fees for consultation and specialized services are permitted only if these services cannot be provided by the Quality First coach, child care health

consultant, identified program personnel (education coordinator, curriculum specialist, behavioral health specialist, program trainer or mentor, etc.) or if the specialized subject matter is not offered through community based training and other resources. (ex. CPR/First Aid training, GED courses, financial planning, playground inspection, behavioral health training etc.) The rationale and impact of the consultation and specialized services must be identified in the Quality Improvement Plan. Funding requests for consultation and specialized services must support the overall quality of care and be approved by the coaching agency. ***Incentive checks must be made payable and mailed to the vendor delivering the service after it has been provided. Invoices are required for documentation and record keeping.***

2. **Facility Improvements-** Facility improvement projects may be authorized if the primary function is to improve quality of services provided for children. Examples of facility improvement projects include but are not limited to: shelving, cement slab, fencing, painting and carpet installation. A **Liability Release for Quality First Facility Projects** (form) needs to be completed prior to approval of such projects. ***Incentive checks must be made payable and mailed to the vendor delivering the service after it has been provided. Invoices are required for documentation and record keeping.***

- Incentive funding request for facility improvement projects cannot exceed 30% of the total incentive funds. If the funding request is over 30% of the total incentive funding amount awarded to the program the program must request approval from the coaching agency and the coaching grantee. The rationale and impact of the construction project must be identified in the Quality Improvement Plan. Incentive checks must be addressed and mailed to the contractor. Invoices are required for documentation and record keeping. FTF will not be liable or responsible for any damages or unsatisfactory work. ****Any participant using enhancement grants to fund a facility project must complete a liability release form.***
- **For Leased Properties:** All facility improvement projects must in accordance with state and local code and license requirements as under the terms with the tenant's lease. Therefore, it is the tenant's responsibility to ensure that approval from the landlord is granted for tenant improvements and for selection of the vendor.

3. **Transcript Payment-** Incentive funds may be used to cover the cost of requesting transcripts for staff during the Quality First Point Scale preparation. To receive a prepayment or reimbursement for transcript request please work with your Quality First coach to fill out the **Transcript Verification Form**.

DOCUMENTATION AND RECORD KEEPING

- ★ Coaching grantees are expected to implement a system to track and verify distribution and receipt of incentives. Documentation and evidence to support the rationale for receipt of incentives must be indicated in the Quality Improvement Plan. All incentive documentation should be maintained on site and be readily available for review in the event of an audit, appeal or funder request.
- ★ The Quality Bonus Financial Reporting form will be completed by the participant receiving a Quality Bonus. Completed forms will be submitted to the Quality First coach. For more information on the Quality Bonus Financial Reporting, please refer to the Quality Bonus Policy.

PROGRAM CLOSURE

UNSCHEDULED PROGRAM CLOSURE

- ★ In the event of unscheduled program closure, participants will work with their Quality First coach to establish a modified schedule to continue participation. Examples include but are not limited to the following:
 - Facility/property damage due to natural disasters such as fire or flooding
 - On-site staff/child medical emergency
 - Health epidemic/Personal medical conditions
- ★ If the program does not resume services after the 30 business day period, the program **may be** dis-enrolled from Quality First. There may be circumstances that an extension of time is granted by First Things First, those will be determined on a case by case basis.
- ★ Programs that are dis-enrolled from Quality First due to an unforeseen program closure lasting longer than 30 business days can reapply for Quality First after they reopen.

EXTENDED PROGRAM CLOSURE

To maintain program eligibility, participants must provide care in accordance with their program calendar for children birth through age five throughout Quality First enrollment. If there is extended program closure due to reasons indicated below, participants will be dis-enrolled and must submit a new application for consideration of future enrollment.

- Loss of regulatory status
- Facility closure
- Relocation to a new facility (outside of the FTF enrollment regional area)

HOME-BASED PROGRAMS ONLY

When a home provider loses *all* enrolled children, the participant must notify the coach of the last day of care that was provided. Home providers will be given 45 days (from the last day of care verified by the participant) to replace enrollment.

In the event that a Coach suspects that a DES Certified Home Provider is currently not serving any children while enrolled in Quality First, the following steps should be taken:

1. Speak directly with the provider to determine whether children are currently being served and if not, document the last day of care for enrolled children as verified by the provider. Home providers will be given 45 days (from the last day of care verified by the participant) to replace enrollment.

2. If the provider **does not** verify they no longer have children enrolled in their home care setting, the coach will use the next two visits to determine evidence of the provider serving children. After two personal visits, the provider will be given 45 days to replace enrollment from the date of the coach's last personal visit.
3. During the 45 day period, the coach will assist the participant in developing a marketing plan to recruit new families. After the marketing plan is developed, the coach will maintain contact with the participant through phone calls and email communication.
4. If there are still no children in care at the end of 45 days, the program will be dis-enrolled from Quality First.

INCENTIVES REDISTRIBUTION

- ★ In the event of a program closure, participating center-based early care and education programs and family child care homes are requested to redistribute all materials and equipment purchased with Quality First incentives to other Quality First enrolled participants within the regional area. Redistribution of the materials and equipment needs to be noted in the extranet by the Quality First coach.
- ★ Programs that are relocating across regional boundaries are able to maintain all purchases made through Quality First.

SECTION 4: ADMINISTRATIVE PRACTICES

CONFIDENTIALITY

First Things First respects the confidentiality of all applicants and enrolled participants. All Quality First partners (coaches, assessors, child care health consultant, supervisors, and other support services) are expected to maintain discretion throughout their involvement in the quality improvement and rating process. Program records, staff information, assessment results and quality improvement efforts are not made public, nor are they shared with individuals outside of the Quality First program.

If a participant feels that their confidentiality has been compromised, please contact the Quality First Director for further assistance:

Quality First Program

First Things First

4000 North Central Avenue, Suite 800

Phoenix, Arizona 85012

Email: qualityfirst@azftf.gov

Phone: (602) 771-5000

Fax: (602) 274-6351

MANDATED REPORTING

Quality First coaches, assessors, child care health consultants, mental health consultants and inclusion specialists are all support team members within Quality First and have distinct roles to assist enrolled early care and education providers in improving quality for children and their families. Quality First support team members are not representatives of regulatory agencies nor will they serve in that capacity. However, if a Quality First support team member is visiting a center or home and observes that a child's health, safety or well-being is in danger, or has reason to suspect child abuse or neglect, the Quality First support team member will immediately share the concern with the director or program designee.

Additionally, as representatives of a state program, Quality First support team members are mandated reporters by law (as outlined in the A.R.S. § 36-2281). This means that Quality First support team members are required to report or cause a report to be made regarding any suspected incident of child abuse, neglect or endangerment to the Department of Health Services or the Department of Economic Security.

QUALITY FIRST INCIDENT REPORTING POLICY

POLICY STATEMENT

Establishing trust and fostering positive relationships with Quality First participants is an integral component for successful quality improvement. During onsite visits, incidents may be observed that are non-compliant with regulatory standards. As monitoring regulatory compliance is a function of regulatory agencies (*i.e. Department of Health Services (DHS), Department of Economic Security (DES), Tribal Authority and Military Government*) and not a role of Quality First, support team members (*i.e. coaches, assessors and child care health consultants*) must be sensitive in determining when incidents need to be reported to regulatory agencies and when to utilize incidents as *teachable moments* for Quality First participants.

The Incident Reporting Policy provides guidance for all Quality First grantees and agency partners on regulatory reporting for witnessed incidents of child endangerment, abuse or neglect. When reporting such incidents, the Quality First grantee and/or agency partner will use the guidance indicated below in conjunction with any agency reporting procedures.

TEACHABLE MOMENTS

Incidents used for teachable moments are described as situations that are ***“potentially harmful”*** for children. Potentially harmful incidents have the potential of causing a health and/or safety hazard for children in care. During such incidents, there are two types of interventions that can be used as teachable moments to support the program:

1. Immediate Intervention

When an incident is observed that has the potential of causing a health and/or safety hazard, the Quality First support team member should immediately address the incident by informing the teacher, director, owner or program designee of the issue and the appropriate action that is required. Examples may include but are not limited to:

- Teacher leaving children unsupervised
- Using inappropriate discipline (*i.e.* lengthy time-out, using extremely loud or angry voice)
- Children not washing hands before meals
- Child not buckled into high chair
- Not sending sick children home
- Children denied second helpings of meals

2. Training and Technical Assistance

After a potential harmful incident is observed, the Quality First support team member may also determine that some additional training and/or technical assistance may be beneficial for the program. The Quality First support team member may provide the program with the training or make recommendations for health and safety trainings and/ or technical assistance that are

available through community resources. Training may also be provided by the regulatory agency, Child Care Health Consultant or other community resource.

The training and/or technical assistance may include references to licensing /certification regulations, Quality First standards (i.e. assessments and Points Scale) or the Early Learning Standards and Program Guidelines for High Quality Early Education.

REPORTING AN INCIDENT

Incidents that require reporting are situations that cause “*actual harm*” or *reoccurring* potentially harmful situations that are observed. Incidents that cause *actual harm* are situations that are life threatening to the health and safety for children in care. *Reoccurring potentially harmful situations* are incidents that have been observed, addressed and documented on more than one occasion. In such situations, it is the Quality First support team member who must report the incident to the regulatory agency.

Incidents that require reporting to the regulatory agencies should include the following steps, as applicable:

1. Immediate Intervention

The Quality First support team member will provide immediate intervention to ensure the safety of a child during any witnessed incident. This may include, but is not limited to: notifying a teacher, caregiver or other onsite staff of an environmental hazard or a dangerous situation for a child, providing direct assistance to a child in danger, or removing something that puts children in danger.

2. Notification to Director/Owner/ Program Designee

The onsite program director/owner/program designee must be informed of the witnessed incident on the day that the incident was observed. Every attempt should be made to notify the onsite director/owner/program designee PRIOR to leaving the site. If the onsite program director/owner/program designee is unable to be reached on the day of the incident, the Quality First support team member must make contact within 48 hours. All contact attempts must be documented with date and time in the activity log.

3. Notification to Regulatory Agency

Quality First support team members will report incidents to regulatory agencies using the reporting mechanisms as implemented by each regulatory agency.

- For programs regulated with the Department of Health Services, reports may be made by telephone by contacting the surveyor on duty at (602) 364-2539 or online at https://app.azdhs.gov/ls/online_complaint/CCComplaint.aspx
- For certified homes regulated by the Department of Economic Security, reports may be made by contacting the local Child Care Administration office. If the local office contact is unknown, contact the Child Care Administration Central office to obtain information at (602) 542-4248.
- Reports for programs regulated by Tribal Authority or Military government are made to the offices that are designated for regulatory compliance.

4. Notification to Quality First Grantee

The Quality First agency partner will notify the Quality First grantee of all incidents that are reported. Additionally, the Quality First agency partner will indicate in the activity log when an incident is observed. The activity log will provide general information relating to the incident to include:

- Date of incident
- Actions taken to respond to incident (i.e. program designee notification, regulatory reporting, informing grantee or other team partners as applicable, etc.)
- Name of agency partner where incident supporting documentation is held

5. Notification to Child Protective Services or Local Authorities

Quality First support team members may contact Child Protective Services (CPS) and/or local authorities as determined necessary by the Mandatory Reporting Law of the State of Arizona:

The Mandatory Reporting Law of the State of Arizona

“Any person who reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted on the minor by other than accidental means...shall immediately report or cause reports to be made of this information to a peace officer or to Child Protective Services in the Department of Economic Security, except if the report concerns a person who does not have care, custody or control of the minor, the report shall be made to a peace officer only.” (Arizona Revised Statute 13-3620)

INFORMAL DISPUTE RESOLUTION POLICY

POLICY STATEMENT

The Informal Dispute Resolution Policy will be implemented by the Quality First grantee when a participant has a complaint with an agency partner or Quality First programmatic decision and/or policy. The informal dispute process will assist in addressing complaints that may include but are not limited to items such as: personality conflict, communication differences, explanation of assessment reports or any programmatic complaint relating to coaching, assessment, or consultation. In such instances, the Quality First grantee will facilitate the informal dispute process with participants. If the Quality First grantee, agency partner and/or participant believe that the complaint was not satisfactorily resolved after the initial informal review, First Things First will then participate in the informal dispute process and attempts will be made to assist all parties in reaching a reasonable solution.

INFORMAL DISPUTE PROCEDURE

1. Informal Review

- The Quality First grantee and coaching agency should make all attempts to resolve complaints through direct communications with Quality First participant. In this step, the complaint should be discussed verbally during a teleconference and/or scheduled meeting with the participant. The Quality First grantee or coaching agency should document the discussion with the participant in the activity log of the extranet.
- If it is determined that the participant is reluctant to discuss the complaint with the Quality First grantee and coaching agency, the grantee will notify the Director of Quality First. The Director of Quality First will then contact the participant to discuss the complaint and attempt to determine a solution. First Things First will notify the grantee of all discussions and meetings related to the complaint.

2. Formal Review

- If the complaint is not resolved through the informal review, the participant, Quality First grantee and coaching agency may proceed to step two by submitting a **Quality First Complaint form**. The Quality First Complaint form will be used to document the following:
 - Description of the complaint
 - Previous attempts made to resolve the issue
 - Recommendations of possible solutions

*The Quality First Complaint form must be signed and submitted via postal mail, e-mail or fax to:

Quality First Director
First Things First
Central Avenue, Suite 800
Phoenix, Arizona 85012
Email: qualityfirst@azftf.gov
Fax: (602) 274-6351

3. Upon receipt of the Quality First Complaint form, the Quality First Director will:
- Review the complaint and determine if the process was followed. If the Informal Review did not occur, the Quality First Director may recommend that the Quality First grantee and coaching agency meet with the participant before proceeding further in the informal dispute resolution process.
 - The Quality First Director will attempt to resolve the dispute through a meeting with all involved parties, first separately and then together. The Quality First Director will contact all parties and attempt to schedule the meetings within **14 days** of receipt of the Quality First Complaint form.
 - The Quality First Director will mail a letter within **14 days** of the final meeting to all parties involved identifying the agency decision.

CORRECTIVE ACTION PROCESS

POLICY STATEMENT

The Corrective Action policy will be implemented when a participating center or home fails to adhere to the participant responsibilities as outlined in the Quality First Enrollment Agreement. The corrective action process is initiated after the coach and provider have discussed the areas of noncompliance with no successful outcome.

*Regulatory deficiencies are handled with the applicable regulatory agency. The corrective action process is not used for regulatory deficiencies.

PROCESS

- ★ The Quality First agency partner will notify the grantee when a Quality First participant fails to adhere to the participant responsibilities as outlined in the Quality First Enrollment Agreement. The notification will include the following:
 - Documentation of how the participant has failed to adhere to the participant responsibilities, including dates
 - Documentation of dates when the participant was notified about the concerns noted above
- ★ The Quality First grantee and/or agency partner will implement the corrective action process as indicated below:
 - First Notice
 - Development of a **Corrective Action Plan**
 - Recommendation for enrollment termination
- ★ If a participant's performance is severe and/or repetitive, steps may be skipped and/or combined as approved by First Things First.

FIRST NOTICE

- ★ The first notice must be in writing and delivered during a scheduled in person meeting with participant. The first notice should identify the following:
 - Specific incidents of concerns relating to participant participation or performance.
 - Specific standards in the Quality First Enrollment Agreement or Implementation Guide that were not followed.
 - Necessary actions needed to remedy the situation.
 - The ultimate consequence of recommendation for termination if participation and/ or performance are not improved.

*The following language should be included in the letter: “Failure to improve the concerns addressed above will result in corrective action.”

- ★ The Quality First grantee and/or agency partner will document the meeting discussion and attendees in the participant’s activity log in the extranet. Additionally, the grantee will submit a copy of the first notice to First Things First.

DEVELOPMENT OF A CORRECTIVE ACTION PLAN

- ★ If noncompliance continues or is repeated after a first notice is completed, the Quality First grantee and/or agency partner will develop a Corrective Action Plan (CAP) in partnership with the participant. The CAP will assist in monitoring performance and participation in efforts to foster an improved commitment to quality improvement.
 - FTF will review the developed CAP prior to the grantee and/or coaching agency reviewing it with the provider.
- ★ The CAP will be used and include the following components:
 - The program name and address
 - The program designee/main contact
 - The date of the probationary period (period of time that CAP is in place)
 - Grantee Name
 - Agency Name
 - The date of the first notice
 - Action Item- The specific areas of participation and performance that resulted in corrective action.
 - Responsible person for each action item
 - The target completion date for each action item as applicable
 - Action Deemed Successful When- The action to be taken to correct the noncompliance and persons responsible.
- ★ The Quality First grantee and/or coaching agency will review the CAP with the provider during a scheduled, in-person meeting.
 - The Quality First grantee, coaching agency and the participant will sign the CAP.
- ★ If the participant refuses to sign, refusal will be noted in place of the participant’s signature. The Quality First supervisor and coach will meet regularly during the period that a CAP is being implemented to discuss and document the participant’s progress or lack of progress for each action item in the Status Update column.

- ★ Following the last implementation date of the CAP, the Quality First coaching grantee and/or coaching agency partner will meet with the participant to review the CAP and identify whether participation or performance has been improved.

RECOMMENDATION OF TERMINATION

- ★ If the CAP fails to result in improved participation or performance, the Quality First coaching grantee will notify First Things First and recommend termination. First Things First will review the recommendation for termination and accompanying documents. First Things First will submit a decision in writing within **10 days** of the submitted recommendation.
- ★ Once a recommendation of termination from Quality First has been communicated by First Things First to a participant, that participant has the option to appeal their termination, per the Appeals Process.

APPEALS PROCESS

POLICY STATEMENT

The Appeals Procedure will be implemented by First Things First when a Quality First participant has requested the right to appeal a Star Rating or enrollment termination. Star Rating and enrollment termination are the only two appealable actions in the Quality First program. The Appeals Process includes three steps indicated below:

1. Review of Appeal
2. Administrative Hearing
3. Board Approval

REVIEW OF APPEAL

- ★ The Review of Appeal is intended to resolve the appeal at First Things First before moving forward with an administrative hearing.
- ★ A participant may submit a **Request for Appeal** within **60 days** of being notified of a Star Rating or enrollment termination. The Request for Appeal must be submitted in writing to the Quality First Director using the Request for Appeal form (attached) and sent by electronic or postal mail to:
Director of Quality First
First Things First
Central Avenue, Suite 800
Phoenix, Arizona 85012
Email: qualityfirst@azftf.gov
Fax: (602) 274-6351
- ★ Upon receipt of the Request for Appeal, the Quality First Director and Senior Director for Early Learning, Chief Program Officer (CPO), and/or Chief Executive Officer (CEO) will review the Request for Appeal and provide a written response, which includes a scheduled meeting date, to the participant within **14 days** of the receipt of the request.
- ★ Upon receipt of the Request for Appeal, First Things First Leadership designee(s) and Quality First Director will review the following as applicable:
 - Relevant Quality First policy and/or procedure in the Quality First Implementation Guide
 - Assessment Reports
 - Quality Improvement Plans
 - Documentation of previous meetings/discussions, activity logs and written correspondence
 - Corrective Action Plans

- ★ The Quality First Director and Senior Director for Early Learning, CPO, and/or CEO will meet with the participant and provide a decision on the Request for Appeal.

ADMINISTRATIVE HEARING

- ★ If attempts to resolve the appeal as above are not achieved, the participant may contact the Office of Administrative Hearings to request an administrative hearing with an Administrative Law Judge. Written requests must be submitted by postal mail to:

Office of Administrative Hearings
1400 West Washington Suite 101
Phoenix, Arizona 85007
Office (602) 542-9826 Fax (602) 542-9827
Website: www.azoah.com

- ★ If a participant proceeds with an administrative hearing, all Quality First services and benefits, including incentives, coaching, assessment and consultation services will be placed on hold until a decision is rendered.
 - If a participant has a current T.E.A.C.H. scholar/employee, that person will be able to continue receiving the scholarship for the remainder of their current contract.
 - If an employee has been deemed eligible for an award through FTF Professional REWARD\$, that award will remain valid for the timeframe for which it was awarded.

BOARD APPROVAL

Once a recommendation decision is rendered by the Office of Administrative Hearings, the First Things First Board will review the decision and take action to accept, reject or modify the recommendation. The Quality First Director will notify the participant of the final Board decision in writing.

MULTI-SITE OWNER GUIDELINES

DEFINITION OF MULTI-SITE OWNERS

Owners and/or regional managers of large corporations, school districts or Head Start programs.

ACCOMMODATIONS FOR MULTI-SITE OWNERS

- ★ Multi-site involvement will initially be identified on the Quality First application.
- ★ To the extent possible, grantees will attempt to minimize the number of coaches assigned to programs owned and/or managed by the same corporation, school district or agency. Accommodations may include but are not limited to:
 - Assignment to the same coach and/or agency
Attempts will be made to assign one coach to all participants managed by the same corporation, school district or agency. However, if a coach assigned to a multi-site program has a full caseload, newly selected programs may be assigned to another coach within the same agency.
 - Assignment to a coaching agency within the same geographical area
If the agency reaches its maximum amount of coaching assignments, the grantee will attempt to make assignments to another coaching agency that serves programs within close proximity of the newly selected program.

QUALITY FIRST SUPPORT TEAM MEETINGS

- ★ Quality First Support Team meetings will be scheduled as requested for owners and/or managers of multiple programs. At a minimum, the meeting participants will include the owner and/or manager and the Quality First support team which is comprised of the assigned supervisors from the child care health consultation and coaching teams. The assessment program manager, FTF Quality First staff or community service providers that support the program may be invited to participate as requested by participant or coaching grantee.
- ★ Quality First Support Team meetings may be used to provide general updates on the improvement progress of each program and/or discuss items such as:
 - Successes and barriers in the quality improvement process
 - Assessment reports
 - Management concerns
 - Corporate culture
- ★ The coaching grantee will develop the meeting agenda and disseminate in advance so that participants can come prepared to acknowledge achievements and identify resolutions as applicable.

SECTION 5: QUALITY FIRST SUPPORT TEAM

QUALITY FIRST SUPPORT TEAMS: YOUR PARTNERS IN IMPROVING QUALITY

Quality First participants receive on-site individualized support from multiple early childhood consultants who have specialization in content areas that will assist participants in achieving and maintaining quality.

ASSESSOR

Assessors conduct formal assessments in each center and home participating in Quality First. After the assessment the assessor prepares a formal report. The assessment reports will be available on the extranet after a participant is officially enrolled. The assessments are used in many ways:

- ★ Calculate a Star Rating
- ★ Review for participant strengths
- ★ Review for participant areas of need
- ★ Provide information for the development of a Quality Plan

Assessors are trained to objectively observe instructional practices. Each assessor receives training on all of the instruments utilized by Quality First. Training may only be provided by the authors, designees of the authors, or those who have been trained to reliability or certified to train on the instrument. Training for assessors is rigorous and takes approximately 12 weeks.

Assessors must reach and maintain a reliability level of .85 on all Environmental Rating Scales (ERS) and a .80 on the Classroom Assessment Scoring System (CLASS). This means that when an assessor and assessor supervisor are observing in the same environment at the same time, they will score the same 85% of the time on the ERs and 80% of the time on the CLASS. To assure reliability is maintained, assessor supervisors will conduct reliability checks on every tenth assessment conducted. ***Assessors who are unable to demonstrate reliability at the required levels are removed from assessment activities until reliability has been re-attained.***

QUALIFICATIONS OF QUALITY FIRST ASSESSORS

The role of the Assessor is to complete the assessment tools selected for Quality First in early care and education settings in an objective, reliable and efficient manner.

Assessors are required to have an Associate's degree or higher, preferably in education, child or family development, social services or related field. Assessors must have experience and knowledge in the following areas:

- ★ Observational assessments, preferably in early care and education settings
- ★ Verbal and written communication

- ★ Confidentiality and ethical standards
- ★ Cultural and linguistic populations
- ★ Computer applications

COACH

Participants in Quality First receive personalized support from a coach whose primary role is to assist the participant in achieving and maintaining quality.

Quality First Coaches provide:

- ★ Training, technical assistance and mentoring
- ★ Classroom management tips and techniques
- ★ Curriculum guidance and support
- ★ Ideas to strengthen family involvement
- ★ Team support with all Quality First support services
- ★ Guidance on how to use financial incentives to best increase quality
- ★ Information on community resources

Coaches will maintain the participants' confidentiality with respect to assessments and other program information. Coaches will be respectful of each provider's opinions and ideas and will communicate with the coaching supervisor and/or Quality First staff when the participant achieves milestones or faces obstacles in meeting the goals of the Quality Plan.

QUALIFICATIONS OF QUALITY FIRST COACHES

Coaches are required to have a Bachelor's degree or higher in early childhood education or a closely related field. Coaches must have experience and knowledge in the following areas:

- ★ Child development
- ★ Arizona Department of Health Services child care licensure
- ★ Curriculum and child assessment in early childhood
- ★ The Arizona Early Learning Standards
- ★ Inclusive practices
- ★ Community resources
- ★ Quality indicators

★ Adult learning

EXEMPTION REVIEW PROCESS FOR ASSESSOR AND COACH QUALIFICATIONS

1. Grantee submits to First Things First a written request for exemption, indicating the position and name of the person for whom the exemption is requested. Included in the exemption request should be:
 1. An explanation of the reason for the request
 2. A resume or other indication of qualifications (transcripts, certificates) for those staff for which exemption is being requested, including educational degrees achieved and/or number of credit hours completed toward an educational degree.
 3. A detailed listing of efforts to recruit staff who meets the required educational qualifications.
 4. A statement of commitment that any personnel hired without the required educational qualifications will take courses leading to a bachelor degree, along with a plan of action for achieving that goal within five (5) years of employment.
2. Quality First coordinator and/or other designated members of the First Things First Policy and Research Team reviews the submitted documentation and makes the decision to approve or reject the request for exemption.
3. If deemed necessary, additional information may be solicited from the grantee in order to make a sound decision.
4. If recruitment efforts are found lacking in rigor, First Things First will require the grantee to design an action plan outlining more significant recruitment in the area of need prior to awarding an exemption.
5. A notice of approval or rejection will be sent to the grantee within 10 (ten) business days of receipt of the request.
6. At no time may more than 30% of the total FTEs hired to implement Quality First coaching or assessment by any grantee hold less than the minimum qualifications required through the grant.

OTHER QUALITY FIRST SUPPORT SERVICES

Additional support services that may be available in a participant's region based on regional funding (not all services available are listed below). Your coach will be able to provide further information about the services listed below.

- ★ Arizona Department of Education (ADE) - ADE offers free training to all early childhood professionals throughout the state in a number of areas. ADE mentors may be available to programs receiving Pre-K scholarships.
- ★ Arizona Self-Study Project (ASSP) - An accreditation facilitation project for early care and education programs committed to improving the quality of child care for Arizona's children. ASSP staff provides technical support throughout the accreditation process and assist programs with integrating developmentally appropriate practices into the learning environment.

- ★ Child Care Health Consultants (CCHC) - CCHC's are experts in child health and safety and are available to assist child care providers with a variety of topics. All child care center and family home providers enrolled in Quality First will have access to a CCHC through phone consultation or more intensive services based on program need.
- ★ Early Care and Education Inclusion (ECEI) - ECEI is to address the need of quality early care and education for young children with special needs ages birth to five. Specific focus is on improving the skill of child care staff and providing training and assistance to support quality inclusive settings for children.
- ★ Early Childhood Mental Health Consultation System (Smart Support) - Smart Support is an evidence-based strategy proven to support the social and emotional development of all children in care, and help providers respond to children with behavioral challenges.
- ★ Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood ARIZONA- T.E.A.C.H. is a comprehensive scholarship program that links education, compensation, and commitment to promote professional development and improve the quality of early childhood care and education experiences for young children.

All Quality First enrolled providers have access to a telephone warm line which offers technical assistance in the areas of health consultation, inclusive services and mental health.

For more information on support services available in your region visit the www.azftf.gov website and click on my regional council.

The staff at First Things First that supports the Quality First program is available at 602-771-5000 or qualityfirst@azftf.gov.

COLLABORATION GUIDANCE

Collaboration is the act of working together to coordinate service efforts to meet a common goal. The process involves teams that partner with one another to obtain greater resources, share knowledge, learn together and build consensus. Collaboration does not imply any type of authority or hierarchy, but a group of people with similar interests and complimentary areas of expertise participating equally.

The Quality First Coach will collaborate with other early childhood education consultants including, but not limited to Child Care Health Consultants, Mental Health Consultants, Inclusion of Children with Special Needs Coaches, Arizona Self Study Project Specialists, ADE Mentors, DHS Surveyors, DES Certification Specialists and T.E.A.C.H. Early Childhood[®] ARIZONA Specialists as applicable during goal setting and quality improvement planning for assigned participants. Joint collaboration activities may include but are not limited to:

- Joint visits with the Quality First participant
- Planning visits with the early childhood education consultants
- Feedback and input in the Quality Improvement Plan and/or Quality Rating Plan
- Sharing of training resources and materials
- Joint trainings and/coordination of events
- Communication tools, such as joint activity logs at Quality First sites

This joint collaboration with early childhood consultants will require Quality First coaches to have a service coordination role in facilitating collaboration opportunities for joint quality improvement planning and on-site technical assistance support. Quality First coaches will lead coordination efforts in scheduling regular joint collaboration opportunities as deemed applicable by the coach, participant and early childhood consultant(s).

The activity log on the Extranet will be used to document all collaboration activities in order to demonstrate joint efforts toward quality improvement planning and goal setting. Please note the following in the activity log:

- A brief notation of the purpose of the meeting
- Any decisions or goals set, and
- Future plans and meetings

In the event there is a change in consultant or participating Director, coordination efforts will be initiated by the Quality First coach to include this individual in the ongoing collaboration efforts.

SECTION 6: EXTRANET

QUALITY FIRST EXTRANET

INVITATION AND LOG IN INFORMATION

Each Quality First Application is logged into the Extranet through the online application or input from paper applications submitted to the Quality First office. Information obtained captures the applicant's current status at the time of application and updates can be made as needed.

Once an application is selected for participation in Quality First, they will be assigned as Selected Pending Verification. At this time, the participant will be assigned to the grantee, based on region, by the Quality First staff. The participant will also be assigned to the assessment grantee by the Quality First staff as applicable. These assignments will automatically be noted in the Extranet activity log.

