

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
<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <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

Birth but less than 12 months

4:1

12 months but less than 2 years

5:1

2 years to but less than 3 years

6:1

3 years but less than 5 years

10:1

Kindergarten

12:1

6 years but less than 13 years

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

Birth but less than 12 months

8

12 months but less than 2 years

12

2 years but less than 3 years

12

3 years but less than 6 years

20

6 years but less than 9 years

24

9 years but less than 13 years

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: