

GUIDING STARS OF DUVAL 3.0

Duval County's (FL) Quality Rating and Improvement System



Documentation Guide for Child Care Centers



ABOUT THE EARLY LEARNING COALITION OF DUVAL

www.elcduval.org

MISSION: To lead and support the early learning community in building the best foundation for children birth to five.

VISION: We are Jacksonville's first stop for early learning through collaborative leadership that ensures:

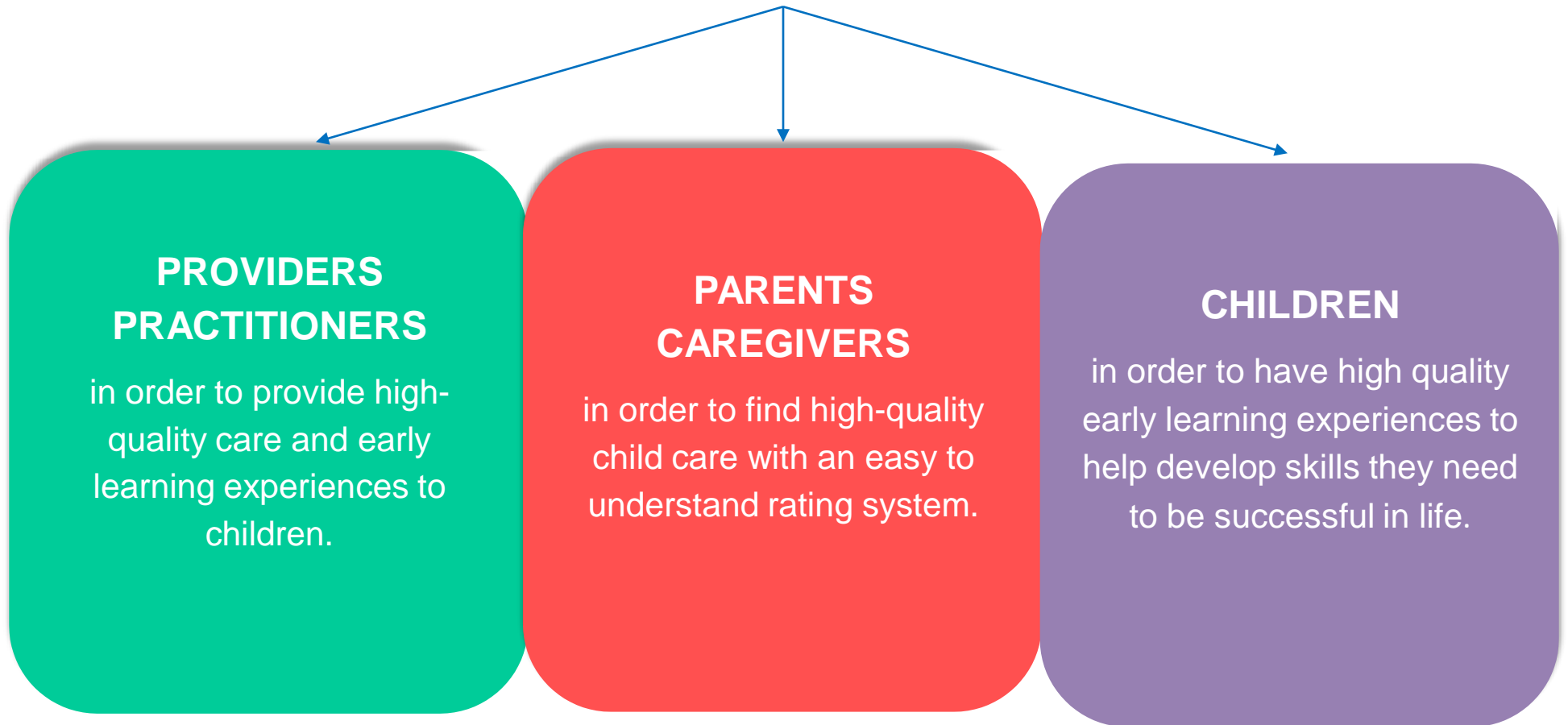
All children receive high-quality care and learning

All families have the support they need for their children to succeed

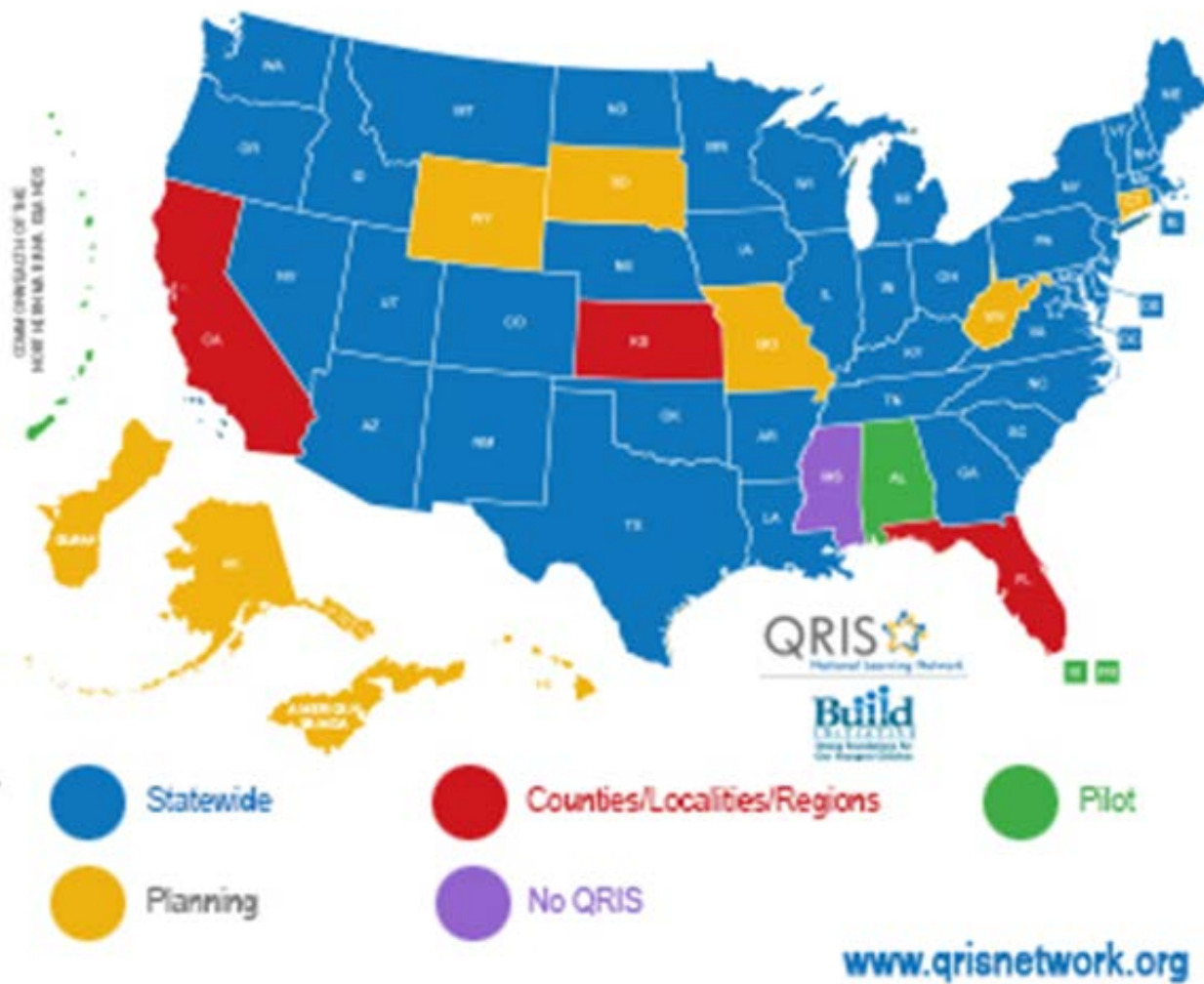
All children are ready for their academic and lifelong success



QRIS IS DESIGNED TO BENEFIT

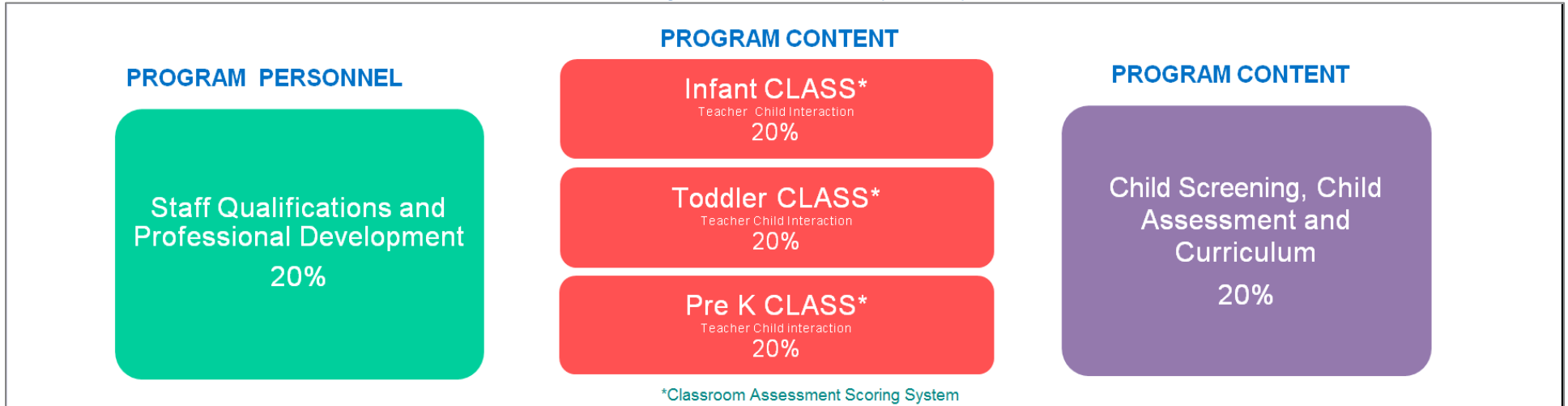


Current Status of QRIS In States (January 2017)



GUIDING STARS OF DUVAL - 3.0

Participation in Guiding Stars of Duval, Duval County's Quality Rating and Improvement System for child care centers is **voluntary**.
Star ratings are renewed every three years.



Department of Children and Families Licensing Compliance: Probationary status or other DCF violations will be evaluated for deduction of points, or temporary suspension from participation. Compliance history is available on the Department of Children and Families web site - www.dcf.state.fl.us

Research: Researchers at Northwestern University, the University of Virginia, and the University of North Carolina, Chapel Hill isolated one factor of the many used in the rating systems that made a difference in school readiness: the quality of teacher-student interactions.

<http://www.ipr.northwestern.edu/about/news/2013/sabol-pre-k-science.html>

Profile: As of July 2016, 56% of the child care centers in Duval with School Readiness contracts participated in Guiding Stars. 68.5% of the school readiness children are enrolled in Guiding Stars centers. The success of Guiding Stars of Duval is due to the extraordinary collaborations within the community. Guiding Stars of Duval 3.0, is effective July 1, 2016.

Benefits of participation: Apart from the overall benefits to parents, providers and children, staff in star rated centers may also receive professional development incentives based on certain criteria. Information about star ratings of participating providers will also be posted on the ELC of Duval web site.

PROGRAM PERSONNEL - STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT – 20%

Please read the indicators for each category carefully, and then proceed to the definition and worksheets for this domain.

If any of the requirements for Program Personnel indicators, 1.1A, 1.1B, 1.1C, 2.1, 3.1 or 4.1 are not met, the program will remain at a 1-star level.

DIRECTOR				
<p>1.1A Director holds a current Foundational Level Florida Director Credential.</p> <p>1.1B 1 staff per 20 children enrolled have a DCF Staff Credential, with CDA/CDAE or higher education.</p> <p>1.1C All staff have completed the 40-hour DCF mandated basic training and the 5-hour Early Literacy course (in the allowable time frame).</p>	<p>1.2 Director holds a current Foundational Level (Level I) Florida Director Credential.</p>	<p>1.3 Director holds a current Foundational Level (Level II) Florida Director Credential.</p>	<p>1.4 Director holds a current Advanced Level Florida Director Credential.</p>	<p>1.5 Director holds a current Advanced Level Florida Director Credential and has an AA/AS degree or higher, or 60 credit hours of college coursework with 18 credits in ECE.</p>
LEAD TEACHERS				
<p>2.1 100% of Lead Teachers have completed the 40-hour DCF mandated basic training and the 5-hour Early Literacy course (in the allowable time frame).</p>	<p>2.2A 100% of Lead Teachers have a HS Diploma or GED.</p> <p>2.2B 50% have a DCF Staff Credential, with CDA/CDAE or higher education.</p>	<p>2.3 100% of Lead Teachers have DCF Staff Credential on file documenting CDA/CDAE or higher education.</p>	<p>2.4 25% of Lead Teachers have an AS in ECE, an AA or higher degree with 18 credits in ECE, or 60 credit hours of college coursework with 18 credits in ECE.</p>	<p>2.5 50% of Lead Teachers have an AS in Early Childhood Education, an AA or higher degree with 18 credits in ECE, or 60 credit hours of college coursework with 18 credits in ECE.</p>
ASSISTANT TEACHERS				
<p>3.1 100% of Assistant Teachers have completed the 40-hour DCF mandated basic training and the 5-hour Early Literacy course (in the allowable time frame).</p>	<p>3.2 25% of Assistant Teachers have a DCF Staff Credential or are currently enrolled in a credential program.</p>	<p>3.3 50% of Assistant Teachers have DCF Staff Credential Recognition or are currently enrolled in a credential program.</p>	<p>3.4A 75% of Assistant Teachers have a HS diploma or GED.</p> <p>3.4B 25% have a DCF Staff Credential, with CDA/CDAE or higher education.</p>	<p>3.5A 100% of Assistant Teachers have a HS diploma or GED.</p> <p>3.5B 50% have a DCF Staff Credential, with CDA/CDAE or higher education.</p>
TRAINING HOURS / PROFESSIONAL DEVELOPMENT				
<p>4.1 All staff completed 10 hours of annual in-service training which align with the professional development wage incentives requirements.</p>	<p>4.2 50% of all teaching staff completed 15 hours of annual in-service training.</p>	<p>4.3 50% of all teaching staff completed 20 hours of annual in-service training.</p>	<p>4.4 50% of all teaching staff completed 25 hours of annual in-service training.</p>	<p>4.5 50% of all teaching staff completed 30 hours of annual in-service training tied to their professional development plan.</p>

Indicator 4.1 - All Staff: Please refer to the definition of Annual In-Service training hours in the Definition of Terms section, for further explanation about the different hire dates and the associated training hours requirements.

DEFINITION OF TERMS – STAFF QUALIFICATIONS, TRAINING HOURS & PROFESSIONAL DEVELOPMENT

<p>Advanced Level Director Credential Requirements</p>	<p>Information about Director and Advanced Director Credential from the DCF web site: http://www.myflfamilies.com/service-programs/child-care/director-credential DCF Child Care Training & Information Center telephone#: 1-888-352-2842</p>
<p>All Staff</p>	<p>Those staff who were hired on or before Dec. 31, 2017 (staff on maternity, family, or personal leave for a period of 90 days or more cannot be counted as current staff); this includes Directors, Assistant Directors, Lead Teachers and Assistant Teachers.</p>
<p>Allowable Timeframe</p>	<p>Staff must begin training within 90 days of employment, and complete the training within 1 year of the date on which training began for 40-clock hour Introductory Child Care Training comprised of Part I and Part II courses and (2) within 1 year of employment for the 5-clock hour (or .5 Continuing Education Units) Early Literacy and Language Development training.</p> <p>DCF Child Care Training & Information Center telephone#: 1-888-352-2842</p>
<p>Annual In-Service Training Hours</p>	<ul style="list-style-type: none"> • Staff hired prior to 7/1/17 and listed on Worksheet P1 as Director, Assistant Director, Lead Teacher and Assistant Teacher, will follow the Coalition wage incentives training requirements. <i>For Guiding Stars purposes, the required 10 training hours at the 4.1 level must meet the first 10 training hours listed in the professional development incentive letter</i>, the letter is in this link below: http://www.elcduval.org/wp-content/uploads/2017/07/wage_incentive_letter.pdf • Staff hired on or after 7/1/17 but before 1/1/2018, and staff hired prior to 7/1/17 but without the necessary credentials for wage incentives, will follow the regular DCF annual in service training, based on the DCF training link below. http://www.myflfamilies.com/service-programs/child-care/facilities • Staff hired on or after 1/1/2018 must be listed on the Staff Qualification worksheet but will not be counted for star rating points. • A maximum of 10 hours for on-site mentoring/coaching by professional coach • A maximum of 10 hours for on-site documented in-service in ECE content areas provided by the Director

Assistant Teacher	The person who implements program activities in an assigned classroom under direct supervision of the lead teacher, and meets the minimum adult/child ratio requirement (not a floater).
Assistant Director	<p>Assist the Director with the on-site administration and is responsible for the day-to-day operations, supervision and administration of the child care facility. Must be present on-site when the Director is not present at the facility.</p> <p>If the Assistant Director also works as a Lead Teacher or an Assistant Teacher, please list on the appropriate worksheet.</p> <p>(Validators will also check with the directors during validation).</p>
DCF 40-Clock Hour Training	<p>The introductory child care mandated training program for all child care facility personnel - http://www.myflfamilies.com/service-programs/child-care/facilities</p> <p>Child Care Training Information Center (CCTIC) - Telephone: 1-888-352-2842</p>
Director	<p>The Director is the on-site administrator responsible for the day-to-day operations, supervision and administration of the child care facility that must be present on-site during the majority of hours that the facility is in operation. If the Director also works as a Lead Teacher or an Assistant Teacher, please list on the appropriate worksheet.</p> <p>http://ccrain.fl-dcf.org/documents/2/470.pdf - majority is defined on Page 28.</p>
Director Credential	<p>Effective January 1, 2004, minimum licensing standards for child care facilities legislatively requires child care Directors to have a Director Credential. The Director Credential is a comprehensive, renewable program consisting of three levels of educational and experiential requirements.</p> <p>http://www.myflfamilies.com/service-programs/child-care/director-credential</p> <p>DCF Contact: 1-888-FL-CCTIC (1-888-352-2842)</p>
Floater / Substitute	Individual with a regular schedule working at least 20 hours per week (non teaching staff)

<p>ECE</p>	<p>Early Childhood Education</p> <p>If the degree is not in Early Childhood, a copy of the transcripts has to be provided in order to document the 18 hours of ECE credits.</p>
<p>High School Diploma, GED and / or college degree</p>	<ul style="list-style-type: none"> • A diploma or degree obtained from an institution accredited and recognized by the U.S. Department of Education. High school diplomas issued by private schools that are registered with the Florida Department of Education will be accepted. • If a high school diploma is earned outside the U.S., it must be translated by someone who is a member of the American Translators Association, an approved credential evaluation agency approved by the Bureau of Educators Certification, or an accredited college/university. • If a college degree is earned outside the U.S., it must be evaluated by an approved credential evaluation agency approved by the Bureau of Educators Certification or an accredited college/university to be equivalent to a U.S. degree. • HS diploma from Cornerstone will not be accepted. <p><i><u>A copy of the diploma or a copy of the transcripts showing the graduation or completion date must be provided if the teacher does not have a CDA or higher.</u></i></p>
<p>Lead Teacher</p>	<p>The person primarily responsible for the care and education of a group of children. Every group of children must have a lead teacher.</p>
<p>Level I and Level II Director Credential Requirements</p>	<p>http://www.myflfamilies.com/service-programs/child-care/director-credential DCF Contact - Telephone: 1-888-FL-CCTIC (1-888-352-2842)</p>
<p>NECC</p>	<p>National Early Childhood Certificate http://www.myflfamilies.com/service-programs/child-care/necc DCF Contact - Telephone: 1-888-FL-CCTIC (1-888-352-2842)</p>

Student	High school or college students who receive compensation for employment and work on a regular schedule over 40 hours per month will be counted as staff and are required to meet the DCF mandated training and a 5-hour literacy course in the allowable timeframe, as well as annual in-service hours. High school diploma or GED is required for college students only.
Teaching Staff	Any staff person assigned to a classroom (which includes lead and assistant teachers), is responsible for or participates in providing academic support, and spends at least 15 hours per week in the classroom.
Volunteer	<p>Requirements for volunteers must align with DCF requirements. http://www.dcf.state.fl.us/programs/backgroundscreening/ http://www.myflfamilies.com/service-programs/child-care/staff-credential</p> <p>DCF Contact - Telephone: 1-888-FL-CCTIC (1-888-352-2842)</p> <p>Volunteers who meet the credentialing requirement will be included in the calculation of necessary credentialed staff.</p>

What is the Staff Credential?

A Staff Credential is an official designation that means an individual's professional education meets or exceeds the professional criteria set by DCF. There are several ways to obtain professional education in the field of child care. Individuals can attend community college or university programs, can seek a National Early Childhood Credential, or can attend a state-approved Florida Child Care Professional Credential program in order to achieve higher education in child development. A Staff Credential is obtained by submitting copies of transcripts or a program certificate to the credential unit of the Department of Children and Families. If an individuals' professional education meets the criteria, a Staff Credential Verification (Form CF-FSP 5206) is issued.

DCF Contact - Telephone: 1-888-FL-CCTIC (1-888-352-2842)

Staff Credential **must be applied** for. Download and complete the **Staff Credential Application**, CF-FSP 5211, March 2009 and mail to the address listed within the application. <http://www.myflfamilies.com/service-programs/child-care/staff-credential>

Deadline to have completed Staff Credential for Guiding Stars validation purposes is June 15th 2018.

For licensing purposes, what is the Staff Credential requirement?

Every licensed child care facility must have one member of its child care personnel present with a verified staff credential for every 20 children.

Number of Credentialed Personnel Required

# of Children in Child Care Facility	Minimum # of Credentialed Staff Needed
19 or less	0
20-39	1
40-59	2
Each Additional 20	+1

Licensing authority will calculate the number of credentialed personnel required based on daily attendance.

Information from DCF's web site: <http://www.myflfamilies.com/service-programs/child-care/staff-credential> DCF

Contact about training: Telephone: 1-888-FL-CCTIC (1-888-352-2842)

Staff Qualifications – Worksheet P1

- A fully completed staff qualifications worksheet P1 must be submitted to the Coalition (without supporting documentation), between Jan. 1, 2018 and Jan. 31, 2018, as part of the Spring 2018 Guiding Stars validation process.
- A request will be sent to the providers in December with clear instructions on filling out the worksheet. Supporting documents will only be reviewed during the validation visit in Spring 2018.

Staff Qualifications - Worksheet P1 - Director / Assistant Director								
Name of Director / Assistant Director	Date of Hire	Date DCF 40 hours awarded	Date 5 hour literacy course awarded	Date Foundational Level Director Credential awarded	Date Advanced Level Director Credential awarded	Date AS or AA degree awarded OR BA / BS or higher awarded	Date(s) of 60 credit hours of college coursework with 18 credits in ECE awarded	Notes

Worksheet P1 – Other Staff (example Cook, Van Driver etc)		
Name	Date of Hire	Job Title

*Please make additional copies as needed.

PROGRAM PERSONNEL – TRAINING HOURS AND PROFESSIONAL DEVELOPMENT

Indicator / Requirement	Required Documentation
<p><u>4.1</u> - All staff completed 10 hours of annual in-service training which align with the professional development wage incentives requirements. This is a change for Guiding Stars 3.0.</p>	<p>Please check Annual In-Service Training Hours definition in the Definition of Terms section of the guide for the categories of employees based on hire dates and eligibility for the Coalition's wage incentives.</p> <ul style="list-style-type: none"> The DCF Child Care Training Form 5268 & training certificates, for the trainings listed in Form 5268 Complete Worksheets #P2
<p><u>4.2</u> - 50% of all teaching staff completed 15 hours of annual in-service training.</p>	<ul style="list-style-type: none"> The DCF Child Care Training Form 5268, & training certificates, for the trainings listed on Form 5268, for 50% off all teaching staff. Complete Worksheets #P2
<p><u>4.3</u> - 50% of all teaching staff completed 20 hours of annual in-service training</p>	<ul style="list-style-type: none"> The DCF Child Care Training Form 5268, & training certificates, for the trainings listed in Form 5268, for 50% of all teaching staff. Complete Worksheets #P2
<p><u>4.4</u> - 50% of all teaching staff completed 25 hours of annual in-service training.</p>	<ul style="list-style-type: none"> The DCF Child Care Training Form 5268 & training certificates, for the trainings listed in Form 5268, for 50% of all teaching staff. Complete Worksheets #P2
<p><u>4.5</u> - 50% of all teaching staff completed 30 hours of annual in-service training tied to their professional development plan. (explanation below)</p>	<ul style="list-style-type: none"> The DCF Child Care Training Form 5268, & training certificates, for the trainings listed in Form 5268, for 50% of all teaching staff. Copies of individual professional development plans *** Complete Worksheets #P2

***** Professional Development Plans**

- The 2017-18 professional development (PD) plan (regardless of any specific dates which may be listed in the PD plan), must be available for review during the validation visit. The idea is that professional development for early childhood education professionals is an ongoing process.
- 30 training hours at the 4.5 level must be connected directly to the professional development plans presented for review during validation. The training hours can be completed any time between 5/16/17 to 6/15/2018 at the 4.5 level. Coaching must also be listed as a PD activity in the PD plans, in order to get credit for those hours at the 4.5 level.
- All of the training hours must have supporting training certificates. If the training hours are listed in the DCF transcript, training certificates do not have to be provided.

PROGRAM CONTENT – TEACHER CHILD INTERACTION – CLASS OBSERVATIONS – 60%

Please read the score ranges for each CLASS assessment, Infant CLASS, Toddler CLASS and Pre K CLASS.

If any of the requirements for 1.1, 2.1A, 2.1B, 3.1A, 3.1B and 3.1C are not met, the program will remain at a 1-star level.

Infant CLASS – 20%				
1.1	1.2	1.3	1.4	1.5
Responsive Caregiving: 3.00 to 3.49	Responsive Caregiving: 3.50 to 3.99	Responsive Caregiving: 4.00 to 4.49	Responsive Caregiving: 4.50 to 4.99	Responsive Caregiving: 5.00+
Toddler CLASS – 20%				
2.1A	2.2A	2.3A	2.4A	2.5A
Emotional/Behavioral Support: 4.00 to 4.49	Emotional/Behavioral Support: 4.50 to 4.99	Emotional/Behavioral Support: 5.00 to 5.49	Emotional/Behavioral Support: 5.50 to 5.99	Emotional/Behavioral Support: 6.00+
2.1B	2.2B	2.3B	2.4B	2.5B
Engaged Support for Learning: 2.00 to 2.25	Engaged Support for Learning: 2.26 to 2.50	Engaged Support for Learning: 2.51 to 2.75	Engaged Support for Learning: 2.76 to 3.25	Engaged Support for Learning: 3.26+
Pre-K CLASS – 20%				
3.1A	3.2A	3.3A	3.4A	3.5A
Emotional Support: 4.00 to 4.49	Emotional Support: 4.50 to 4.99	Emotional Support: 5.00 to 5.49	Emotional Support: 5.50 to 5.99	Emotional Support: 6.00+
3.1B	3.2B	3.3B	3.4B	3.5B
Classroom Organization: 3.50 to 3.99	Classroom Organization: 4.00 to 4.49	Classroom Organization: 4.50 to 4.99	Classroom Organization: 5.00 to 5.49	Classroom Organization: 5.50+
3.1C	3.2C	3.3C	3.4C	3.5C
Instructional Support: 2.00 to 2.25	Instructional Support: 2.26 to 2.50	Instructional Support: 2.51 to 2.75	Instructional Support: 2.76 to 3.25	Instructional Support: 3.26+

***CLASS - Classroom Assessment Scoring System**

ORGANIZATION OF CLASSROOM ASSESSMENT SCORING SYSTEM

Infant CLASS	
Birth to 18 months	
DOMAIN	DIMENSIONS
Responsive Caregiving	Relational Climate
	Teacher Sensitivity
	Facilitated Exploration
	Early Language Support

Toddler CLASS	
15 to 36 months	
DOMAINS	DIMENSIONS
Emotional and Behavioral Support	Positive Climate
	Negative Climate
	Teacher Sensitivity
	Regard for Child Perspectives
	Behavior Guidance
Engaged Support for Learning	Facilitation of Learning and Development
	Quality of Feedback
	Language Modeling

Pre K CLASS	
3 to 5 years	
DOMAINS	DIMENSIONS
Emotional Support	Positive Climate
	Negative Climate
	Teacher Sensitivity
	Regard for Child Perspectives
Classroom Organization	Behavior Management
	Productivity
	Instructional Learning Formats
Instructional Support	Concept Development
	Quality of Feedback
	Language Modeling

CLASS - Classroom Assessment Scoring System

Guiding Stars 3.0 Score Ranges and Random Selection of Classrooms

Score ranges for Infant and Toddler CLASS observations were set based on data collected in the Duval County child care center classrooms and based on Teachstone data:

- Infant CLASS data was collected from 66 classrooms between Nov 2015 and Feb 2016.
- Toddler CLASS data was collected from 97 classrooms between Nov 2015 and Feb 2016.
- Pre K CLASS score ranges are the same as they were in Guiding Stars of Duval 2.0.

Teachstone data can be found in this link: <http://www.slideshare.net/Teachstone/the-class-measure-infants-toddlers-and-effective-interactions>

Random selection of classrooms – Spring Guiding Stars Assessments:

Teachstone's (CLASS implementation and delivery team) guidance is that teachers who have been hired in the last 30 days must not be included for observations. Teachstone guidance can be found on Page 22 of this link.

[Please click here for the Teachstone guidance from the Teachstone web site.](#)

Coalition hire date criteria: The classrooms of lead teachers, who are hired on or after January 1, will not be included in the random selection. If there are no eligible classrooms based on the Coalition hire date criteria, Teachstone guidance will be followed for random selection.

A detailed letter with the random selection protocols will be sent one month prior to the start of Spring Assessments.

PROGRAM CONTENT – CHILD SCREENING, CHILD ASSESSMENT AND CURRICULUM – 20%

Please read the requirements of each indicator carefully, and then proceed to the documentation requirements.

If the requirements for 1.1 are not met, the program will remain at a 1-star level.

<p>1.1 Developmental Screening is completed for all enrolled birth to 5 School Readiness children.</p>	<p>1.2 Developmental Screening is completed for all enrolled birth to 5 children.</p>	<p>1.3 A developmentally appropriate curriculum is fully implemented in each classroom.</p>	<p>1.4 A system for ongoing child observation is in place.</p>	<p>1.5 Child assessment and/or screening guides differentiated program planning and communicating with families.</p>
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Documentation which must be available for review for indicators 1.1, 1.2, 1.4 and 1.5

- Individual portfolios of all enrolled children (School Readiness and Non School Readiness children) through March 9th of the validation year
- A summary sheet for ALL enrolled children separated by classroom must be available on the day of validation (Summary Sheet for Developmental Screenings – Pg. 25)
- A copy of the completed screenings or assessments must be in the portfolios and documented on the Summary Sheets for Developmental Screenings
- ASQ-3 or Teaching Strategies GOLD or corporate centers checklist (KinderCare, La Petite, Tutor Time, Bright Horizons) for the first screening (The screening / assessment must be completed within 45 calendar days of enrollment at the center for each child, or within 45 calendar days of the start of the new school year.)
- ASQ-3 or Teaching Strategies GOLD or corporate centers checklist (KinderCare, La Petite, Tutor Time, Bright Horizons) or VPK assessments (VPK assessments – AP 2 or AP3) for the second screening
- Corporate centers checklist, along with the associated corporate policy, MUST be submitted to the Coalition no later than September 1 of the validation year for prior approval).

For ALL screenings and assessments, the child’s full name, date of birth, and date of screening and / or assessment MUST be included

PROCESS

25% of the portfolios from one third of the classrooms by care level / age group will be randomly selected on the day of validation and will be used to review indicators 1.1, 1.2, 1.4 and 1.5.

__1.1 - Developmental Screening is completed for all enrolled birth to 5 School Readiness children.
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1 point

DOCUMENTATION:

For school-readiness children, an ASQ-3, Teaching Strategies GOLD or corporate centers checklist (KinderCare, La Petite, Tutor Time, Bright Horizons) must be completed within the 45 calendars days of the new school year, or within 45 days of a child's enrollment at the center (if enrolled after the new school year began).

Verification entails a cross reference of the screenings/assessments for the children whose portfolios were randomly selected, to the Screening Summary Sheet in this section (Pg. 25).

Credit will be given if the requirement is met for a range between 20% and 25% of the randomly selected portfolios.

Indicator 1.1 must be met to move to indicator 1.2.

__1.2 - Developmental Screening is completed for ALL enrolled birth to 5 children.

1 point

DOCUMENTATION:

For ALL enrolled children, an ASQ-3, Teaching Strategies GOLD or corporate centers checklist (KinderCare, La Petite, Tutor Time, Bright Horizons) must be completed within the first 45 calendars days of the new school year, or within 45 days of a child's enrollment at the center (if enrolled after the new school year began).

Verification entails a cross reference of the screenings/assessments for the children whose portfolios were randomly selected to the Screening Summary Sheet in this section (Pg. 25).

Credit will be given if the requirement is met for a range between 20% and 25% of the randomly selected portfolios.

Indicator 1.2 must be met to move to indicator 1.3.

<p>__ 1.3 - A developmentally appropriate curriculum is fully implemented in each classroom.</p> <p>This indicator will be verified on the days of Spring assessments which will be counted for star rating purposes.</p>	<p>2 points</p>
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DOCUMENTATION: All of the following items must be available prior to the start of the assessment, on the day the assessor is at the center for Spring assessments.

_____ 1.3a - Copy of curriculum used for all applicable ages' birth to 5 from the State Approved Curriculum List must **0.5 point**

be available for review on the days of assessments. State approved curriculum list can be found in following link:

http://www.floridaearlylearning.com/providers/provider_resources/school_readiness_curriculum.aspx

_____ 1.3b - Written daily schedule for each assessed classroom is posted and followed. **0.5 point**

(Schedule will not be checked for Infant classrooms).

_____ 1.3c - CURRENT dated lesson plans for each assessed classroom is posted and followed, or available and followed. **1.0 point**

Indicators 1.3a, 1.3b and 1.3c must be met to move to indicator 1.4, but points can be earned for meeting only one or two of the indicators at the 1.3 level.

__1.4 - A system for ongoing child observation is in place.	3 points
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_____ 1.4a - The same randomly selected 25% of portfolios will be reviewed for evidence which tells the story of a child's progress over time. **2.0 points**

Please refer to table below.

Child's Enrollment Date	For children enrolled on or before Nov. 7 th of the validation year	For children enrolled between Nov. 8 th and Feb. 4 th of the validation year	For children enrolled between Feb. 5 th and March 9 th of the validation year
Examples of required evidence (must have the full name of the child and must be dated in mm/dd/yy format) <ul style="list-style-type: none"> • art work • scribbling or writing samples • informal observations – sample child observation and planning form included in the guide • anecdotal notes** • skills and concepts checklist - such as fine motor / gross motor /self- help / letters / numbers / shapes / colors 	Two pieces of evidence for Fall (through 12/31/17) + Two pieces of evidence for Winter (1/1/18 to 3/31/18) + Two pieces of evidence for Spring (4/1/18 to 6/30/18) <i>(through 6/30/18 or the date of validation whichever is earlier)</i>	Two pieces of evidence for Fall or Winter (through 3/31/18) + Two pieces of evidence for Spring (4/1/18 to 6/30/18) <i>(through 6/30/18 or the date of validation whichever is earlier)</i>	Two pieces of evidence for Winter or Spring <i>(through 6/30/18 or the date of validation whichever is earlier)</i>

Credit will be given if the requirement is met for a range between 20% and 25% of the randomly selected portfolios.

** An anecdotal record is a written record or note of what a child says or does within the context of classroom activities and routines. The use of these notes is one way to collect information about children's development and learning. These records or notes are one way to document your observations.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/Collecting-and-Using-Anecdotal-Records-rev.pdf>

_____ 1.4b - The second screening / assessment tool must be ASQ-3, Teaching Strategies Gold (TSG), VPK Assessments, or corporate center checklists (Kinder Care, La Petite, Tutor Time, and Bright Horizons). **1.0 point**

- The screening / assessment MUST include child's full name, date of birth, and date of observation.
- For VPK Assessments, evidence must be in the form of the AP 2 or AP 3 score sheet.
- For TSG, evidence must be in the form of Class Profile Report or Individual Child Report.

Credit will be given if the requirement is met for a range between 20% and 25% of the randomly selected portfolios.

Both indicators 1.4a and 1.4b must be met to move to indicator 1.5, but points can be earned for meeting only one of the two indicators at the 1.4 level.

___ 1.5 - Child assessment or screening guides differentiated program planning and communicating with families.	3 points
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DOCUMENTATION:

_____ 1.5a - There is evidence of ongoing planning to connect the results of formal screenings / assessments or informal observations, for children with concerns, to the individualized activities, such as a section on the lesson plan for individualized lessons or a separate individualized planning form that documents this information (example – Sample Child Observation and Planning Form included at the end of this section). **1.5 points**

- The child observation and planning form must include results with the date of update, or on the lesson plan with the date of when the activity was included.

_____ 1.5b - One written parent conference form with screening / observation results documented for all children must be signed and dated by parents. **1.5 points**

Credit will be given if the requirement is met for a range between 20% and 25% of the randomly selected portfolios.

Partial points can be earned for meeting only 1.5a or 1.5b.

Illustration to represent the timeline associated with screening / assessment, individualized planning and follow up.



DOCUMENTS WHICH SHOULD BE IN MINNIE’S PORTFOLIO:

- Two screenings or assessments (indicators 1.1 or 1.2, screening #1, and 1.4b, screening #2)
- Two pieces of evidence as listed in 1.4a above for Fall, Winter, and Spring
- A fully completed Individualized Planning Form (sample provided in the guide) (indicator 1.5a) since there are some fine motor concerns for Minnie OR activities to support Minnie, must be on the lesson plan (sample lesson plan with initials of the children, provided in the guide)
- Fully completed Parent Conference Form (indicator 1.5b)

SAMPLE CHILD OBSERVATION AND PLANNING FORM**

Child's Full Name: _____ Child's DOB: _____

Date	Observation	Domain		
		<input type="checkbox"/> Social-Emotional <input type="checkbox"/> Language <input type="checkbox"/> Literacy <input type="checkbox"/> Science <input type="checkbox"/> Physical <input type="checkbox"/> Social Studies <input type="checkbox"/> Cognitive <input type="checkbox"/> Art <input type="checkbox"/> Math <input type="checkbox"/> English Language Acquisition		
Date	Skill Area	Individualized Lesson	Date	Progress
				<input type="checkbox"/> Not Yet <input type="checkbox"/> Emerging <input type="checkbox"/> Met
Additional notes about progress:				
Teacher's Initials _____				

**If Individualized planning form is not available, evidence must be available on the lesson plan in the form of initials of the children or names on the back of the lesson plans to preserve confidentiality.

SAMPLE INFANT-TODDLER WEEKLY LESSON PLAN

Week of: _____

Classroom: _____

Relationships (Social/Emotional) Experiences

Standard:

Lesson Title or Description:

Sensory/Art Experiences

Standard:

Lesson Title or Description:

Music/Movement Experiences

Standard:

Lesson Title or Description:

Language Experiences

Standard:

Lesson Title or Description:

Individualized Experiences

Child's Initials

Domain

Activity

CLASS (Classroom Assessment Scoring System) Focus

Infant CLASS Domain:

Toddler CLASS Domain:

SAMPLE LESSON PLAN WITH THE INITIALS OF CHILDREN

9:20 a.m. to 10:00 a.m.	Center Time / Free Play / Work – Art Center <ul style="list-style-type: none">• Sit with children who choose the Art center• Talk about different shapes, sizes as they freely explore and create using play dough	Materials Cookie cutters, plastic knives, rolling pins and play dough	Child(ren) goals SC, KT: follow two step directions DG: Attributes of shapes
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SAMPLE CHILD PORTFOLIOS TRACKING FORM

Center _____ Classroom _____ Teacher(s): _____ # Children _____

Child's First Name/ Last Initial	SR Child Yes or No	DOB	DOE	Screening #1 (indicators 1.1 and 1.2)	Screening / Assessment #2 (indicator 1.4)	Art work, scribbling or writing samples, informal observations – sample child observation and planning form included in the guide, anecdotal notes, skills and concepts checklist - such as fine motor / gross motor /self- help / letters / numbers /shapes / colors	Individualized Instruction for child based on screening / assessment and results included on the individualized planning form or activities on lesson plans	One Parent Teacher Conference form Dated and Signed with screening results

NOTES:

Child's First Name/ Last Initial	SR Child Yes or No	DOB	DOE	Screening #1 (indicators 1.1 and 1.2)	Screening / Assessment #2 (indicator 1.4)	Art work, scribbling or writing samples, informal observations – sample child observation and planning form included in the guide, anecdotal notes, skills and concepts checklist - such as fine motor / gross motor /self- help / letters / numbers /shapes / colors	Individualized Instruction for child based on screening / assessment and results included on the individualized planning form or activities on lesson plans	One Parent Teacher Conference form Dated and Signed with screening results

NOTES:

ADDITIONAL BONUS POINTS

<p>BP1: At least two (2) times a year, families are invited to attend scheduled family-teacher conferences to review child’s progress and needs, and set goals for the child.</p> <p>Documentation for family-teacher conferences must include <u>ALL</u> of the following:</p> <p>_____ 2 separate dated notices, fliers, sign in sheets or letters to parents/guardians inviting them to attend two scheduled parent/teacher conferences a year to discuss their child’s progress.</p> <p>_____ 2 dated and signed parent conference forms for each child that include information about the child’s progress, needs and goals for the child. (Providers will have 30% of enrolled children’s conference forms available for verification; Credit will be given for a range between 25% and 30%).</p> <p>Copies of the parent conference forms MUST be made and the originals MUST be left with the portfolios, prior to start time of actual validation.</p>	<p>0.5</p>
<p>BP 2: Developmental Screening occurs for all children and a referral process is in place. Activity suggestions are developed with staff and families for children identified with potential delays.</p> <p>Documentation must include <u>ALL</u> of the following: new enrollee – within 45 days:</p> <p>_____ Center has written referral policy and procedure, which contains information on <u>ALL</u> of the following:</p> <ol style="list-style-type: none"> 1. Purpose of Screening 2. Obtaining Parent Consent 3. How parents will be informed of results 4. Referral for further evaluation of services 5. Follow up to referral process 6. Accountability procedures (safeguards to protect against misidentification) <p>_____ Sample of written activity suggestions developed with staff and families related to results and provided to parents. (Providers will have 30% of enrolled children’s conference forms available for verification; Credit will be given for a range between 25% and 30%). Copies of the parent conference forms MUST be made and the originals MUST be left with the portfolios, prior to start time of actual validation.</p>	<p>0.5</p>
<p>BP3: Resources are available to communicate with families in their primary language.</p> <p>Documentation that supports center's resources available to non-English speaking families must include <u>ALL</u> of the following:</p> <p>_____ Family / Parent Handbook in other languages</p> <p>_____ Family / Parent Resource Area for resource materials provided in other languages (either displayed or available at the time of validation)</p> <p>_____ Family / Parent Forms provided in other languages - Original or Copies</p>	<p>0.5</p>
<p>BP4: Ratio and Group Size</p> <p>Meet these ratio requirements or better (verification by validators) – on all the days of Spring assessments</p> <p>Age / Ratio / Max Group Size - Infants - 1:4 / 8; Ones - 1:5 / 10; Twos - 1:7 / 14; Threes - 1:10 / 20; 4s / 5s - 1:11 / 20</p>	<p>0.5</p>
<p>BP5: Accreditation</p> <p>Centers which have received accreditation from an accrediting agency which has been approved by the State of Florida and meets Florida Gold Seal requirements.</p>	<p>1.0</p>

Sample Parent-Teacher Conversations

Child's Full Name _____ DOB _____

Developmental Screening	
Name of Screening:	Date Given:
Results: <input type="checkbox"/> no concerns OR <input type="checkbox"/> concerns in the area(s) of _____	
<input type="checkbox"/> Copies of Suggested Activities Given to Family for Area(s) of Concerns	

Assessments
<input type="checkbox"/> Observation(s):
<input type="checkbox"/> Formal Assessment(s):

	Areas of Strength		Areas for Growth
1.		1.	
2.		2.	

	Goals for School		Goals for Home
1.		1.	
2.		2.	

Parent/Guardian Signature _____ Date _____

Teacher's Signature _____ Date _____

CALCULATION OF STAR RATING POINTS

If any of the requirements for Program Personnel indicators, 1.1a, 1.1b, 1.1c, 2.1, 3.1 and 4.1, Program Content - Teacher Child Interaction indicators, 1.1, 2.1a, 2.1b, 3.1a, 3.1b and 3.1c, and Program Content - Screening & Assessment indicator 1.1, are not met, the program will remain at a 1-star level.

Program Personnel	10 (20%)
Program Content - Teacher Child Interaction	30 (60%)
Program Content - Child Screening, Child Assessment & Curriculum	10 (20%)
TOTAL	50 points

Bonus points:

Family Engagement	1.5
Family-teacher conference forms; screening results based activities for children developed with families; resources in different languages	
Ratio and Group Size	0.5
Age / Ratio / Max Group Size Infants - 1:4 / 8; Ones - 1:5 / 10; Twos - 1:7 / 14; Threes - 1:10 / 20; 4s / 5s - 1:11 / 20	
Accreditation	1.0

STAR RATING POINTS DISTRIBUTION

4 to 18 points - meets requirements which exceed health and safety requirements, and meets few of the quality benchmarks for program personnel, program content and teacher child interaction.



19 to 28 points - meets requirements which exceed health and safety requirements and meets some of the quality benchmarks of program personnel, program content, and teacher child interaction.



29 to 37 points - meets requirements which exceed health and safety requirements and meets several of the quality benchmarks of program personnel, program content, and teacher child interaction.



38 to 44 points - meets requirements which exceed health and safety requirements and meets many of the quality benchmarks of program personnel, program content, and teacher child interaction.



45 points and above - meets requirements which exceed health and safety requirements and meets majority of the quality benchmarks of program personnel, program content, and teacher child interaction.



ADDITIONAL INFORMATION FOR A STAR RATED CENTER OR FIRST TIME PARTICIPANT CENTER

Thank you to all the participants of Guiding Stars of Duval, Duval's Quality Rating and Improvement System for child care and early learning. Guiding Stars of Duval leadership reserves the right to take any action necessary for the betterment and preservation of the quality and validity of the system, or for the distribution of incentives. The leadership can initiate termination at any time based on recommendations of system partners after the provider has received an opportunity to have a meeting for due process and explanation.

Grounds for immediate termination from Guiding Stars*:

- One DCF Class 1 violation during the past 12 months
- Placed on a probationary status by DCF during the past 12 months
- Any other major DCF non-compliance issues which endanger the health and safety of children in the center

In the cases above, there will be an exit interview and the center will have the opportunity to re-apply and re-enter Guiding Stars after meeting all eligibility requirements. More information will be provided at the exit interview.

Change in owner or location - center participating in Guiding Stars but not yet rated*: If there is a change in ownership or location, the center must notify the Coalition, in writing, within 5 business days of such change, and send it to Lashonda Hicks via regular mail to the Southside Office or fax it to 904-394-1247.

Change in owner or location - star rated center*: If there is a change in ownership or location change, the star rating is not transferable to the new owner or new location. The star certificate and the center sign will be picked up by the Coalition and the center must re-apply and meet all the eligibility requirements.

Change in Director – center participating in Guiding Stars but not yet rated or a star rated center*: When there is a change in Director, the center must notify the Coalition, in writing, within 5 business days of such change, and send it to Lashonda Hicks via regular mail to the Coalition Southside Office or fax it to 904-394-1247. The Coalition and support agency staff will visit the center to evaluate continued participation or if re-application would be necessary.

For clarification on any of the requirements, please email Lashonda Hicks at the coalition, lhicks@elcduval.org.

*** Isolated cases will be considered for a waiver by an internal review team**

EXCERPT FROM THE FLORIDA STATEWIDE QRIS COLLABORATIVE DISCUSSION

Creating a Shared Vision for Early Childhood Industry Standards in Florida

January 11, 2015

BACKGROUND

In the last decade, eleven communities in Florida have developed local quality rating improvement systems (QRIS) to measure and support early learning performance standards. QRIS is a strategy demonstrated to improve children's school readiness and strengthen early learning programs through capacity building, accountability, and family and community engagement. While there has been variation in measurement and the supports provided to facilitate quality improvement, the communities have worked together in different ways over many years. In November 2014 a collaborative of QRIS funders – the Early Learning Coalitions and Children's Services Councils - convened to share best practices, challenges, and explore ways to strengthen community models. While there has been historical alignment of standards, it was determined that one model with shared standards and measurements would result in statewide consistency benefiting providers, children and families. This document summarizes the recommended standards, each of which are substantiated by research, are ambitious yet achievable, and build upon Florida's existing system.

IMPLEMENTATION IN FLORIDA

Given the demonstrated positive impact on child outcomes and early learning programs, the recommended industry standards focus on adult-child interactions, curriculum-based assessment, and professional development. By careful design, these priorities can be implemented statewide, ideally through improving the implementation of the early learning performance funding pilot AND can be integrated in local community efforts through a leveled-model like QRIS to facilitate incremental quality improvement successfully.

RECOMMENDED STANDARDS

The collaborative recommends three focused standards:

- 1) *Program Assessment: Evaluation of teacher-child interactions measured by the CLASS* or the Family Child Care Environment Rating Scale, if applicable
- 2) *Curriculum-Based Assessment*: Implementing observations of children to inform individualized care and instruction to best meet the individual developmental needs of each child. Upon statewide funding for curriculum-based assessments, implementing one of the four OEL-approved curriculum-based observation tools (Teaching Strategies GOLD, Galileo, High Scope and REAL).
- 3) *Staff Qualifications and Professional Development*: Professional development is a critical foundational element for addressing child and family needs. Based on lessons learned and best practices, all staff/providers will create a professional development plan focused on individual and program needs aligned to the standards. The focus will be on annual completion of evidence-based training for CEUs to ensure meaningful content focused on improving practice, with recommendations for credentials/degree equivalencies as appropriate.

Other standards were carefully reviewed through extensive deliberation and for a variety of reasons they were not included. Some are addressed by the new CCDBG reauthorization (e.g., health, safety, high school diplomas), others have measurement challenges (e.g., ratios and group size, meaningful family engagement measures), and still others do not have an evidence base behind them that they directly impact child outcomes (e.g., business practices, more frequent screening). **Philosophically, the collaborative members feel strongly that it is best to focus on a smaller number of high impact standards with a proven relationship to children's outcomes rather than spread the assessment and quality improvement energies more broadly across standards that have uneven impact.** This is consistent with a national trend toward focus, simplification, and high impact standards that are highly related to children's outcomes.