Once a program has been officially enrolled in Quality First, the coach will invite the provider to the Extranet through the orientation tab, at this time the coach may invite other consultants. The provider will receive an email notifying them of this invitation with a user name and temporary password. Once the provider logs into the Extranet, they can modify their password to one of their own choosing. Unless there is a change in Director the coaches will not invite the provider more than one time to the Extranet.

To retrieve a participant's user name, a coach can go to the main Extranet log-in page. Click on "forgot user name" and type in the participant's email address; their user name will be sent directly to their email. A password or user name may be re-set through the links on this page.

DASHBOARD

The opening page of the Extranet is called the Quality First Dashboard. The Dashboard lists contact information for technical support (extranet@azftf.gov) and for program related questions (qualityfirst@azftf.gov)

The Quality First Coach/Consultant Announcements list current activities, events, announcements or resources for coaches and consultants. These announcements are only visible to the coaches and consultants as Quality First participants (providers) also have an announcement section specifically designated for them. These announcements are posted by FTF staff.

- ★ Quality First Coach/Consultant Resources
 - Application – the Quality First application for providers can be found here.
 - CCHC – the list of contractors for CCHC services is available by region with specific contact information.

- Child Assessment Tools Chart – a chart of available child assessment and screening resources and is available for coaches and consultants with a brief overview and contact information for each resource.
- Extranet Guides – these guides are available to assist users in accessing the extranet and how to find user names and change passwords.
- Implementation Guide – the Implementation Guide is available in English and a Spanish version with a separate appendix document where Quality First forms can be found and downloaded for use.
- Infant and Toddler Curriculum Resources and Teaching Approaches – a chart of available infant and toddler curriculum resources and teaching approaches is available for coaches and consultants with a brief overview and contact information for each resource.
- Internal Guidelines and Clarifications – when modifications are made to the current Quality First guidelines, clarifications will be posted on the extranet in this section for consistent communication.
- Preschool Curriculum Resources and Teaching Approaches - a chart of available preschool curriculum resources and teaching approaches is available for coaches and consultants with a brief overview and contact information for each resource.
- Provider Correspondence – any standardized correspondence that is sent to providers will be found in this section. This correspondence is available to all coaches/consultants to share with providers.
- Provider Reference Manual - this manual offers a simple overview of the Quality First program for providers and is available for coach/consultant use. The Provider Reference Manual is available in English and in Spanish.
- TEACH – updates regarding the T.E.A.C.H. program can be found in this section along with a contact list of specialists.

Quality First Provider Announcements list current activities, events, announcements or resources for Quality First providers/participants. These announcements are visible to the coaches, consultants and providers so all have access to the same information. These announcements are posted by FTF staff.

★ Quality First Provider Resources

- Child Assessment Tools Chart - a chart of available child assessment and screening resources and is available for coaches and consultants with a brief overview and contact information for each resource.
- Implementation Guide– the Implementation Guide is available in English and a Spanish version with a separate appendix document where Quality First forms can be found and downloaded for use.

- Infant and Toddler Curriculum Resources and Teaching Approaches— a chart of available infant and toddler curriculum resources and teaching approaches is available for coaches and consultants with a brief overview and contact information for each resource.
- Preschool Curriculum Resources and Teaching Approaches - a chart of available preschool curriculum resources and teaching approaches is available for coaches and consultants with a brief overview and contact information for each resource. Quality First Rating - in this section is the Quality First Point Scale, the Quality First Service Delivery Model and the Star Rating document.
- Printing Adjusting Printer Settings – process information for a provider to print an assessment and adjust printer settings, if needed.
- Provider Reference Manual - this manual offers a simple overview of the Quality First program for providers and is available for coach/consultant use. The Provider Reference Manual is available in English and in Spanish.
- TEACH Contact List – this section provides a listing of T.E.A.C.H. specialists per region and their contact information.

EXTRANET EXAMPLES

The following are examples of tabs on the extranet. There is help text noted in the areas of the extranet tabs to help coaches and providers fill out information on their programs.

Site Details

Organization Name

Represents the ownership name, can only be changed by the grantee or First Things First (FTF)

Provider Type

- ☒ Center
☐ Home

Site Name

Represents the name of the program as it is listed on the DHS license or DES/Tribal/Military certificate

Please notify the Quality First Administrator (qualityfirst@aztf.gov) if the Organization Name or Site Name has changed.

Is your program part of a larger organization/corporation? *

- ☐ Yes ☒ No

What is the name of your organization/corporation? *

Name:

If the program is part of a corporation with multiple sites please add this information

Are there any other programs in your organization/corporation enrolled in Quality First?

- ☐ Yes
☐ No
☐ I don't know

Please indicate the district/regional manager's contact information:

Name:
Position/Title:
Email:
Phone:

Information is required if the program is part of a corporation

Main Contact

Name

Title

Phone

This information is required for all participating programs

Fax

Email

Primary Program Designee

Name	<input type="text"/>
Title	<input type="text"/>
Phone	<input type="text"/>
Email	<input type="text"/>

Include this information for an on-site contact who may also be working with the Quality First (QF) support team and/or will need to receive QF updates for the program

Please notify the Quality First Administrator (qualityfirst@aztf.gov) if the Site Address has changed.

Addresses

Physical Address

Street Address	<input type="text"/>				
City	<input type="text"/>	State	<input type="text"/>	Zip	<input type="text"/>

This information is required for all participating programs

Regional Partnership Council

Original Regional Partnership Council
No Regional Partnership Council Found ☐ Override Regional Partnership Council?

For FTF use only

Mailing Address

Address	<input type="text"/>				
City	<input type="text"/>	State	<input type="text"/>	Zip	<input type="text"/>

Add information if the program's mailing address is different than the physical address listed above

Operational Information

Number of years in Operation

This information is required for all participating programs

Days of Operation

Do not include weekends if care is not provided on those days.

	Start Time		End Time	
<input type="checkbox"/> Monday	<input type="text"/>		<input type="text"/>	
<input type="checkbox"/> Tuesday	<input type="text"/>		<input type="text"/>	
<input type="checkbox"/> Wednesday	<input type="text"/>		<input type="text"/>	
<input type="checkbox"/> Thursday	<input type="text"/>		<input type="text"/>	
<input type="checkbox"/> Friday	<input type="text"/>		<input type="text"/>	
<input type="checkbox"/> Saturday	<input type="text"/>		<input type="text"/>	
<input type="checkbox"/> Sunday	<input type="text"/>		<input type="text"/>	

Save

Cancel

Print

Program Details

* - Required Field

Is the Program Regulated?

☐ Yes ☐ No

Please notify the Quality First Administrator (qualityfirst@qasf.gov) if the Program Regulation information for this site has changed.

DHS License #

DES Provider

Tribal #

Military #

If yes, please list all license and/or certification number that apply to your program.

FTF will update this information if there are any changes with a participating provider. See contact email above.

Does the Program have a County Type District School (CTDS) Identifier?

☐ Yes ☐ No ☐ Not a School District

CTDS #

If yes, please provide the program's CTDS Identifier.

Type of Program

- ☐ Family/Home Child Care
- ☐ Non-Profit
- ☐ For-Profit
- ☐ Tribal Head Start
- ☐ Migrant & Seasonal Head Start
- ☐ Head Start
- ☐ Faith Based
- ☐ Early Childhood Special Education
- ☐ Early Childhood Block Grant (ECBG)
- ☐ Other School-Based Program (e.g. Title I, Community Education, Family Literacy)
- ☐ Other (please specify)

This information is required for all participating providers. Please check all that apply.

Does the Program Target Specific Population?

☐ Yes ☐ No

Targeted Population

- ☐ Teen Parents
- ☐ Tribal Children
- ☐ Homeless Children
- ☐ Children with Special Needs
- ☐ Other (please specify)

If yes, please check all that apply.

This information is required for all participating providers

Enrollment Data

Age Group Served

- ☐ Infants
- ☐ Toddlers
- ☐ 2 Yr-Olds
- ☐ 3 Yr-Olds
- ☐ 4 Yr-Olds
- ☐ 5 Yr-Olds

Total Licensed Capacity Children 0 - 5

(birth through age five not in kindergarten)

Please notify your Quality First Coach if the Total Licensed Capacity for All Children information for this site has changed.

This information is required for all participating providers. Also fill out the enrolled and vacancies by age group for each age group served

This information is completed by FTF. Please notify your coach if the information has changed. Your coach will fill out the Licensed Capacity Verification form with you to determine this number.

Please notify your Quality First Coach if the Total Licensed Capacity for All Children information for this site has changed.

Total Licensed Capacity All Children

(All children including birth through age five AND school aged children)

This information is completed by FTF. Please notify your coach if the information has changed. Changes will only take effect at the beginning of a fiscal year (July 1st each year). Your coach will fill out the Licensed Capacity Verification form with you to determine this number.

Total Number of Children Enrolled

This information is pulled from the numbers entered in the enrolled and vacancy areas of the classroom tab. In order to change this number, you will need to update the enrollment and vacancy numbers in the classroom tab.

Total Number of Vacancies

Size of Site

Size is determined by Licensed Capacity of children five and under.

This information is the center size FTF uses for the provider and determining QF benefits. This will be completed automatically upon the input by FTF of the Licensed Capacity Verification Form.

**Average
Daily
Attendance**

How many children, on average, attend the program daily

**Number of
Classroom or
Groups of
Children**

How many classrooms or class groups are in the program. A home provider would be considered having one classroom group.

**Number of
Children Five
and Under
Receiving
DES Subsidy**

How many children five and under receive DES subsidy

**Does the Site
Participate in
the Child and
Adult
Care Food
Program
(CACFP)?**

☒ Yes ☐ No

If the program participates in CACFP (Child and Adult Care Food Program) please enter the number of children five and under participating in CACFP

If yes, enter the number of children birth through five who participate in the CACFP.

Program Curriculum

**Does this
program use
a curriculum?**

☐ Yes ☒ No

If the program uses a curriculum please use the drop down box to indicate what curriculum is used

If yes, what curriculum is used?

**What is the
primary
language
used for
instruction in
your
program?**

☐ English
☒ Spanish
☐ Other

What language does the program staff use to instruct the classroom activities

Quality Improvement Initiatives

Has Program previously participated in any Quality Improvement Initiatives? *

☒ Yes ☐ No

If yes, please check all that apply.

Dates must be entered in MM/DD/YYYY format.

Quality Improvement Initiatives

- ☐ First Focus on Quality / United Way of Tucson and Southern Arizona
- ☐ Hands-On Quality (Tucson)
- ☐ Arizona Self-Study Project
- ☐ Valley of the Sun United Way Success by Six/Professional Development Project
- ☐ Pinal County Workforce Investment Act (WIA) Quality Rollout
- ☐ United Way of Northern Arizona Quality Improvement
- ☐ Other:

This information is required for all participating programs

Start Date

From

From

From

From

From

From

From

End Date

To

To

To

To

To

To

To

Does Program have access to any additional training and/or technical assistance support?

☒ Yes ☐ No

(For example: Education Coordinator, Trainer, Curriculum Specialist, Behavioral Health Specialist, etc.)

Accreditation

Has your program ever been nationally accredited? *

☒ Yes ☐ No

If yes, please select your current or most recent accreditation.

Dates must be entered in MM/DD/YYYY format.

Accreditations

- ☐ NAEYC (National Association for the Education of Young Children)
- ☐ NAFCC (National Association for Family Child Care)
- ☐ NAC (National Association Commission for Early Care & Education Programs)
- ☐ NECPA (National Early Childhood Program Accreditation)
- ☐ ACSI (Association of Christian Schools International)
- ☐ AMS (American Montessori Society)
- ☐ AMI (Association Montessori Internationale)

Expiration Dates

This information is required for all participating programs

Cost and Affordability

Tuition by Age Group

Please indicate the average daily rate for each age group for full time and part time.

	Infants	Toddlers	1 Year Olds	2 Year Olds	3 Year Olds	4 Year Olds	5 Year Olds
Full Time							
Part Time							

Please enter the daily tuition rate for each age group for full time and part time

Discount Available for Multiple Children

☐ Yes ☒ No

Save Cancel Print

Staff Members

Click on "Add New Row" to enter staff information. Changes must be saved for each row before saving the entire page. Active is for Staff members who are currently Employed. Upon termination or resignation, please uncheck Active.

For more information see Edit Staff Details

First Name	Last Name	Maiden / Other Names	Position / Title	Months Employed	Active?	Staff Details	Transcripts Requested	Date Requested	Date Transcripts Received	Highest Degree Earned	# of ECE and/or Related Field Credits	Transcript and Training Data
					<input type="checkbox"/>	Edit Details						View/Edit Data
					<input type="checkbox"/>	Edit Details						View/Edit Data
					<input type="checkbox"/>	Edit Details						View/Edit Data

[+ Add new row](#)

Staff Information

Number of Full-Time Staff	<input type="text"/>	The total number of paid full-time staff working at the program
Total by center.		
Number of Full-Time Staff Who Serve Children Five and Under	<input type="text"/>	The total number of paid full-time staff who work with children five and under
Number of Part-Time Staff	<input type="text"/>	The total number of paid part-time working at the program
Total by Center.		
Number of Part-Time Staff Who Serve Children Five and Under	<input type="text"/>	The total number of paid part-time staff who work with children five and under
Number of Years Current Director at Site	<input type="text"/>	The total number of years the current director has been managing the program
Number of New Staff in Past 12 Months - Director	<input type="text"/>	The total number of new directors in the past 12 months
Number of New Staff in Past 12 Months - Teacher / Primary Caregiver	<input type="text"/>	The total number of new teachers/primary caregivers in the past 12 months
Number of New Staff in Past 12 Months - Assistant / Aide	<input type="text"/>	The total number of new assistants and aides in the past 12 months

Staff Performance Improvement Plan

Performance Improvement Plan - A set of written measurable goals and actions designed to assist employees to succeed by improving performance or modifying behavior.

Are There Staff Performance Improvement Plans?	<input type="radio"/> Yes <input type="radio"/> No	This information is required for all participating programs. If you check yes, you must enter in how often the staff plans are reviewed/updated.
If yes, how often reviewed/updated?	How Often? <input type="text"/>	
Does Performance Plan Include a Professional Development Component?	<input type="radio"/> Yes <input type="radio"/> No	This information is required for all participating programs. If you check yes, you must enter in how often the staff plans are reviewed/updated.
If yes, how often reviewed/updated?	How Often? <input type="text"/>	

Salaries Paid By Position

Please indicate the average hourly wage for each position.

Enter the hourly wage for each position listed

Director

Assistant Director

Lead Teacher

Assistant Teacher / Classroom Aide

Staff Benefits

Are Benefits Offered?

☒ Yes

☐ No

To Whom Are Benefits Offered?

☒ All Staff

☐ Full Time Staff Only

Type of Benefits Offered

☐ Staff Meals

☐ Child Care Benefit/Discount

☐ Flextime

☐ Pay Professional Association Fee

☐ Conference Registration

☐ Paid Annual 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

☐ Dental Insurance

☐ Paid Sick Leave

Check all that apply

Save

Cancel

Print

Staff Details

First Name

This information is required for each staff member entered in the staffing tab for the program

Last Name

Maiden/Other Names for
Transcript Identification

This is necessary for reviewing transcripts

Position/Title

Active?

☐

Is the employee currently working at the program, if not please be sure this box is not checked

Active is for staff members who are currently employed.

Total Experience in Early
Childhood

Years

Months

This is the total work experience with children that the employee has had, including the time at this site.

Please use whole numbers to break out experience into number of years and months.

Start Date of Employment at
Current Location



End Date of Employment at
Current Location



This date is needed if the employee listed is no longer working at the program

Ethnicity

Or other:

Languages Spoken

☐ English

☐ Spanish or Spanish Creole

☐ Navajo

☐ Other Native North American

☐ German

☐ French

☐ Chinese

Other:

This is the employee's primary language spoken and any other that they are fluent in

of Hours Worked in Average
Week

How many hours does this employee work in a week at the program on average

Continuing Training Hours (Non-
College Credit)

Total number of hours throughout early
childhood career.

Save

Cancel

Transcript Requested

Transcripts Requested

- ☐ Yes
☐ N/A

During the points scale process please indicate if transcripts have been requested for this staff member, if so, what date were the transcripts requested

Date Transcripts Requested

Transcript Data

This information will be filled out by the assessment grantee once the transcript reviewer has received all transcripts for the employee

Date Transcripts Received

Highest Degree Earned

ECE and/or Related Field Credits

Training Data

Please work with the program's Quality First Coach to fill out this information for each employee

Training Data

- ☐ ITDG Introductory Training
- ☐ AZELS Module 1 Introduction to the Early Learning Standards
- ☐ AZELS Module 2 Social Emotional
- ☐ AZELS Module 3 Language and Literacy
- ☐ AZELS Module 4 Mathematics
- ☐ AZELS Module 5 Science
- ☐ AZELS Module 6 Social Studies
- ☐ AZELS Module 7 Physical Development, Health, and Safety
- ☐ AZELS Module 8 Fine Arts

Save

Cancel

Assessment Data for Completed Cycles

Cycle

Select cycle ▼

Use the drop down menu to select the cycle of assessments you would like to view. The information for the cycle will automatically populate in the boxes below.

Completed Date

ERS Average Program Score

☐ No individual classroom score below 2.5 (3 Star requirement)

☐ No individual classroom score below 3.0 (4, 5 Star requirement)

CLASS Average Program Score

Instructional Support

Classroom Organization

Emotional Support

Quality First Points Scale Score

Quality First Points Scale Preparation End Date

Please note: After this date, the provider page will not be editable and your rating will be calculated without the QF point scale information.

Provider Checklist Information

Step 1. Update Staff Transcripts

[Staffing Details](#)

Please edit each staff member's details by clicking this link to enter in the transcript requested information

Step 2. Administrative Documentation for Points Scale Site Visit

Please refer to the resources on the Quality First main dashboard for resource documents and additional clarification.

1. Retention Plan

☐ Included ☐ Not included

2. Program Transition Plan

☐ Included ☐ Not included

3. Written Process for Sharing Curriculum with Families

☐ Included ☐ Not included

4. Written Process for Screening and Referral

☐ Included ☐ Not included

5. Parent/Teacher Conference Schedule

☐ Included ☐ Not included

6. Written Child Assessment Procedures

☐ Included ☐ Not included

Each number in this section is required documentation for the program's Point Scale Assessment. See the Implementation Guide for more detail on each number.

Step 3. Complete the checklist below

- ☐ **Transcripts have been requested**
- ☐ **Documentation has been verified**
- ☐ **I am ready for the Assessor to schedule the Quality First Point Scale Assessment**

Check the boxes as each step is completed. Press the green submit button when all three steps are complete and the program is ready for the Point Scale Assessment.

Step 4. Submit

NOTE: The submit button is not enabled for use until Steps 1 through 3 are completed.

Submit

Save

Cancel

Print

APPENDIX

Application

Assessment Report Clarification
Assessor No Contact Letter (English and Spanish)
Bonus Agreement
Bonus Report
Complaint Form
Corrective Action Plan
Enrollment Agreement
EXAMPLE Lesson Plan. Infant Toddler
EXAMPLE Lesson Plan. Preschool
First 10 Days Extranet Checklist
Liability Release for QF Facility Projects
National Accrediting Organizations
Parent Letter
Point Scale Administrative Documents Form
Point Scale Child Assessment Review
Point Scale Curriculum Review
Point Scale Ratios and Group Sizes/Retention
Program Designation Form
Quality First Point Scale Document
*Quality Improvement Plan (all QIP forms are in the extranet under the Quality Improvement Plans tab)
Quality Rating Plan
Request for Appeal
Request for Public Rating
Retention Plan
The Day of the Assessment (letter)
Transcript Verification Form

Welcome to the Quality First Application Process

Instructions: Please read completely prior to beginning the application.

The following information is required in order for you to submit your application successfully. Please gather the information listed below BEFORE you begin the application:

- ▶ All contact information for the actual child care site (an individual application is required for each site. Programs that share a license are considered one program and will submit one application together)
- ▶ All contact information for the main contact and/or the primary program designee of the site, including mailing address, phone number, fax number and email address.
- ▶ All provider license and certification numbers including: Arizona Department of Health Services (DHS), Arizona Department of Economic Security (DES), Tribal grant award number for Tribal Head Start or CCDF programs, United States Department of Defense, United States Health and Human Services (Head Start Bureau).
- ▶ The primary language used in the program

You may submit an application at any time; however, limited space is available. It is important to submit your application as soon as you are able.

You will be notified of eligibility once it is determined that your center or home is regulated and in good standing with your regulating body or bodies. Being eligible does not mean you have been enrolled in Quality First – just that you are on the wait list for participation in Quality First.

Selections occur throughout the year and are based on date of application submission. During fiscal year 2013 (starting July 1st 2012), Quality First is merging with Child Care Scholarships and programs who are participating in scholarships, but not yet enrolled in Quality First will receive priority for selection.

If you are selected to participate, you will receive notification and a Quality First coach will contact you to verify program information. After the coach has contacted you, the assessment team will contact you to schedule your initial program assessment.

If you are not selected, your application will remain in the Quality First database and continue to be considered as new spaces are made available. If you have any questions, please contact our office at qualityfirst@azftf.gov or 602-771-5000 or toll free at 1-877-803-7234.

Submit your application by mail to:

Quality First Coordinator
First Things First
4000 N. Central Avenue, Suite 800
Phoenix, AZ 85012

By fax to:

602-274-6351

Or submit on-line at:

www.azftf.gov.qualityfirst

Consent for Star Rating and Program Assessment

Initial Program Assessment

If you are selected for participation, you will be contacted by a Quality First assessor to schedule an initial program assessment. During your program assessment visit, the Quality First assessor will conduct observations of your program using the Environmental Rating Scale Assessment and/or the Classroom Assessment Scoring System. After the assessment visit is completed, the assessor will complete a formal assessment report and determine your assessment score. The assessment observations and scores will not be shared during the assessment visits.

The Assessment Visit

Your program's assessment may consist of one or more visits to your program:

- 1/3 of center-based classrooms will be assessed.
- At least 1 preschool classroom and one 1 infant/toddler classroom will be assessed as applicable.
- Home-based settings will be assessed using the Family Child Care Rating Scale (FCCERS).
- Each assessment visit will include classroom(s) observations and a teacher interview. Only the lead teacher of the classroom(s) being assessed will be requested to participate in the interview. Please be aware that each interview may take up to 1 hour.

The Early Childhood Environment Rating Scale will be used in the center-based preschool classrooms and the Infant/Toddler Environment Rating Scale will be used in the center-based infant/toddler Classrooms. **If the ERS average program scores is 3.0 or above with no individual classroom scoring below a 2.5, the assessor will schedule another visit to conduct the Classroom Assessment Scoring System (CLASS).**

If your program is currently accredited by a national accrediting organization recognized by First Things First the Classroom Assessment Scoring System (CLASS) will be used to do the initial program assessment. **If your CLASS average program score does not meet the 3 ★ level for the star rating, the assessor will schedule another visit to conduct the Early Childhood Environment Rating Scale (ERS)**

***The CLASS assessment is currently only used in classrooms serving children ages 3-5 years. Beginning July 1, 2013 the CLASS assessment will be used in Toddler classrooms.**

Star Rating

Your program's assessment scores will be used to determine your Star Rating. If your scores meet the 3, 4 or 5 star levels for the ERS and CLASS, your rating will be calculated upon completion of the Quality First Points Scale assessment. Your Star Rating will identify the benefits and supports your program is eligible to receive. All programs will receive a star rating according to the Quality First Rating Scale.

Your initial star rating will not be publicized. The second Star Rating that you receive will be publicized and made available on the First Things First website.

Upon completion of your program assessment, you will be contacted by a Quality First coach to schedule an onsite visit. The Quality First coach will review the scores of your assessment(s) that calculate your initial Star Rating. At that time, you will have the opportunity to sign the Quality First Enrollment Agreement and enroll in the Quality First program.

If you choose to enroll, the Quality First Coach will schedule another meeting to review the details of your program's assessment scores and begin quality planning.

If you choose not to enroll in the Quality First program, your program may be ineligible for other financial funding or services through First Things First.

- ☐ **I have read and understood the process for initial program assessment and Star Rating. I give consent to receive an initial program assessment and Star Rating if I am selected for participation.**

First Name* _____

Last Name* _____

Date* _____

Quality First Application

* = Required Field

Application Type (check only one):

- ☐ Full Participation: Quality Improvement and Rating
- ☐ Rating Only Participation

1. Provider Type*

- ☐ Center Child Care Provider
- ☐ Family/Home-Based Child Care Provider (DES Certified)*

***If a home provider, does the person with the primary responsibility for the care of the children have a high school diploma/equivalent? ***

- ☐ Yes ☐ No

2. Organization Name* _____

3. Site name*

(Name written on License) _____

Are there any other programs in your organization/corporation enrolled in Quality First*?

- ☐ Yes ☐ No ☐ I don't know

Name of the Organization/Corporation*:

If yes, please indicate the district/regional manager's contact information

Contact Name* _____

Contact Title _____

Contact Phone _____

Contact Email _____

4. Physical location of site*

(This is the address of the site applying for participation; Address written on license)

Street Address* _____

City* _____ **State*** _____ **Zip*** _____



5. Mailing Address (if different from physical location of site above)

Street Address _____

City _____ State _____ Zip _____

6. Contact Person* (Center Director / Family Home Provider)

Contact Name _____

Contact Title* _____

Contact Phone* _____

Contact Fax _____

Contact Email _____

☐ Check here if you do not have an email address

7. Primary Program Designee ☐ same as Contact person listed above

Primary Program Contact Name* _____

Primary Program Contact Title _____

Primary Program Contact Phone _____

Primary Program Contact Email* _____

☐ Check here if you do not have an email address

8. Person filling out this application* ☐ same as Contact person listed above

(If different from contact person above, please provide your information.)

Name of person submitting application* _____

Contact Title* _____

Organization* _____

Contact Phone _____

Contact Email _____

☐ Check here if you do not have an email address

9. Are you a regulated program?*

- ☐ Yes
- ☐ No

If yes, please list all license and/or certification numbers that apply to your program.
Please enter license numbers according to the examples shown.

Regulated means licensed, certified, or monitored by Arizona Department of Health Services, Arizona Department of Economic Security, United States Department of Defense, United States Health and Human Services (Head Start Bureau) or Tribal Governments.

DHS License # _____
(Ex. CDC-1234) (Ex. SGH-5678)

DES Provider ID # _____
(Ex. P0001234)

Tribal # _____
(Ex. Head Start Grant Number or CCDF Number)

Military # _____

10. What is the primary language used in your program?

- ☐ Primary language Spanish*
- ☐ Primary language Native American*
- ☐ Other primary language (non-English)* _____

11. How did you hear about Quality First?*

- ☐ Web site search
- ☐ Regular Mail
- ☐ E-mail
- ☐ At a workshop or training
- ☐ From a friend or colleague
- ☐ At a community forum or event (not a training or workshop)
- ☐ Other: _____



12. Application Verification*

- ☐ I affirm that the information contained in this application is true and accurate. I understand that all information contained in this application will be verified prior to acceptance into Quality First!

Please enter the name of the person completing and submitting this application.

First Name* _____

Last Name* _____

Date* _____

Submit your completed application by mail to:

Quality First Coordinator
First Things First
Arizona Early Childhood Development and Health Board
4000 N Central Ave, Suite #800
Phoenix, AZ 85012

By Fax to: 602-274-6351

Or submit your application online at: www.azftf.gov/qualityfirst

Program Name and Address:	Coaching Grantee:	Coaching Agency:
	Classroom Name:	Requested By: <input type="checkbox"/> Coach <input type="checkbox"/> Provider
	Assessment Tool:	Date of Assessment:

Guidance: The coach and/or provider will use this form to identify questions or comments that are not resolved through review of the All About book and clarifications on the ERS website. Please use one form per classroom and assessment (i.e. use 1 form for the ECERS in Classroom A and a separate form for the CLASS in Classroom A).

The coach will send this form to the coach supervisor who will review and send to the Southwest Human Development Quality First Operations Manager emolzen@swhd.org. The Southwest Human Development Quality First Operations Manager will forward the form to the assessment team who will provide further clarification and send back through the Operations Manager to the coach/program/coach supervisor.

Item/Indicator	Comments/Questions	Assessor Comments



FIRST THINGS FIRST

4000 North Central Avenue, Suite 800
Phoenix, Arizona 85012
Phone: 602-771-5100
Fax: 602-274-7040
www.azftf.gov

Chair

Steven W. Lynn

Vice Chair

Dr. Eugene Thompson

Members

Nadine Mathis Basha

Gayle Burns

Janice Decker

Hon. Cecil Patterson

Dr. Pamela Powell

Vivian Saunders

Ex-Officio Members

Will Humble

Director ADHS

Clarence H. Carter

Director DES

John Huppenthal

Superintendent ADE

Chief Executive Officer

Rhian Evans Allvin

INSERT DATE

Dear **INSERT NAME**:

Congratulations on your program's selection to participate in Quality First.

The first step of your participation requires a program assessment. The assessment team has tried to contact you to schedule a program assessment. However, they have not been able to reach you, nor have they received any contact from you.

In order to participate in Quality First, you must contact the assessment team by **INSERT DATE**. You can call or email the assessor using the contact information below:

INSERT ASSESSOR NAME

INSERT NUMBER

INSERT EMAIL

If you do not contact the assessor by the **INSERT DATE**, your program **will be declined** from Quality First participation and another program will be selected to fill your slot.

We sincerely hope to hear from you soon so that you are able to continue with participation in the Quality First program.

Sincerely,

INSERT NAME



FIRST THINGS FIRST

4000 North Central Avenue, Suite 800
Phoenix, Arizona 85012
Phone: 602-771-5100
Fax: 602-274-7040
www.azftf.gov

Chair

Steven W. Lynn

Vice Chair

Dr. Eugene Thompson

Members

Nadine Mathis Basha
Gayle Burns
Janice Decker
Hon. Cecil Patterson
Dr. Pamela Powell
Vivian Saunders

Ex-Officio Members

Will Humble
Director ADHS
Clarence H. Carter
Director DES
John Huppenthal
Superintendent ADE

Chief Executive Officer

Rhian Evans Allvin

INSERT DATE

Estimado **INSERT NAME**:

Felicidades en la selección de su programa para participar en Quality First.

El primer paso de su participación requiere una evaluación de programa. El equipo de evaluación ha intentado comunicarse con usted para programar una evaluación del programa. Sin embargo, no se han podido comunicar con usted, ni han recibido ningún comunicado de parte de usted.

Para poder participar en Quality First, usted debe comunicarse con el equipo de evaluación no más tarde el **INSERT DATE**. Usted puede llamar o mandar un correo electrónico al evaluador al utilizar la información de contacto de abajo:

INSERT ASSESSOR NAME

INSERT NUMBER

INSERT EMAIL

Si usted no se puede comunicar con el asesor antes del **INSERT DATE**, su programa **va a ser rechazado** para la participación en Quality First y otro programa será seleccionado para ocupar su lugar.

Sinceramente esperamos escuchar pronto de usted para que pueda continuar con la participación en el programa de Quality First.

Sinceramente,

INSERT NAME

Once a program has been selected to participate in Quality First, the following must be completed in the Extranet within the first 10 days of assignment to the coach.

CONFIRM

- ☐ Enrollment Status on the My Child Care Providers page to determine coaching process
 - Selected for Rating Only (Rating Only site)
 - Selected Pending Verification (Full Participation site)
- ☐ Site Name is correctly spelled and includes corporate number, if applicable
- ☐ Organization Name is correctly spelled
- ☐ Contact Information is correct
 - Name (accurate spelling)
 - E-mail
 - Phone number
- ☐ Designee or Site Contact Information is included (if the contact person is not on-site daily)
- ☐ Program Address is correct
- ☐ Program DHS License number is correct, if applicable
- ☐ Program DES Provider number is correct, if applicable
- ☐ Accreditation – Indicate only current accreditation and expiration date

COLLECT AND ENTER IN THE EXTRANET

- ☐ Classroom Tab
 - Enter each classroom name
 - Enter the “edit details” for each classroom
- ☐ Staff Tab
 - Enter only the staff names and titles in the staff member grid
 - “edit details” for each staff member will be entered in by the provider or coach
 - Additional questions below the staff member grid will be entered in by the provider

THE COACH AND/OR PROVIDER WILL ENTER ALL ADDITIONAL EXTRANET INFORMATION BY THE TIME THE PROGRAM SIGNS THE ENROLLMENT AGREEMENT.



Quality First Complaint Form

Site Name and Address:	Telephone Number:
	Coaching Agency Name:
Director/Owner Name:	Date Form Completed:

Directions: Please complete this form and submit to the Quality First Director. All submissions are reviewed by First Things First.

The questions below are to be answered by the person making the complaint or by a person acting with knowledge and consent of the person making the complaint.

1. Describe the complaint/issue.
2. Has there been any attempt to resolve the complaint with the Quality First team (coach, assessor, consultant, supervisor etc.)? If so, please describe details of the telephone discussion, meetings, or written correspondence. Please also include a copy of the Corrective Action Plan as applicable.
3. Do you have recommendations for possible solutions?

Signature of Person filing the complaint

Type Name

Date

Signature of person completing the form
(if other than the person filing the complaint)

Type Name

Date

Site Name and Address:	Coaching Agency:
	Quality First Coach:

This Quality First Enrollment Agreement is made between the provider named above (herein referred to as Participant) and First Things First on this _____ day of _____, **20**_____.

I received and have read and understand the Quality First Implementation Guide. The Quality First Implementation Guide includes all the responsibilities and procedures my program must adhere to as an enrolled participant. The sections of the Quality First Implementation Guide that include participant responsibilities include:

- Section 2 - Participant Guidelines
 - Eligibility
 - Selection
 - Regulatory Status
 - Star Rating
- Section 3 - Program Procedures
 - Pre-Enrollment Outreach
 - Program Assessment
 - Assessment Request Clarification
 - Orientation
 - Coaching Visits
 - Quality Planning Development
 - Quality First Financial Incentives
 - Program Closure
- Section 4 - Administrative Practices
 - Confidentiality
 - Mandated Reporting
 - Quality First Incident Reporting
 - Informal Dispute Resolution
 - Corrective Action
 - Multi-Site Owner Guidelines
- Section 6 – Extranet

I understand that participant responsibilities may change and that my program will adhere to any amendments to the Quality First Implementation Guide.

Participation Type: ☐ Full Participation ☐ Rating Only **(please see Extranet for participation type)**

Initial Star Rating: ☐ 1 Star ERS Average Program Score: _____

☐ 2 Stars ERS Average Program Score: _____

☐ 3, 4, or 5 Stars TBD* ERS Average Score: _____ CLASS Average Score: _____

*Star Rating to be assigned in 6 months upon completion of the Quality First Point Scale Assessment

Financial Incentives: ☐ N/A Rating Only ☐ Enhancement Grants ☐ Quality Bonus upon 3, 4 or 5 Star Rating

Next Assessment: ☐ 1 year ☐ 2 years upon assignment of a 3, 4 or 5 Star Rating

Initials:

Quality First Enrollment Agreement

Participant Responsibilities

Site Name and Address:	Coaching Agency:
	Quality First Coach:

☐ **I accept enrollment in Quality First.** By signing this document, I agree to all the responsibilities specified in the Quality First Implementation Guide. **I recognize that Quality First, Arizona's Quality Improvement and Rating System may change as data and feedback inform the program practices;** therefore, additional responsibilities may be necessary for successful implementation. In such instances, my program will follow any amendments to the Quality First Implementation Guide document may be developed.

I understand that if at any time during this process, I am deemed ineligible to receive authorization to care for children of DES subsidized families or if my regulatory license is suspended and/or in enforcement action, my participation in Quality First may be terminated pending further determination by First Things First. I understand that my enrollment in Quality First may determine my eligibility for other First Things First program and that discontinuing enrollment in Quality First may make my program ineligible for other funding opportunities or services provided through FTF.

I understand that participation in Quality First requires the involvement of the entire program, including site Administration and teaching staff. Each staff member is an integral part of providing quality services to the children and families enrolled in the program.

☐ **I decline enrollment in Quality First.** I am unable to fulfill the required responsibilities of an enrolled participant. I understand that declining enrollment in Quality First may make my program ineligible for other financial funding or services provided through First Things First in my regional area. I further understand that should I be interested in future enrollment, I am able to submit a new Quality First application for future selection consideration.

Participant Signature (Owner, and/or District Manager)

Print Name

Date

Participant Signature (Director)

Print Name

Date

Quality First Coach Signature

Print Name

Date

Initials:

This sample plan and accompanying blank template are NOT required. This is an example of how a lesson plan might look when considering the indicators in the Quality First Points Scale. Programs that already have a designated lesson plan form that they use can continue to use their own and include the necessary components as noted in the Quality First Points Scale Indicators.

Classroom Name *Preschool #1* **Lesson Plan Date** *August 5, 2011 - August 9, 2011*

Children's Interests and Needs:: *Indicate children's interests and needs that have you noted through the child assessment process that are reflected on this plan.*

Several children in the group recently celebrated birthdays and held family parties in the park. They have been very excited over the activity of having a party (invitations, gifts, games, etc.) Children's goals include vocabulary development around emotion words and pre-writing skills development.

Modifications: *List any modifications made to activities or the environment that are provided for children with special health or developmental needs.*

☐ N/A

Squizzors have been added to the art area.

Objectives:

- Children will identify the feelings of excitement, surprise, and happiness; children will describe the same feelings.*
- Children will describe/discuss family celebrations or cultural traditions.*
- Children will organize symbols or letters clustered together to represent words.*

Environment: *Materials/activities added to learning centers to encourage curiosity, thinking, mathematics, language and vocabulary related to objectives, theme, and/or project. Fill in each section with the materials that will be added to the environment or activities that are planned that will help children meet their goals.*

Social Emotional (ELS) <i>Pictures of classroom children showing excitement, surprise and happiness have been taken, labeled, and posted.</i>	Language and Literacy (ELS) <i>Letter cookie cutters added to the playdough area.</i>	Manipulative/Mathematics (ELS)	Science (ELS)
Sand and Water	Physical Development (ELS)	Fine Arts (ELS) <i>Folded cardstock added to the art area for children to create cards.</i>	Health and Safety (ELS)
Blocks	Social Studies (ELS) <i>Books added to library area: Children Just Like Me: Celebrations!; Throw Your Tooth on the Roof: Tooth Traditions from Around the World</i>	Dramatic Play <i>Children have been pretending surprise parties. Pretend presents, party hats, and invitations have been added to the dramatic play area.</i>	Music/Movement <i>Ribbons will be available in the music area to dance with. This activity will be facilitated by the teacher at group time on Monday.</i>

This sample plan and accompanying blank template are NOT required. This is an example of how a lesson plan might look when considering the indicators in the Quality First Points Scale. Programs that already have a designated lesson plan form that they use can continue to use their own and include the necessary components as noted in the Quality First Points Scale Indicators.

Classroom Name *Infants #1* Lesson Plan Date *September 5 - 9, 2011*

Children's Interests and Needs : *Indicate children's interests and needs that have you noted through the child assessment process that are reflected on this plan.*

Many of the infants have recently started crawling and are able to move around the room.

Modifications: *List any modifications made to activities or the environment that are provided for children with special health or developmental needs.*

☒ N/A

Objectives:

- Children will explore the classroom and outdoor areas with the encouragement and support of teaching staff.*
- Children will move themselves to the sink, changing table, meal table as encouraged by the teaching staff rather than staff picking them up to move them to the areas.*

Environment: *Materials/activities added to learning centers to encourage curiosity, thinking, mathematics, language and vocabulary related to objectives, theme, and/or project. Fill in each section with the materials that will be added to the environment or activities that are planned that will help children meet their goals.*

Social Emotional (ITDG) <i>Childproof mirrors will be added for children to reach and hold. Teachers will point out parts of the children's faces in the mirrors.</i>	Language Development and Communication (ITDG) <i>Teachers will ask questions about where the new items in the room are (i.e. "Where are the animals?") and help/allow children to find them.</i>	Cognitive Development (ITDG)	Physical and Motor Development (ITDG) <i>New materials will be added to the environment to encourage the children to move around the room: egg shakers, plastic animals, photo albums.</i>
Sand and Water	Science	Fine Arts	Health and Safety
Blocks <i>Plastic animals will be added to the blocks to entice children to move themselves there and explore.</i>	Social Studies <i>New photo albums of each child's family have been added to the book area for children to look at and teachers to name.</i>	Dramatic Play	Music/Movement <i>Egg shakers will be added to the music area.</i>



Liability Release for Quality First Facility Projects

First Thing First is approving the utilization of the Quality Enhancement Grant towards the facility project:

submitted by _____

(herein referred to as Participant) on this _____ day of _____, 20____.

Quality Incentive Funds are designed to assist participants in obtaining goals prioritized in the quality improvement planning process. Quality First participants may purchase materials, supplies and/or resources up to the maximum award amount available to support continued quality enhancements and professional development.

The Participant has indicated approval for **INSERT FACILITY PROJECT DESCRIPTION** at **INSERT NAME OF PROGRAM** located at **INSERT ADDRESS**. **INSERT HOW THE FACILITY PROJECT WILL IMPROVE PROGRAM QUALITY.**

It is the responsibility of the Participant to fulfill any and all fiscal actions that may be required **in excess of INSERT AMOUNT AVAILABLE FOR FACILITY PROJECT** which is 30% of the total incentive amount available for facility projects in medium sized centers as indicated in the Quality First Incentive Policy. It is also the responsibility of the Participant to cover any costs associated with maintenance and/or potential structural damage that may occur. Additionally, future Quality First incentives may not be used to assist with any costs as mentioned above.

If the Participant relocates or if the facility is sold, First Things First, the Quality First Coaching and Incentive Grantee and/or sub-contractor will not be held liable in the event the facility project requires maintenance or is damaged. Additionally if the facility project does not pass any health and/or safety facility inspections First Things First, the Quality First Coaching and Incentive Grantee and/or sub-contractor will not be held liable.

I have read and understood the above liability release. I understand that I may use **INSERT AMOUNT** of my Quality Enhancement Grant to supplement costs associated with the facility project. I agree that First Things First, the Quality First Coaching and Incentive Grantee and/or sub-contractor are not liable for any structural maintenance and/or damage that may be caused due to said facility project at **INSERT NAME OF PROGRAM AND ADDRESS**.

Participant Signature (Owner, and/or District Manager)

Print Name

Date

Participant Signature (Director)

Print Name

Date

National Accrediting Organizations

Transcripts must be received from an accredited institution. “Accredited” means approved by the:

- a. New England Association of Schools and Colleges,
- b. Middle States Association of Colleges and Secondary Schools,
- c. North Central Association of Colleges and Schools,
- d. Northwest Association of Schools and Colleges,
- e. Southern Association of Colleges and Schools, or
- f. Western Association of Colleges and Schools.

National Early Childhood Education Accrediting Organizations

- a. Association Montessori Internationale (AMI)
- b. National Association for the Education of Young Children (NAEYC)
- c. The National Early Childhood Program Accreditation Commission (NECPA)
- d. Association for Christian Schools International
- e. American Montessori Society (AMS)
- f. National Accreditation Commission for Early Care and Education (NAC)
- g. National Family Child Care Accreditation (NAFCC)



Dear Parent,

We are excited to share our acceptance into **Quality First**, Arizona's Quality Improvement and Rating System!

Quality First is a statewide system created by the Arizona Early Childhood Development & Health Board, known as First Things First. Quality First is designed to increase access to quality early childhood programs to ensure a child entering school comes healthy and ready to succeed. Hundreds of child care providers across the state applied to participate in this outstanding new program, and we are pleased to be one of the providers selected.

Quality First will partner with us to improve the quality of care and education we provide for your child by providing financial grants, academic scholarships for staff, individualized coaching and health guidance, and resources for our program.

Over the next year, you may see many visitors, one of which will be our personal Quality First Coach, who will help with us throughout the quality improvement process by providing:

- Training and mentoring.
- Classroom management tips and techniques.
- Curriculum guidance and support.
- Ideas to strengthen family support and involvement.
- Information on community resources for families of children with special needs and other identified needs.

We are excited about Quality First and the improvement opportunities it will provide. Please feel free to contact me with any additional questions you may have.

We thank you in advance for your participation and support throughout this process.

Sincerely,

The Quality Bonus is a Quality First monetary financial incentive that is available annually for participants that achieve a 3, 4, or 5 star rating. The Quality Bonus offers flexibility for participants to decide which areas of improvement financial incentives will be used. The Quality Bonus can be used to assist participants with expenditures in the following areas: quality improvement, facility projects, professional development and/or program operations. The amount of the Quality Bonus is determined by the licensed capacity for children birth through five years of age. If a participant has expended any Quality First financial incentives **prior** to a Star Rating being assigned, the Quality Bonus will be in the amount of the remaining incentives.

If a participant uses the Quality Bonus to cover costs associated with purchasing materials or a facility project, First Things First, the Quality First Coaching and Incentive Grantee and/or sub-contractor will not be held liable in the event any materials or facility projects requires additional maintenance beyond the amount of the Quality Bonus or if any damage occurs to the purchased materials or facility project. Additionally, if the participant relocates or if the facility is sold and the facility project does not pass any health and/or safety facility inspections, First Things First, the Quality First Coaching and Incentive Grantee and/or sub-contractor will not be held liable.

For Multi site Owners/Corporations: The Quality Bonus is designed to support the participant that is **enrolled** in Quality First and has received a Star Rating of 3, 4 of 5 stars.

Please select **one** option:

- ☐ **Option A: Incentive Check with Reporting Requirement**
Participants that select Option A agree to the following:
- Monthly submissions of financial documents to coaching agency as expenditures are made (i.e. receipts, invoices or facility project contracts etc.)
 - Monthly financial documentation of expenditures recorded in the Quality Bonus Report.
 - Submission of the Quality Bonus Report and all financial documentation to coaching agency by **May 1** of each year the participant receives the Quality Bonus.
 - Participant must provide such information as is necessary to Quality First Coaching contractors and/ or subcontractors to submit a 1099 Tax form for the funding received by the participant.
- ☐ **Option B: Purchases made through coaching agency**
Participants that select Option B agree to the following:
- Documentation of purchases made on the Quality Rating Plan.
- ☐ I have read and understood the Quality Bonus Agreement. I understand that I may use my Quality Bonus to supplement costs associated quality improvement, facility projects, professional development and/or program operations.
- ☐ I agree that First Things First, the Quality First Coaching and Incentive Grantee and/or sub-contractor are not liable for misuse of funding OR any additional cost associated with purchases, professional development and facility projects beyond the amount of the Quality Bonus.

☐ **If selected Option A:** I understand that I must submit monthly financial documentation of expenditures made with the Quality Bonus. I understand that ALL financial documents related to any expenditures made from the Quality Bonus AND a completed Quality Bonus Report must be submitted to the Quality First coaching agency by **May 1st of each year** that I receive the Quality Bonus.

Furthermore, I understand First Things First is not responsible or liable for any tax reporting or financial liability for the Internal Review Service that may be applicable for participants choosing to receive the Quality Bonus in the form of an incentive check. It is recommended that Quality First participants contact the program's accountant, auditor and/or financial advisors for guidance on fiscal reporting.

I understand that if I do not submit the financial documents and Quality Bonus Report OR if I do not use the Quality Bonus for the purposes of improving quality as outlined in this agreement, the participant will be terminated from Quality First participation and unable to continue receiving any services or funding through First Things First (.i.e. child care scholarships, REWARDS, T.E.A.C.H. scholarships etc.) I understand that First Things First reserves the right to recover funding if it is determined that funds were misused and not utilized as outlined in this agreement. I further understand that recovering funding may require the participant to pay back the total amount of funding received through the Quality Bonus using a collections process.

 Participant Signature (Owner, and/or District Manager)

 Print Name

 Date

 Quality First Coach

 Print Name

 Date

 Quality First Agency Designee

 Print Name

 Date

Quality Bonus Report

Program Name:	Program Address:	Provider Type: <input type="checkbox"/> Center <input type="checkbox"/> Home
Program Designee:	Quality Bonus Amount \$	Total Purchases: \$
Current or Estimated Star Level: <input type="checkbox"/> 3 Stars <input type="checkbox"/> 4 Stars <input type="checkbox"/> 5 Stars	Quality First Coach and Agency:	

Directions: This report is to be completed and submitted to your Quality First Coach by **May 1st** of each year that you receive the Quality Bonus. You may include related items on the same line and/or use a general name for description of related materials. For example, books, math materials, construction paper, science materials may be describe as "classroom learning materials." You may use more than one form, if necessary.

Description of Item(s) Purchased (Please also list facility projects, professional development services, consultation etc.)	Type	Date Purchased	Cost
	<input type="checkbox"/> Quality Improvement <input type="checkbox"/> Facility Projects <input type="checkbox"/> Professional Development <input type="checkbox"/> Program Operations		
	<input type="checkbox"/> Quality Improvement <input type="checkbox"/> Facility Projects <input type="checkbox"/> Professional Development <input type="checkbox"/> Program Operations		
	<input type="checkbox"/> Quality Improvement <input type="checkbox"/> Facility Projects <input type="checkbox"/> Professional Development <input type="checkbox"/> Program Operations		

The Quality Bonus submitted to my program through enrollment with Quality First has provided assistance to supplement costs associated with for quality improvement, quality maintenance, professional development opportunities or general program operations. I had read and understood the Quality Bonus Liability Release and agree that information submitted above is true and accurate.

General Comments:

Participant Signature (Owner, and/or District Manager)

Print Name

Date

Quality First Corrective Action Plan

Program Name/Address:		Grantee:
Program Designee:		Agency:
Date of Probationary Period:		Date of First Notice:
Start:	End:	

Action Item	Responsible Person	Target Completion Date	Action Deemed Successful When	Status Update	Goal Met

Initials – Director/Owner/Program Designee

Quality First Corrective Action Plan Updated 06.04.2012

Quality First Corrective Action Plan

Program Name/Address:		Grantee:
Program Designee:		Agency:
Date of Probationary Period: Start: _____ End: _____		Date of First Notice:

The Corrective Action Plan will be implemented for up to 90 days and reviewed every 30 days during implementation. During the corrective action process, Quality First incentive funding will not be available. At the end of the 90 days (or earlier if determined necessary), a meeting will be scheduled to review the outcomes of the Action Plan. ***If it is determined that there is no improvement in participation or performance, a termination from the Quality First program will be recommended.*** If a recommendation for termination is submitted, First Things First will review the Corrective Action Plan, Quality Improvement Plan and all accompanying documents. First Things First will submit a decision in writing within 10 days of the submitted recommendation. Upon completion of the Corrective Action Plan, if the action items noted in the plan occur within a 12 month period, termination from Quality First may result.

 Participant Signature (Owner, and/or District Manager)

 Print Name

 Date

 Quality First Agency Designee

 Print Name

 Date

 Quality First Grantee

 Print Name

 Date



Initials – Director/Owner/Program Designee

Quality First Corrective Action Plan Updated 06.04.2012

Quality First Corrective Action Plan

Program Name/Address:		Grantee:
Program Designee:		Agency:
Date of Probationary Period: Start: _____ End: _____		Date of First Notice:

Corrective Action Plan Completion:

- ☐ The Corrective Action Plan has been completed
- ☐ The Corrective Action Plan has not been completed
- ☐ It is recommended that the program be terminated from Quality First
- ☐ It is recommended that a new corrective action plan be created to meet the needs of the program

 Participant Signature (Owner, and/or District Manager)

 Print Name

 Date

 Quality First Agency Designee

 Print Name

 Date

 Quality First Grantee

 Print Name

 Date

Initials – Director/Owner/Program Designee

Quality First Corrective Action Plan Updated 06.04.2012

Quality First Points Scale



Directions:

1. The Quality First Points Scale will be reviewed and assessed for programs that meet the 3, 4 and 5 Star Rating scores for the ERS and CLASS assessments (see Quality First Rating Scale).
2. If all indicators in one row are “yes”, continue to the next row.
3. If any indicator is “no”, stop.
4. All indicators in each row must be marked “yes” in order to earn the points indicated at the end of each row.



Staff Qualifications – OFFICE OF CHILD CARE LICENSING REQUIREMENTS (regulations are paraphrased)				Points Earned
<i>Center Based - One Administrator (Director or Assistant Director) has the following education and experience:</i>	<i>Center Based - Teachers have the following education and experience:</i>	<i>Center Based - Assistant Teachers have the following education and experience:</i>	<i>Family Child Care - Providers have the following education and experience:</i>	
<p>R9-5-401</p> <ol style="list-style-type: none"> At least 24 months of child care experience, a high school or high school equivalency diploma, and: <ul style="list-style-type: none"> Six credit hours or more in early childhood, child development, or a closely-related field from an accredited college or university <p>OR</p> <ul style="list-style-type: none"> At least 60 hours of training in early childhood, child development, or a closely-related field, and an additional 12 hours of training in program administration, planning, development, or management; <ol style="list-style-type: none"> At least 18 months of child care experience and: <ul style="list-style-type: none"> An N.A.C., C.D.A., or C.C.P. credential <p>OR</p> <ul style="list-style-type: none"> At least 24 credit hours from an accredited college or university, including at least six credit hours in early childhood, child development, or a closely-related field; <ol style="list-style-type: none"> At least six months of child care experience and: <ul style="list-style-type: none"> An AA or AAS in ECE, child development or closely related field. At least three months of child care experience and: <ul style="list-style-type: none"> A BA or BS in ECE, child development or a closely-related field. 	<p>R9-5-401</p> <ol style="list-style-type: none"> Six months of child care experience and: <ul style="list-style-type: none"> A high school diploma or high school equivalency diploma <p>OR</p> <ul style="list-style-type: none"> At least 12 credit hours from an accredited college or university, including at least six credit hours in early childhood, child development, or a closely-related field; <ol style="list-style-type: none"> Associate or bachelor degree from an accredited college or university in early childhood, child development, or a closely-related field <p>OR</p> <p>N.A.C., C.D.A., or C.C.P. credential;</p>	<p>R9-5-401</p> <ol style="list-style-type: none"> Current and continuous enrollment in high school or a high school equivalency class; High school or high school equivalency diploma Enrollment in vocational rehabilitation, as defined in A.R.S. § 23-501 Employment as a teacher-caregiver aide for 12 months Service as a volunteer in a child care facility for 12 months; 	<p>R9-3-303</p> <ol style="list-style-type: none"> If the staff member will work with enrolled children only while supervised by the provider or assistant provider, be at least 16 years of age or registered as a Level I with S*CCEEDS; If the staff member will work with enrolled children without being supervised by the provider or assistant provider: <ul style="list-style-type: none"> Be at least 18 years of age and have a high school diploma, high school equivalency diploma, associate degree, or bachelor degree <p>OR</p> <ul style="list-style-type: none"> Be registered as a Level II-A with S*CCEEDS 	N/A

Staff Qualifications (must meet standards in all columns of each row to receive points)			Points Earned
<i>Center Based - Administrators (Director and Assistant director) and Teachers* have the following education and experience:</i>	<i>Center Based - Assistant Teachers have the following education and experience:</i>	<i>Family Child Care - Providers have the following education and experience:</i>	
<p>2a. July 1, 2011 25% have <u>Education:</u> 12 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR Certificate of completion in ECE or child development from a community college</p> <p>OR CDA</p> <p>AND <u>Experience:</u> 1 year of teaching in or administration of an early care and education program</p>	<p>2b. 50% have <u>Experience:</u> 6 months of experience working in an early care and education program</p>	<p>2c. <u>Education:</u> 6 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR Certificate of completion in ECE or child development from a community college</p> <p>OR CDA</p> <p>AND <u>Experience</u> 1 year of experience in an early care and education program</p>	2 points
<p>Education Requirements Starting July 1, 2015</p> <p><u>A total of 50% have the following education</u> 25% have 12 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR Certificate of completion in ECE or child development from a community college</p> <p>OR CDA</p> <p>AND 25% have AA or AAS in ECE</p> <p>OR AA or AAS that includes at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR BA in any field w/at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p>			

**Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.*

Staff Qualifications (must meet standards in all columns of each row to receive points)			Points Earned
Center Based - Administrators (Director and Assistant director) and Teachers* have the following education and experience:	Center Based - Assistant Teachers have the following education and experience:	Family Child Care - Providers have the following education and experience:	
<p>4a. <u>A total of 75% have the following education</u></p> <p><u>Education:</u></p> <p>25% have 12 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR Certificate of completion in ECE or child development from a community college</p> <p>OR CDA</p> <p>AND 50% have AA or AAS in ECE</p> <p>OR AA or AAS that includes at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR BA in any field w/at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>AND <u>Experience:</u> 1 year of teaching in or administration of an early care and education program</p>	<p>4b. 50% have</p> <p><u>Experience:</u> 6 months of experience working in an early care and education program</p>	<p>4c.</p> <p><u>Education:</u> 12 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR Certificate of completion in ECE or child development from a community college</p> <p>OR CDA</p> <p>AND <u>Experience</u> 1 year of experience in an early care and education program</p>	4 points

****Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.***

Staff Qualifications (must meet standards in all columns of each row to receive points)			Points Earned
<i>Center Based</i> - Administrators (Director and Assistant director) and Teachers* have the following education and experience:	<i>Center Based</i> - Assistant Teachers have the following education and experience:	<i>Family Child Care</i> - Providers have the following education and experience:	
<p>6a. 25%** have **50% starting July 1, 2015, 75% starting July 1, 2020 <u>Education:</u> BA or BS in ECE or 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. AND <u>Experience:</u> 6 months of teaching in an early care and education program AND The remaining percentage of teachers meets the requirements at the 2 point level.</p>	<p>6b. 50% have <u>Experience:</u> 6 months of experience working in an early care and education program</p>	<p>6c. <u>Education:</u> AA or AAS in ECE OR AA or AAS that includes at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section. OR BA or BS in any field w/at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section. AND <u>Experience:</u> 1 year of experience in an early care and education program</p> <p style="text-align: center;">July 1, 2020</p> <p>BA or BS in ECE or 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. AND <u>Experience:</u> 1 year of experience in an early care and education program</p>	6 points

**Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.*

STAFF QUALIFICATIONS - Documentation Requirements

- ☐ Official Transcripts for all staff with college credits or diplomas. **Only courses with a grade of C or better will be accepted.**
- ☐ Complete staffing tab in the Quality First Dashboard, for each employee. ****coach verifies**
 - ☐ Enter each staff using the [Add new row](#) link.
 - ☐ Enter Director, Assistant Director, Teacher, and Assistant Teachers are included. **Do not include staff who do not work directly in the classroom with children.**
 - ☐ Click on [Edit Details](#) for each staff member and enter the information required. **Do not enter college credits or degrees.**

The related fields below are considered for college credits and degrees:

- Child and Family Studies
- Human Development
- Elementary Education
- Special Education
- Developmental Psychology
- Social Work
- Consumer Studies
- Human Services

Administrative Practices - OFFICE OF CHILD CARE LICENSING REQUIREMENTS (regulations are paraphrased)			Points Earned
<i>Center Based - Ratios and Group Sizes</i> <i>Age of youngest child determines ratio of group. All classrooms will be assessed.</i>	<i>Family Child Care - Ratios and Group Sizes</i>	<i>All Programs - Retention</i>	
R9-5-404.A Infants 1:5 or 2:11 1-year-old children 1:6 or 2:13 2-year-old children 1:8 3-year-old children 1:13 4-year-old children 1:15 5-year-old children not school-age 1:20	R9-3-306 1. The provider or the assistant provider is present and actively involved at the child care group home when one to five enrolled children are at the child care group home 2. At least one adult staff member in addition to the provider or the assistant provider is present and actively involved at the child care group home when six to 10 enrolled children are at the child care group home.	None	N/A

Administrative Practices (must meet standards in all columns of each row to receive points)			Points Earned
<i>Center Based - Ratios and Group Sizes***</i> <i>Age of youngest child determines ratio of group. All classrooms will be assessed.</i>	<i>Family Child Care - Ratios and Group Sizes***</i>	<i>All Programs - Retention</i>	
2a. Group sizes are a maximum of no more than two times the ratio of children per a single adult <ul style="list-style-type: none"> • Infants 1:5, max of 10 children • 12-24 months 1:6, max of 12 children • 2 year olds 1:8, max of 16 children • 3 year olds 1:13, max of 26 children • 4-5 year olds 1:15 max of 30 children 	2b. Ratios and group sizes are the following: Up to 5 children enrolled <ul style="list-style-type: none"> • 1:5, max of 5 children 6 – 10 children enrolled <ul style="list-style-type: none"> • 1:5, max of 10 children 	2c. In the past 2 years, the retention rate for Director, Assistant Director and Lead Teachers or Family Child Care Provider does not fall below 60%. If a program falls below 60%, 2 points will be earned with a written retention plan to address barriers and propose recommendations to be implemented.	2 points

Administrative Practices (must meet standards in all columns of each row to receive points)			Points Earned
<i>Center Based - Ratios and Group Sizes***</i> <i>Age of youngest child determines ratio of group. All classrooms will be assessed.</i>	<i>Family Child Care - Ratios and Group Sizes***</i>	<i>All Programs - Retention</i>	
4a. Group Sizes are the following: <ul style="list-style-type: none"> • Infants 1:5, max of 10 children • 12-24 month 1:6, max of 12 children • 2 Year Olds 1:8, max of 16 children • 3 Year Olds 1:12, max of 24 children • 4-5 Year Olds 1:13, max of 26 children 	4b. Ratios and group sizes are the same as the previous level.	4c. In the past 2 years, the retention rate for Director, Assistant Director and Lead Teachers or Family Child Care Provider does not fall below 65%. If a program falls below 65%, 4 points will be earned with a written retention plan to address barriers and propose recommendations to be implemented.	4 points

Administrative Practices (must meet standards in all columns of each row to receive points)			Points Earned
<i>Center Based - Ratios and Group Sizes*** Age of youngest child determines ratio of group. All classrooms will be assessed.</i>	<i>Family Child Care - Ratios and Group Sizes***</i>	<i>All Programs - Retention</i>	
6a. Ratios and Group Sizes meet the following: <ul style="list-style-type: none"> • Infants 1:4, max of 8 children • 12-24 months 1:4, max of 8 children • 2 year olds 1:6, max of 12 children • 3 year olds 1:9, max of 18 children • 4-5 year olds 1:10, max of 20 children Ratios and groups sizes at the 6 point level are based on NAEYC Accreditation Standards.	6b. Ratios and group sizes are the following: <p>Up to 5 children enrolled</p> <ul style="list-style-type: none"> • 1:4, max of 5 children <p>6 – 10 children enrolled</p> <ul style="list-style-type: none"> • 1:4 max of 10 children 	6c. In the past 3 years, the retention rate for all classroom staff or Family Child Care staff does not fall below 65%. If a program falls below 65%, 6 points will be earned with a written retention plan to address barriers and propose recommendations to be implemented.	6 points

ADMINISTRATIVE PRACTICES – Documentation Requirements

- ☐ Complete staffing tab in the Quality First Dashboard, for each employee.
- ☐ Ensure that hire date and termination date is accurately reflected for each employee, including those that are no longer employed.
- ☐ Do not remove any employees that are no longer employed. The “Active?” checkbox should be empty for people no longer employed.
- ☐ Complete the classroom ratios and group sizes form.

*****Group Size.** There may be more than one group in a particular room. When more than one group occupies the same classroom, staff must be able to identify which children they are responsible for supervising at any time during the day. The ratios and group sizes at each point level will be assessed for each group that occupies the same classroom.

Curriculum and Child Assessment - OFFICE OF CHILD CARE LICENSING REQUIREMENTS (regulations are paraphrased)				Points Earned
All Programs - State Standards and Program Guidelines	Center Based - Curriculum	Family Child Care - Curriculum	All Programs – Child Assessment	
None	R9-5-501.C.5 1. Prepares and posts a dated lesson plan in each indoor activity area for each calendar week, which is maintained on facility premises for 12 months after the lesson plan date and provides opportunities for each child to: <ul style="list-style-type: none"> • Gain a positive self-concept • Develop and practice social skills • Think, reason, question, and experiment • Acquire language skills • Develop physical coordination skills • Participate in structured large muscle physical activity • Develop habits that meet health, safety, and nutritional needs • Express creativity • Learn to respect cultural diversity of children and staff • Learn self-help skills • Develop a sense of responsibility and independence 	R9-3-401 6. The program at the child care group home is: <ol style="list-style-type: none"> a. Structured to meet the following: <ol style="list-style-type: none"> i. The age and developmental level of each enrolled child; ii. The needs of each enrolled child; and iii. The enrolled children's need for familiarity, consistency, and routine; and b. Based upon a weekly schedule that includes: <ol style="list-style-type: none"> i. Routines, such as meals and snacks and rest periods, that follow a familiar and consistent pattern; ii. If weather and air quality permit, outdoor activities; iii. Stories, music, dancing, singing, and reading; iv. Listening and talking opportunities; and v. Creative activities such as water play, cutting and pasting, painting, coloring, dramatic play, and playing with blocks; 	None	N/A

Curriculum and Child Assessment (must meet all columns of each row to receive points)			Points Earned
All Programs - State Standards and Program Guidelines	All Programs - Curriculum	All Programs - Child Assessment****	
2a. Teachers*, Directors and Assistant Directors have completed the approved 2 hour training on the Introduction to the Arizona Early Learning Standards (AZELS)* and Infant – Toddler Developmental Guidelines (ITDG). <i>The Infant-Toddler Developmental Guidelines will be required when written and available.</i> <i>*A valid Arizona Early Childhood Teaching Certificate or Endorsement is accepted in lieu of training.</i>	2b. The Arizona Early Learning Standards and Infant-Toddler Developmental Guidelines (when complete) are clearly reflected in the written activity plans. AND There is a written process for sharing curriculum with families.	2c. Assessment of children’s growth and development is an ongoing process and is conducted during children’s daily activities and routines to assess progress in the 4 domain areas of social, emotional, cognitive and physical development. AND Parent Teacher conferences are offered once per year.	2 points

**Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children’s developmental progress.*

Curriculum and Child Assessment (must meet all columns of each row to receive points)			Points Earned
<i>All Programs - State Standards and Program Guidelines</i>	<i>All Programs - Curriculum</i>	<i>All Programs - Child Assessment****</i>	
4a. Programs follow the Arizona Program Guidelines for High Quality Early Education Birth through Kindergarten. recommendations for transitions between environments.	4b. Written curriculum plans include specific learning objectives for children based on each child's documented or observed assessment information.	4c. Assessment of children's growth and development includes gathering and documenting information received from families either from child information surveys, daily communications with families, or formal conferences held with the families. AND Programs use a variety of methods that include observation/anecdotal notes, children's work samples, developmental checklists.	4 points

Curriculum and Child Assessment (must meet all columns of each row to receive points)			Points Earned
<i>All Programs - State Standards and Program Guidelines</i>	<i>All Programs - Curriculum</i>	<i>All Programs - Child Assessment****</i>	
6a. Teachers*, Directors and Assistant. Directors have completed the approved training on at least two of the modules of the Arizona early Learning Standards or Infant – Toddler Development Guidelines (when written and available).	6b. 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.). <i>This item may be N/A</i>	6c. Additional child 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. AND Parent teacher conferences are offered twice per year.	6 points

**Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.*

CURRICULUM AND CHILD ASSESSMENT – Documentation Requirements

- ☐ AZELS and/or ITDG training certificates for all Lead Teachers, Directors, Assistant Directors and Family Child Care Providers.
 - ☐ Certificates for the Introduction to the standards.
 - ☐ Certificates for individual modules.
- ☐ Curriculum plans for each classroom/group for the most recent full month (4 weeks of plans per classroom).
 - ☐ (2 points) AZELS or ITDG is indicated on each curriculum plan.
 - ☐ (4 points) individual children's goals are reflected on the curriculum plan or documented and linked to the curriculum plan.
 - ☐ (6 points) Modifications for children with special health and/or developmental needs are indicated on the curriculum plan or documentation is provided that links to the curriculum plan.

CURRICULUM AND CHILD ASSESSMENT – Documentation Requirements

- ☐ Five child assessments including at least one child in each classroom in the program. **Assessor will choose randomly.**
 - ☐ Documentation of social development is included in each child's assessment.
 - ☐ Documentation of emotional development is included in each child's assessment.
 - ☐ Documentation of cognitive development is included in each child's assessment.
 - ☐ Documentation of physical development is included in each assessment.
 - ☐ Parent-teacher conference schedule which indicates how many time per year conferences are offered.
 - ☐ Observation/anecdotal records are included in each child's assessment.
 - ☐ Children's work samples are included in each child's assessment.
 - ☐ Developmental checklists are included in each child's assessment.
 - ☐ Information received from families is included in each child's assessment. Documentation includes, but is not limited to the following:
 - Family surveys about child's growth and development.
 - Documentation of communications with families about child's growth and development.
 - Documentation of formal conferences that include the family's perspective.
 - Documentation of parent interviews to understand the child's development from the family perspective.
- ☐ Developmental Screening and/or referral forms for families to receive screenings.

****Recommendations have been made to First things First to designate a standardized, statewide child assessment tool. First things First will consider this recommendation for future implementation in the Quality First Points Scale.

Quality First Points Scale Administrative Documents Review

NAME OF ON-SITE ADMINISTRATOR DURING THE REVIEW:	PROGRAM NAME AND ADDRESS:
NAME OF ASSESSOR:	

Guidance: Assessors will use this form to verify the Retention Plan, Transition Plan, Written plan for Sharing Curriculum with Families, parent Teacher Conference Schedule, Written Child Assessment Procedures, and written Screening and Referral Policy. The procedure in which the items will be verified is included in each table below.

	Included	Not Included	The assessor will check the box, "included" if there is a completed retention plan. The assessor will check the box, "not included" if there is no retention plan.
Retention Plan	<input type="checkbox"/>	<input type="checkbox"/>	

Transition Plan	Timeline	Activities	The assessor will check the "timeline" box if the Transition Plan includes a timeline for a child's transition from home to the program, within the program, and upon exiting the program. The assessor will check the "activities" box if the Transition Plan includes activities for a child's transition from home to the program, within the program, and upon exiting the program.
Home to Program	<input type="checkbox"/>	<input type="checkbox"/>	
Within Program	<input type="checkbox"/> <input type="checkbox"/> N/A	<input type="checkbox"/> <input type="checkbox"/> N/A	
Exiting Program	<input type="checkbox"/>	<input type="checkbox"/>	

	Included	Not Included	The assessor will check the box, "included" if there is a written plan for sharing curriculum with families. The assessor will check the box, "not included" if there is no written plan for sharing curriculum with families.
Sharing Curriculum with Families	<input type="checkbox"/>	<input type="checkbox"/>	

	Not offered	Once per Year	Twice Per Year	More than Twice per year	The assessor will check the box that indicates the number of times a parent teacher conference is offered each year as documented on a schedule, a written policy, or other documentation.
Parent Teacher Conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Included	Not Included	The assessor will check the box, "included" if there is documentation of written child assessment procedures. The assessor will check the box, "not included" if there is no documentation of written child assessment procedures.
Child Assessment Procedures	<input type="checkbox"/>	<input type="checkbox"/>	

	Included	Not Included	The assessor will check the box, "included" if there is documentation of a written child screening and referral policy. The assessor will check the box, "not included" if there is no documentation of a written child screening and referral policy.
Screening and Referral Policy	<input type="checkbox"/>	<input type="checkbox"/>	

Quality First Points Scale Child Assessment Review

NAME OF ON-SITE ADMINISTRATOR DURING THE REVIEW:		PROGRAM NAME AND ADDRESS:
NAME OF ASSESSOR:	DATE OF REVIEW:	

Guidance: The assessor will randomly choose four child assessments *from each classroom /group that was assessed with the ERS and/or CLASS*. If there are less than five children enrolled in a classroom /group, the assessor will review an assessment for each child that is enrolled. During each child assessment review, the assessor will place a checkmark in the box for each item (dated within the last year) included in a child's file. Additional sheets may be used, if necessary. Upon completion of this assessment, the assessor will upload the document into the extranet on the Rating tab.

Does the program use a standardized child assessment system? ☐ Yes ☐ No If yes, please list:

Classroom/Group	Child	Social Development <small>Self Awareness; Separation; Cooperation; Respect; Confidence; Persistence; Initiative; Rights, Responsibilities, and Roles of Citizenship; Family Identity</small>	Emotional Development <small>Recognition of Feeling; Expression of Feelings; Self Control</small>	Cognitive Development <small>Language (speaking, listening); Literacy (letters, reading, writing); Mathematics (numbers, counting, numerical operations, measurement); Science (observing, hypothesizing, testing); Curiosity; Creativity; Problem-solving; Print Awareness; Book Handling; Sound and Rhythms; Vocabulary; Comprehension; Collection and Organization; Data Analysis; Patterns; Spatial Relationships; Logic and Reasoning; Investigation</small>	Physical development <small>Personal Health and Hygiene; Safety/Injury Prevention; Creative Movement</small>	Family Input	Comments
	#1	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/>	
	#2	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/>	
	#3	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/>	
	#4	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/>	

Quality First Points Scale Curriculum Review

NAME OF ON-SITE ADMINISTRATOR DURING THE REVIEW:		PROGRAM NAME AND ADDRESS:
NAME OF ASSESSOR:	DATE OF REVIEW:	

Guidance: Assessors will review the four most recent curriculum plans in the **same classroom(s)/group(s) that were assessed with the ERS and/or CLASS**. During the curriculum review, the assessor will place a check mark in the box if the item is indicated on the curriculum plan. Additional sheets may be used, if necessary. Upon completion of this assessment, the assessor will upload the document into the extranet on the Rating tab.

Classroom/Group Dates of Lesson Plans Reviewed	Week	AZELS or AZITDG indicated on plan (minimum of 1 standard name per week)		Individual children's goals are reflected on plan (minimum of 1 goal per week)		Modifications for children with IFSP, IEP, or specialized health plan (can be N/A if no children w/special needs)	
	#1	<input type="checkbox"/> Yes <input type="checkbox"/> N/A ITDG	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No
	#2	<input type="checkbox"/> Yes <input type="checkbox"/> N/A ITDG	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No
	#3	<input type="checkbox"/> Yes <input type="checkbox"/> N/A ITDG	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No
	#4	<input type="checkbox"/> Yes <input type="checkbox"/> N/A ITDG	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No

Classroom/Group Dates of Lesson Plans Reviewed	Week	AZELS or AZITDG indicated on plan (minimum of 1 standard name per week)		Individual children's goals are reflected on plan (minimum of 1 goal per week)		Modifications for children with IFSP, IEP, or specialized health plan (can be N/A if no children w/special needs)	
	#1	<input type="checkbox"/> Yes <input type="checkbox"/> N/A ITDG	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No
	#2	<input type="checkbox"/> Yes <input type="checkbox"/> N/A ITDG	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No
	#3	<input type="checkbox"/> Yes <input type="checkbox"/> N/A ITDG	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No
	#4	<input type="checkbox"/> Yes <input type="checkbox"/> N/A ITDG	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No

Quality First Points Scale Ratios and Group Sizes

NAME OF ON-SITE ADMINISTRATOR DURING THE REVIEW:	PROGRAM NAME AND ADDRESS:
NAME OF ASSESSOR:	

Guidance: Assessors will use this form to verify ratios and group sizes in *every classroom/group at the program*. Assessors will indicate the maximum enrollment of each classroom, which may not be the licensed capacity if programs choose to self-limit beyond what licensed capacity is for the room. Assessors will visit each classroom/group twice to count the number of adults and the number of children present. Each visit does **not** need to occur on two different dates, but **must** occur at two different points in time. Counts will only occur only inside unless simultaneous indoor/outdoor practices occur. Additional pages may be used, if necessary. Information will also be used in the calculation of retention. Upon completion of this assessment, the assessor will upload the document into the extranet on the Rating tab.

GROUP/CLASSROOM NAME	NEW CLASSROOM	DATE/TIME	LICENSED CAPACITY/ SELF-LIMIT CAPACITY	BIRTHDATE OF YOUNGEST ENROLLED	NAME/TITLE OF PAID ADULTS IN THE CLASSROOM	HIRE DATE	NUMBER OF CHILDREN PRESENT	COMMENTS
	<input type="checkbox"/> Past 2 Years <input type="checkbox"/> Past 3 Years <input type="checkbox"/> N/A							
	<input type="checkbox"/> Past 2 Years <input type="checkbox"/> Past 3 Years <input type="checkbox"/> N/A							
	<input type="checkbox"/> Past 2 Years <input type="checkbox"/> Past 3 Years <input type="checkbox"/> N/A							
	<input type="checkbox"/> Past 2 Years <input type="checkbox"/> Past 3 Years <input type="checkbox"/> N/A							
	<input type="checkbox"/> Past 2 Years <input type="checkbox"/> Past 3 Years <input type="checkbox"/> N/A							
	<input type="checkbox"/> Past 2 Years <input type="checkbox"/> Past 3 Years <input type="checkbox"/> N/A							

QUALITY FIRST POINTS SCALE RETENTION PLAN

PROGRAM NAME:	ADDRESS:
CONTACT PHONE:	
PROGRAM DESIGNEE NAME:	DATE PLAN CREATED:
NAME OF COACH:	PROVIDER TYPE: <input type="checkbox"/> Center-Based <input type="checkbox"/> Family Child Care

BARRIER <i>List barriers that impact teacher retention. List one barrier per line, with at least one barrier.</i>	PLAN OF ACTION <i>For each barrier, write a plan to address the challenge.</i>	PERSON RESPONSIBLE

Follow up: Upon 6 months from the date the retention plan was created, please evaluate the plan(s) of action listed above. If new barriers exist or different plan(s) of action need to be created, please use a new retention plan form to create a new plan. If the retention calculation for rate for Director, Assistant Director and Lead Teachers **OR** Family Child care Provider meets the 60% level, complete the plan of action outcome and no further plan will be necessary.

FOLLOW UP DATE <i>Indicate the date that the coach followed up with the program.</i>	RETENTION CALCULATION <i>Indicate the retention percentage noted in the extranet.</i>	PLAN OF ACTION OUTCOME <i>Indicate the outcome (s) from the original plan of action for all barriers listed on one line.</i>

Quality First Program Designation

Provider Name and Address:	Coaching Agency:
	Quality First Coach:

- ☐ I _____ designate authority to the program staff identified below to serve as the primary onsite contact for all programmatic decisions regarding Quality First improvement activities. I have read the Quality First Enrollment Agreement and understand the commitment of the director and staff that is required to ensure success and improve program quality. I understand the role and responsibilities of the Quality First coach and support all activities that are outlined in the quality improvement process.

I further understand that the responsibilities of the designated program staff identified below include following all participant responsibilities outlined in the Enrollment Agreement:

- Participation in at least two monthly onsite coaching visits that may include coordination of staff training, classroom observations, and technical assistance.
- Cooperation in the scheduling and administration of all assessment and rating activities including an initial, progress and rating assessment for the purpose of receiving a public star rating.
- Identification of T.E.A.C.H. Early Childhood® ARIZONA scholarship recipients as applicable.
- Shared decision making with the Quality First coach and child care health consultant regarding the development and prioritization of goals identified in the quality improvement plan and the expenditures of program improvement grants.

Designated Staff: _____

Position: _____

Designated Staff: _____

Position: _____

- ☐ I _____ **do not** designate authority to any program staff to serve as the primary onsite contact for all programmatic decisions regarding Quality First. I have read the Quality First Enrollment Agreement and understand the commitment of the director and staff that is required to ensure success and improve program quality. I understand the role and responsibilities of the Quality First coach and support all activities that are outlined in the quality improvement process.

As the designated authority and primary contact, I understand that my responsibilities include following all participant responsibilities as outlined in the Quality First Enrollment Agreement:

- Participation in at least two monthly onsite coaching visits that may include coordination of staff training, classroom observations, and technical assistance.
- Cooperation in the scheduling and administration of all assessment and rating activities including an initial, progress and rating assessment for the purpose of receiving a public star rating.
- Identification and approval of T.E.A.C.H. Early Childhood® ARIZONA scholarship recipients as applicable.
- Shared decision making with the Quality First coach and child care health consultant regarding the development and prioritization of goals identified in the quality improvement plan and the expenditures of program improvement grants.

I recognize that if I am unable to fulfill the responsibilities as outlined in the enrollment agreement, my Quality First participation will be terminated.

Signature Program Owner/Regional Manager

Type Name

Date

Signature Program Director

Type Name

Date

PROGRAM NAME:	ADDRESS:
CONTACT PHONE:	
PROGRAM DESIGNEE NAME:	DATE OF PLANNING VISIT:
NAME OF COACH:	WRITTEN BY: <input type="checkbox"/> Coach <input type="checkbox"/> Program Designee

POINTS SCALE PREPARATION				
COMPONENTS	EVIDENCE			TASKS
Staff Qualifications	<input type="checkbox"/> 2a	<input type="checkbox"/> 4a	<input type="checkbox"/> 6a	•
	<input type="checkbox"/> 2b	<input type="checkbox"/> 4b	<input type="checkbox"/> 6b	
	<input type="checkbox"/> 2c	<input type="checkbox"/> 4c	<input type="checkbox"/> 6c	
Ratios And Group Sizes	<input type="checkbox"/> 2a	<input type="checkbox"/> 4a	<input type="checkbox"/> 6a	•
	<input type="checkbox"/> 2b	<input type="checkbox"/> 4b	<input type="checkbox"/> 6b	
	<input type="checkbox"/> 2c	<input type="checkbox"/> 4c	<input type="checkbox"/> 6c	
Curriculum and Child Assessment	<input type="checkbox"/> 2a	<input type="checkbox"/> 4a	<input type="checkbox"/> 6a	•
	<input type="checkbox"/> 2b	<input type="checkbox"/> 4b	<input type="checkbox"/> 6b	
	<input type="checkbox"/> 2c	<input type="checkbox"/> 4c	<input type="checkbox"/> 6c	

QUALITY FIRST INCENTIVES	
ACTIVITY	MATERIALS REQUESTED
Enhancement Grant Purchases	•

EXTRANET ACTIVITIES	
TABS	UPDATES NEEDED
Site	•
Program	•
Language/Special Needs	•

Staffing	
Classroom / Family Group	

Request for Appeal

Directions: Please complete this form and submit to the Quality First Director. All appeal requests are reviewed by First Things First. In addition, please include all documentation that has been received in regards to enrollment termination or Star Rating. Documentation may include but is not limited to: Corrective Action Plans, Quality Improvement Plans, Assessment Reports, meeting notes, emails or any written correspondence.

Site Name and Address:	Telephone Number:
	Email Address:
Director/Owner Name:	Date Form Completed:

The questions below are to be answered by the person making requesting the appeal.

1. What is reason for the appeal? ☐ Star Rating ☐ Enrollment Termination
2. Have you reviewed the Quality First Star Rating Policy and/ or the Participant Selection Policy? ☐ Yes ☐ No
3. Provide the reason for appealing the action.
4. Have you met with the Quality First coaching team to discuss the action? If so, please describe details of the telephone discussion, meetings, or written correspondence.
5. Is there any other information you would like to share relevant to this appeal request?

Signature of Person requesting the appeal

Type Name

Date

Signature of Person requesting the appeal
(if other than the person filing the complaint)

Type Name

Date

Please complete the information below to request your program assessment completion be scheduled before the typical time frame. Submit this form to the Quality First Coach. The form will be forwarded to the Coaching Grantee and Assessment Grantee within 5 business days. The Grantees will approve (A) or not approve (N) the request and forward to First Things First within 5 business days. First Things First will approve (A) or not approve (N) the request and notify the Provider, Coaching Grantee and Assessment Grantee of the decision. When not approved, rationale will be provided within 5 business days.

Site Name:	Site Address:
Current Assessment Cycle End Date:	Requested Assessment Time Period:

Please attach a statement of the reason for requesting an early assessment

Please initial each statement of understanding:

- ☐ I understand that the First Things First, Quality First Program Team will review the rationale and decisions of the Coaching and Assessment Grantees to make a final decision of approval.
- ☐ I understand that by requesting an early assessment, the results will be based on a reduced Quality Improvement time period (less than the typical 12 – 15 month timeline).
- ☐ I understand that these assessment results will be effective throughout the assessment cycle. Another assessment will not be completed prior to 12 – 15 months from the assessment completion date.
- ☐ I understand that I am not guaranteed an early assessment. The assessment grantee will review the request to determine feasibility in the assessment schedule.
- ☐ I understand that requests to schedule earlier than 10 months from the last assessment will not be approved.

_____ Provider Name	_____ Provider Signature	_____ Date
_____ Coach Grantee Name	_____ Coach Grantee Signature	_____ Date
_____ Assessment Grantee Name	_____ Assessment Grantee Signature	_____ Date
_____ Quality First Name	_____ Quality First Grantee Signature	_____ Date
<input type="checkbox"/> Coach Grantee Approval	<input type="checkbox"/> Assessment Grantee Approval	<input type="checkbox"/> Quality First Approval

SITE NAME:	SITE ADDRESS:
NAME OF COACH:	

Programs who achieve a Star Rating of 3, 4 or 5 at the Progress Assessment cycle in year two or the Initial Rating Assessment cycle in year one have an option publicly post the Star Rating at that time rather than waiting until the Rating Assessment in year three.

- “Grandfathered” programs that enrolled in Quality First prior to July 1, 2011 have an assessment cycle schedule as follows:
 1. Initial Assessment (not public) –year one
 2. Progress Assessment (not public) –year two
 3. Rating Assessment (public) – year three
 4. Rating Renewal (public) – year 4 – ongoing
- Programs that enrolled in Quality First after July 1, 2011 have an assessment cycle schedule as follows:
 1. Initial Rating (not public) –year one
 2. Rating Renewal (public) – year 2 – ongoing

My program has achieved a Star Rating of 3, 4 or 5 at the Initial, Progress or Initial Rating cycle.

- ☐ I choose to have the current Star Rating publicized and receive a Rating Assessment 24 – 27 months from the date of my current assessment.
- ☐ I choose to NOT have the current Star Rating publicized. My program will have the Rating Assessment 12 – 15 months from the date of the current assessment.

_____ Director/Owner/Designee Name	_____ Signature	_____ Date
---------------------------------------	--------------------	---------------

_____ Coach Name	_____ Signature	_____ Date
---------------------	--------------------	---------------

This form must be faxed to the Quality First office at 602-274-6351, scanned and e-mailed to qualityfirst@azftf.gov, or mailed to:

First Things First
Quality First Team
4000 N. Central Ave. Ste. 800
Phoenix, AZ 85012

Please maintain a copy of this form for your records.

Copy sent by FTF to: ☐ assessment grantee ☐ coaching agency ☐ coaching grantee

The Assessor will call to schedule your program's assessment. For centers, the assessor will assess your classrooms based on the chart below. If you care for infants and toddlers, both an ITERS and ECERS will be completed.

- 1 classroom = 1 classroom assessment
- 2-6 classrooms = 2 classroom assessments
- 7-9 classrooms = 3 classroom assessments
- 10-12 classrooms = 4 classroom assessments
- 12 + classrooms = 1/3 of the number of classrooms

Family child care home will have the areas assessed which are part of the child care program.

When the assessor arrives, they will need to gather some initial information regarding the total number of children enrolled, the number of children in attendance that day, information about children with special needs and the birthdates of the youngest and oldest child enrolled in the classroom selected.

If more than one classroom is being assessed, the Assessor will ask you to randomly draw which classroom will be assessed that day. In order to maintain the integrity of the assessment, the providers cannot choose which classrooms will be assessed in multi-room programs.

The assessor will remain at your program for at least three hours. They may stay longer if they need to gather information they were unable to collect during the first three hours. The Assessor will not talk to the children or staff during the assessment. They are unable to answer questions or provide information during the assessment. They will move around the classroom, collect data on materials, watch interactions and routines, and write notes. After they have completed collecting the data, they will request an interview with the Lead Teacher from the classroom. The interview may be arranged (time and location) before the assessment begins.

It is required that the Lead Teacher be allowed to participate in the interview process, as this is a part of the overall assessment. The questions asked will relate to things the assessor did or did not see during the assessment, and a series of other questions relating to the program. In some cases, the Assessor may ask for clarification from program administration.

Once the interview is completed, the Assessor will leave the site and begin their scoring and report writing using the notes they collected at your site. Once the report is complete, the Quality First! Coach will receive notice that the assessment is ready for review. You and the Coach will review the results and move forward with the Quality Improvement Plan (QIP).

If you have questions or concerns about the assessment, please discuss them with your Coach. The Assessor is not permitted to share any results or information about the assessment with the program, nor are they allowed to provide technical assistance.

It is important to prepare the classroom staff for the assessment. Your Coach can facilitate a meeting to discuss further the assessment process with the teaching staff. It is important to inform them that an assessment will occur as part of your participation with Quality First.

Please use the following form to list all staff members who will be requesting transcripts for the Quality First Point Scale Assessment process. Include current name, previous or maiden name, and the name of the institutions sending the transcript. Please use one row per transcript requested (i.e. one staff member that is requesting multiple transcripts would list their name on multiple lines). This will ensure that the transcript evaluation grantee includes all transcripts prior to identifying the highest education achieved and the number of ECE/related field credits. Multiple forms may be necessary to use.

Please use one of the ways below to submit this form to Southwest Human Development Transcript Verification Team and provide a copy to your Quality First Coach:

- Fax to (602) 468-3402
- Mail to 2850 N. 24th St. Phoenix, AZ 85008, Attention Jeanette Brainard.
- E-mail to jbrainard@swhd.org

Date:
Coaching Agency:

Center Name:
Address:

Please check one of the options below:

☐ Request for **Pre-Payment** (receipts must be submitted within 2 weeks of pre-payment)

☐ Request for **Reimbursement** (receipts must be attached to this request)

Name	Previous/Maiden Name(s)	Last four digits of Social Security # <u>OR</u> birthdate	Name of Institution	Transcript Fees
				\$
				\$
				\$
				\$
				\$

Transcript Verification and Fee Request

Date:
Coaching Agency:

Center Name:
Address:

Name	Previous/Maiden Name(s)	Last four digits of Social Security # <u>OR</u> birthdate	Names of Institution	Transcript Fees
				\$
				\$
				\$
				\$
				\$
				\$
				\$
				\$

Signature, Center Director/Program Designee

Print Name, Center Director/Program Designee

Date

Signature, Coach

Print Name, Coach

Date