

Sample Facility Profile

Child Care Center



This is a sample *Facility Profile* for a fictional child care center, Teensy Turtles. This *Facility Profile* is generated based on an *Application for a Facility Profile*, a self-study that a facility uses to identify any quality indicators currently in place in a child care facility enrolled in the IdahoSTARS Quality Rating and Improvement System (QRIS).

The *Facility Profile* is not a star rating; it is a report that shows how the current practices in the facility compare to the QRIS quality indicators. Think of it as a snapshot in time, with no ‘right’ or ‘wrong’ answers. The sole purpose of the *Facility Profile* is to begin the improvement planning process, since quality improvement is the focus of the QRIS.

Along with a *Facility Profile*, a facility participating in the QRIS receives an IdahoSTARS *QRIS Improvement Plan*, and an IdahoSTARS *QRIS Funding Request*. These documents are used to plan for continuous quality improvement in the short and long term.

For more information on the QRIS, dial 2-1-1 Idaho CareLine and ask to speak to your Quality Child Care Consultant.

Facility Name: Teensy Turtles		Contact name: Annie Antelope, Director		
Phone: 123-4567		Date: May 11, 2010		
Quality Standard				
1. Environment: Measures health, safety and environment through the <i>Environment Rating Scales</i> .				
Not yet at Tier 1 <input type="checkbox"/>				
<input type="checkbox"/> Tier 1 <input type="checkbox"/> Average of the <i>Environment Rating Scale</i> scores 3.0-3.49 <input type="checkbox"/> All classrooms score 3.0 or above	<input type="checkbox"/> Tier 2 <input type="checkbox"/> Average of the <i>Environment Rating Scale</i> scores 3.50-3.99 <input type="checkbox"/> All classrooms score 3.0 or above	<input checked="" type="checkbox"/> Tier 3 <input checked="" type="checkbox"/> Average of the <i>Environment Rating Scale</i> scores 4.0-4.99 <input checked="" type="checkbox"/> All classrooms score 3.5 or above	<input type="checkbox"/> Tier 4 <input checked="" type="checkbox"/> Average of the <i>Environment Rating Scale</i> scores 5.0-5.49 <input type="checkbox"/> All classrooms score 4.5 or above	<input type="checkbox"/> Tier 5 <input type="checkbox"/> Average of the <i>Environment Rating Scale</i> scores 5.5 or above <input type="checkbox"/> All classrooms score 5.0 or above

Additional Notes: **one classroom below 4.5**

Quality Standard

2. Education: Documents qualifications of director and current education levels of staff. *Numbers represent the career pathway level in the IdahoSTARS Professional Development System.

Not yet at Tier 1

<input type="checkbox"/> Tier 1	<input type="checkbox"/> Tier 2	<input type="checkbox"/> Tier 3	<input checked="" type="checkbox"/> Tier 4	<input type="checkbox"/> Tier 5
<input checked="" type="checkbox"/> Director PDS Registry level *1.2 – 2.4 OR 4.0 – 4.1 OR 5.0 – 5.2 OR educational equivalent <input checked="" type="checkbox"/> Director is enrolled in CDA coursework OR has declared a major in ECE <input checked="" type="checkbox"/> 100% of lead teachers PDS level 1.1 – 2.4 OR 4.0 - 4.1 OR 5.0 -5.1 OR educational equivalent <input checked="" type="checkbox"/> 25% of lead teachers PDS level 3.0 -3.6 OR 4.2 or educational equivalent	<input checked="" type="checkbox"/> Director PDS level 3.0 – 3.6 OR 4.2 OR documents completed CDA coursework <input checked="" type="checkbox"/> Director has additional 15 hours training OR one college credit in business in the past 5 years <input checked="" type="checkbox"/> Director has at least one year ECE management experience <input checked="" type="checkbox"/> 50% of lead teachers PDS level 3.0 – 3.6 OR 4.2	<input checked="" type="checkbox"/> Director PDS level 4.3 – 4.6 OR 5.2 OR 6.0 -6.1 <input checked="" type="checkbox"/> Director has additional 30 hours training OR two college credits in business in the past 5 years <input checked="" type="checkbox"/> Director has at least two years ECE management experience <input checked="" type="checkbox"/> 25% of lead teachers PDS level 4.3 – 4.6 OR 5.2 OR 6.0-6.1 <input checked="" type="checkbox"/> 25% assistant teachers PDS level 1.1 – 2.4 OR 4.0 – 4.1 OR 5.0 – 5.1	<input checked="" type="checkbox"/> Director PDS level 5.3 – 5.5 OR 6.2 <input checked="" type="checkbox"/> Director has additional 45 hours training OR three college credits in business in the past 5 years <input checked="" type="checkbox"/> Director has at least three years ECE management experience <input checked="" type="checkbox"/> 50% of lead teachers PDS level 5.3 – 5.5 OR 6.2 <input checked="" type="checkbox"/> 25% of assistant teachers PDS level 3.0-3.6 OR 4.2-4.6 OR 5.3+	<input type="checkbox"/> Director PDS level 6.3 – 8.0 <input type="checkbox"/> Director has at least five years ECE management experience <input checked="" type="checkbox"/> 25% of lead teachers PDS level 6.3 – 8.0 <input type="checkbox"/> 50% of assistant teachers PDS level 3.0-3.6 OR 4.2-4.6 OR 5.3+

Additional Notes:

Quality Standard

3. Professional Development: Documents on-going staff training and education.

Not yet at Tier 1

<input type="checkbox"/> Tier 1	<input checked="" type="checkbox"/> Tier 2	<input type="checkbox"/> Tier 3	<input type="checkbox"/> Tier 4	<input type="checkbox"/> Tier 5
<input checked="" type="checkbox"/> Director and <input checked="" type="checkbox"/> 75% of lead teachers and <input checked="" type="checkbox"/> 50% of assistant teachers have taken 8 hours of IdahoSTARS approved training in the 12 months prior to application	<input checked="" type="checkbox"/> Director and <input checked="" type="checkbox"/> 75% of lead teachers and <input checked="" type="checkbox"/> 50% of assistant teachers have taken 15 hours of IdahoSTARS approved training OR 1 ECE credit in the 12 months prior to application	<input type="checkbox"/> Director and <input type="checkbox"/> 75% of lead teachers and <input type="checkbox"/> 50% of assistant teachers have taken 20 hours of IdahoSTARS approved training OR 1 ECE credit and 5 hours IdahoSTARS training in the 12 months prior to application	<input type="checkbox"/> Director and <input type="checkbox"/> 75% of lead teachers and <input type="checkbox"/> 50% of assistant teachers have taken 25 hours of IdahoSTARS approved training OR 1 ECE credit and 10 hours IdahoSTARS training in the 12 months prior to application	<input type="checkbox"/> Director and <input type="checkbox"/> 75% of lead teachers and <input type="checkbox"/> 50% of assistant teachers have taken 30 hours of IdahoSTARS approved training OR 2 ECE credits in the 12 months prior to application

Additional Notes:

- **1 out of 4 lead teachers have over 20 hours of training**
- **1 of 3 assistant teachers have over 20 hours of training**

Quality Standard

4. Inclusion: Documents how a facility supports children’s full participation and ways staff intentionally plan for each child and family to be successful.

Not yet at Tier 1

<input type="checkbox"/> Tier 1	<input type="checkbox"/> Tier 2	<input type="checkbox"/> Tier 3	<input type="checkbox"/> Tier 4	<input type="checkbox"/> Tier 5
<input checked="" type="checkbox"/> Director and <input checked="" type="checkbox"/> 75% of lead teachers and <input type="checkbox"/> 50% of assistant teachers have taken 1 hour of IdahoSTARS approved training in Component 9: <i>Special Needs</i> , in the 12 months prior to application <input checked="" type="checkbox"/> Written policy that reflects facility commitment to serving children with disabilities <input checked="" type="checkbox"/> Posted community resource list specific to serving children with disabilities	<input checked="" type="checkbox"/> Director and <input type="checkbox"/> 75% of lead teachers and <input type="checkbox"/> 50% of assistant teachers have taken 2 hours training in Component 9 <input type="checkbox"/> 25% of all classrooms submit the <i>Inclusion Self-Reflection</i> to the University of Idaho in the 12 months prior to application <input type="checkbox"/> Written policy and procedure to serve children with disabilities in the family’s primary language <input type="checkbox"/> Written policies and procedures to document each child’s developmental growth, strengths and challenges <input type="checkbox"/> Enrollment packet includes Child Find brochure & application	<input type="checkbox"/> Director and <input type="checkbox"/> 75% of lead teachers and <input type="checkbox"/> 50% of assistant teachers have taken 3 hours training in Component 9 <input type="checkbox"/> 50% of all classrooms submit the <i>Inclusion Self-Reflection</i> <input type="checkbox"/> Written policy and procedure for referrals to outside support to address needs and/or concerns <input checked="" type="checkbox"/> Provide one formal parent/teacher conference per year to share child’s development <input checked="" type="checkbox"/> Methods for documenting children’s developmental growth, strengths and challenges are used at least once every three months	<input type="checkbox"/> Director and <input type="checkbox"/> 75% of lead teachers and <input type="checkbox"/> 50% of assistant teachers have taken 4 hours training in Component 9 <input type="checkbox"/> 75% of all classrooms submit the <i>Inclusion Self-Reflection</i> <input type="checkbox"/> Written policy and procedure to document follow-up of any referral out-comes <input checked="" type="checkbox"/> Methods for documenting children’s developmental growth, strengths and challenges are used at least once monthly	<input type="checkbox"/> Director and <input type="checkbox"/> 75% of lead teachers and <input type="checkbox"/> 50% of assistant teachers have taken 5 hours training in Component 9 <input type="checkbox"/> All classrooms in the facility submit the <i>Inclusion Self-Reflection</i> <input checked="" type="checkbox"/> Provide two formal parent/teacher conferences per year to share child’s development <input type="checkbox"/> Methods for documenting children’s developmental growth, strengths and challenges are used at least once weekly <input type="checkbox"/> 90% of children have their development screened by qualified staff within 90 days of enrollment

Additional Notes: **1 of 3 assistant teachers have 1 hour training in Component 9**

Quality Standard

5. Strengthening Families: Measures implementation of *Strengthening Families through Early Care and Education*.

Not yet at Tier 1

<input checked="" type="checkbox"/> Tier 1	<input type="checkbox"/> Tier 2	<input type="checkbox"/> Tier 3	<input type="checkbox"/> Tier 4	<input type="checkbox"/> Tier 5
<input checked="" type="checkbox"/> Director and <input checked="" type="checkbox"/> 75% of lead teachers and <input checked="" type="checkbox"/> 50% of assistant teachers have taken 3 hours training in Component 10, <i>Strengthening Families Protective Factors</i> <input checked="" type="checkbox"/> Document 5 examples of written or posted communication <input checked="" type="checkbox"/> Written policy requires staff receive training in Component 10 <input checked="" type="checkbox"/> Documented family orientation procedures <input checked="" type="checkbox"/> Written policy and procedure that includes opportunity for parents to meet alone with staff	<input checked="" type="checkbox"/> Director and <input checked="" type="checkbox"/> 75% of lead teachers and <input type="checkbox"/> 50% of assistant teachers have taken 5 hours training in Component 10 <input checked="" type="checkbox"/> Document 2 social events, 1 educational meeting, and 1 volunteer activity <input type="checkbox"/> Written policy and procedure to check in with new families after a few weeks <input type="checkbox"/> Posted community resource list	<input checked="" type="checkbox"/> Director and <input checked="" type="checkbox"/> 75% of lead teachers and <input type="checkbox"/> 50% of assistant teachers have taken 7 hours training in Component 10 <input checked="" type="checkbox"/> Document 3 social events, 2 educational meetings, and 2 volunteer activities <input checked="" type="checkbox"/> Intake form that includes family goals <input type="checkbox"/> Establish Parent Work Group	<input checked="" type="checkbox"/> Director and <input type="checkbox"/> 75% of lead teachers and <input type="checkbox"/> 50% of assistant teachers have taken 11 hours training in Component 10 <input type="checkbox"/> Document 4 social events, 3 educational meetings, and 3 volunteer activities <input type="checkbox"/> Record of assistance connecting families with services <input type="checkbox"/> Submit <i>Strengthening Families Self-Assessment Summary</i> <input type="checkbox"/> Submit <i>Strengthening Families Action Plan</i>	<input checked="" type="checkbox"/> Director and <input type="checkbox"/> 75% of lead teachers and <input type="checkbox"/> 50% of assistant teachers have taken 15 hours training in Component 10 <input type="checkbox"/> Document 5 social events, 4 educational meetings, and 4 volunteer activities <input type="checkbox"/> Documented system of emergency support

Additional Notes:

Quality Standard

6. Child-to-staff Ratio: Documents child-to-staff ratio in each classroom or group.

Note: Ratio of the youngest child applies if group is mixed

Not yet at Tier 1

Tier 1

Legally operating

Tier 2

25% of classrooms meet QRIS ratios

Tier 3

50% of classrooms meet QRIS ratios

Tier 4

75% of classrooms meet QRIS ratios

Tier 5

100% of classrooms meet QRIS ratios

Age	QRIS Ratio
<i>Birth but less than 12 months</i>	4:1
<i>12 months but less than 2 years</i>	5:1
<i>2 years to but less than 3 years</i>	6:1
<i>3 years but less than 5 years</i>	10:1
<i>Kindergarten</i>	12:1
<i>6 years but less than 13 years</i>	15:1

Additional Notes:

Quality Standard

7. Group Size: Documents group size in each classroom or defined group.

Note: Group size for the youngest child applies if group is mixed

Not yet at Tier 1

Tier 1

Legally operating

Tier 2

25% of classrooms meet QRIS group sizes

Tier 3

50% of classrooms meet QRIS group sizes

Tier 4

75% of classrooms meet QRIS group sizes

Tier 5

100% of classrooms meet QRIS group sizes

Age	QRIS Group Size
<i>Birth but less than 12 months</i>	8
<i>12 months but less than 2 years</i>	12
<i>2 years but less than 3 years</i>	12
<i>3 years but less than 6 years</i>	20
<i>6 years but less than 9 years</i>	24
<i>9 years but less than 13 years</i>	30

Additional Notes:

Quality Standard

8. Business Practices: Documents business practices of the facility.

Not yet at Tier 1

<input checked="" type="checkbox"/> Tier 1	<input type="checkbox"/> Tier 2	<input type="checkbox"/> Tier 3	<input type="checkbox"/> Tier 4	<input type="checkbox"/> Tier 5
<p>Child enrollment form includes information for:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Allergy and <input checked="" type="checkbox"/> Chronic medical conditions, and <input checked="" type="checkbox"/> Authorization to pick up children with photo ID <input checked="" type="checkbox"/> Written policy and procedures include yearly review for all staff in recognizing and responding to signs of child abuse and neglect <input type="checkbox"/> An operating budget for the current year is available <input type="checkbox"/> Written policy and procedure for maintaining continuity for children and families, including reasoning, schedule and proactive actions regarding dismissal 	<ul style="list-style-type: none"> <input type="checkbox"/> Individual children's allergy information is posted in classroom <input type="checkbox"/> Facility has basic business liability insurance <input type="checkbox"/> Facility tracks meals and snacks served to children <input type="checkbox"/> Staff uses a satisfaction survey every year to evaluate the program 	<ul style="list-style-type: none"> <input type="checkbox"/> Lead or assistant teacher in each class-room is trained pediatric CPR and First Aid by a licensed instructor <input type="checkbox"/> Facility has comprehensive business liability insurance <input type="checkbox"/> Written policy and procedure to collect tuition and/or fees in advance or care & to charge for irregular or unscheduled care giving <input type="checkbox"/> Parents use satisfaction survey every year to evaluate the program 	<ul style="list-style-type: none"> <input type="checkbox"/> Emergency information and field trip authorization for each child is readily available and taken with the provider any time the children are taken outside the facility <input type="checkbox"/> Facility gives parents end-of-the year statement of all payments received <input type="checkbox"/> Plan in the operating budget for capital improvements, deferred maintenance, and/or other replacement costs 	<ul style="list-style-type: none"> <input type="checkbox"/> Completed self-study using the <i>Program Administration Scale—Measuring Early Childhood Leadership and Management</i> <input type="checkbox"/> Improvement plan based on self-study

Additional Notes: