

**Changes coming to STARS on June 10<sup>th</sup>, 2013.**  
**Great Start to Quality Standards and Points**  
**January 2013**

<b>Quality Standard/Category</b>	<b>Indicator</b>	<b>Points</b>
<b>Staff Qualifications and Professional Development</b>		<b>16</b>
	Administrator/Director Qualifications	4
	Staff Qualifications	7
	Professional Development	5
<b>Family and Community Partnerships</b>		<b>8</b>
	Family Partnerships	4
	Community Partnerships	4
<b>Administration and Management</b>		<b>6</b>
	Administration and Management	6
<b>Environment</b>		<b>8</b>
	Physical Environment	2
	Ratios	2
	Health Environment	4
<b>Curriculum and Instruction</b>		<b>12</b>
	Curriculum	4 centers/6 homes
	Screening and Assessment	6
	Consistent Caregiving	2 centers only
<b>TOTAL POSSIBLE POINTS</b>		<b>50</b>

**Point Structure**

The points were structured such that child care and preschool programs/providers need to get a certain number of points in **multiple categories** (“family and community partnerships,” “administration and management,” etc.) to achieve a certain star level. For example, to achieve level 3, a program/provider must get at least 26 points total, and must attain the minimum distribution in three of the five categories. If the setting is unable to achieve this minimum number of points in three of the categories, it would remain at a lower level.

Quality Standard/Category	Total Points Available	Minimum Point Distribution			
		Level 2	Level 3	Level 4	Level 5
<b>1. Staff Qualifications and Professional Development</b>	16	3	6	8	8
<b>2. Family and Community Partnerships</b>	8	4	4	6	6
<b>3. Administration and Management</b>	6	2	4	4	4
<b>4. Environment</b>	8	2	4	6	6
<b>5. Curriculum and Instruction</b>	12	4	6	8	8
<b>Additional points in any other category</b>		1	2	6	10
<b>Minimum Requirement for Rating</b>	50	<b>16 points total and minimum points in 2 of 5 categories</b>	<b>26 points total and minimum points in 3 of 5 categories</b>	<b>38 points total and minimum points in 4 of 5 categories</b>	<b>42 points total and minimum points in 5 of 5 categories</b>
<b>PQA Score</b>		N/A	N/A	≥ 3.5	≥ 4.5

### Staff Qualifications and Professional Development

**Indicators – Administrator/Director Qualifications**

Child Care/Preschool Centers	Pts*	Family/Group Child Care Homes with Assistant(s)*	Pts	Family/Group Child Care Homes without Assistant(s)*	Pts
CDA or Montessori credential including a minimum of 18 semester hours in Early Childhood Education / Child Development and 960 hours of experience <u>OR</u> a Bachelor’s degree or higher in an unrelated field with a minimum of 18 semester hours in Early Childhood Education / Child Development and 960 hours of experience.	1	Completed at least one post-secondary course in early childhood education/child development <u>OR</u> 20 hours of community/academic training aligned with the Core Knowledge Core Competencies.	1	Completed at least one post-secondary course in early childhood education/child development <u>OR</u> 20 hours of community/academic training aligned with the Core Knowledge Core Competencies.	1
Associate’s degree*** in Early Childhood Education/Child Development or child-related** field including a minimum of 18 semester hours in Early Childhood Education / Child Development and 480 hours of experience <u>OR</u> 60 semester hours in a program leading to a bachelor’s degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development and 480 hours of experience.	2	CDA or Montessori Credential <u>OR</u> an Associate’s degree or higher in an unrelated field with a minimum of 18 semester hours in Early Childhood Education / Child Development.	2	CDA or Montessori Credential <u>OR</u> an Associate’s degree or higher in an unrelated field with a minimum of 18 semester hours in Early Childhood Education / Child Development.	2

Indicators – Administrator/Director Qualifications					
Child Care/Preschool Centers	Pts*	Family/Group Child Care Homes with Assistant(s)*	Pts	Family/Group Child Care Homes without Assistant(s)*	Pts
Bachelor’s degree or higher in a child–related field including a minimum of 18 semester hours in Early Childhood Education / Child Development and 480 hours of experience <u>OR</u> a Bachelor’s degree or higher in any field with 30 semester hours in Early Childhood Education/ Child Development and 480 hours of experience.	3	Associate’s Degree in Early Childhood Education/Child Development or child–related field, including a minimum of 18 semester hours in Early Childhood Education / Child Development <u>OR</u> 60 semester hours in a program leading to a Bachelor’s degree in Early Childhood Education/Child Development or child–related field with at least 24 semester hours in Early Childhood Education/Child Development.	3	Associate’s Degree in Early Childhood Education/Child Development or child–related field, including a minimum of 18 semester hours in Early Childhood Education / Child Development <u>OR</u> 60 semester hours in a program leading to a Bachelor’s degree in Early Childhood Education/Child Development or child–related field with at least 24 semester hours in Early Childhood Education/Child Development.	3
Bachelor’s degree or higher with a major in Early Childhood Education / Child Development and 3 credits in child care administration.	4	Bachelor’s degree or higher with a major in Early Childhood Education / Child Development <u>OR</u> a Bachelor’s degree or higher in any field with 30 semester hours in Early Childhood Education/Child Development and 480 hours of experience.	4	Bachelor’s degree or higher with a major in Early Childhood Education / Child Development <u>OR</u> a Bachelor’s degree or higher in any field with 30 semester hours in Early Childhood Education/Child Development and 480 hours of experience.	4
<b>TOTAL PTS AVAILABLE</b>	<b>4</b>		<b>4</b>		<b>4</b>

\*Owner/Lead Provider/educator is counted as the “administrator/director” for Group/Family

\*\*A related field is defined in child care licensing. Per licensing, “child related fields” are elementary education, child guidance/counseling, child psychology, family studies and social work.

\*\*\*Staff with 60 semester hours in a program leading to a Bachelor’s degree in early childhood education/child development or child–related field with at least 24 semester hours in early childhood education/child development may be considered under the “Associate’s degree” provisions in this document.

Indicators - Staff Qualifications					
Lead Provider/Educator/Teacher Qualifications					
Child Care/Preschool Centers	Pts*	Family/Group Child Care Homes with Assistant(s)*	Pts	Family/Group Child Care Homes without Assistant(s)*	Pts
At least 50% of classrooms have lead providers/educators/ teachers with at a minimum a CDA or Montessori credential appropriate to age served.	1	Lead provider/educator has completed at least one post-secondary course in Early Childhood Education/Child Development <u>OR</u> 20 hours of community/academic training aligned with the Core Knowledge Core Competencies.	1	N/A	
100% of classrooms have lead providers/educators/ teachers with at a minimum a CDA or Montessori credential appropriate to age served.	2	N/A		Lead provider/educator has completed at least one post-secondary course in Early Childhood Education/Child Development <u>OR</u> 20 hours of community/academic training aligned with the Core Knowledge Core Competencies.	2
At least 50% of classrooms have lead providers/educators/ teachers with at a minimum an Associate's degree in Early Childhood Education/Child Development or child-related field <u>OR</u> 60 semester hours in a program leading to a Bachelor's degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development.	2	Lead provider/educator has at least a CDA or Montessori Credential appropriate to age served.	2	Lead provider/educator has at least a CDA or Montessori Credential appropriate to age served.	3

Indicators - Staff Qualifications					
Lead Provider/Educator/Teacher Qualifications					
Child Care/Preschool Centers	Pts*	Family/Group Child Care Homes with Assistant(s)*	Pts	Family/Group Child Care Homes without Assistant(s)*	Pts
100% of classrooms have lead providers/educators/ teachers with at least an Associate's degree in Early Childhood Education/Child Development or child-related field including a minimum of 18 semester hours in Early Childhood Education / Child Development field <u>OR</u> 60 semester hours in a program leading to a Bachelor's degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development.	3	Lead provider/educator has at least an Associate's degree in Early Childhood Education/Child Development or a child-related field including a minimum of 18 semester hours in Early Childhood Education / Child Development field <u>OR</u> 60 semester hours in a program leading to a Bachelor's degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development.	3	Lead provider/educator has at least an Associate's degree in Early Childhood Education/Child Development or a child-related field including a minimum of 18 semester hours in Early Childhood Education / Child Development field <u>OR</u> 60 semester hours in a program leading to a Bachelor's degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development.	5
At least 50% of classrooms have lead providers/educators/ teachers with at least a Bachelor's degree in Early Childhood Education/Child Development or child-related field.	3	N/A		N/A	
100% of classrooms have lead providers/educators/ teachers with at least a Bachelor's degree in Early Childhood Education/Child Development or child-related field.	4	Lead provider/educator has at least a Bachelor's degree in Early Childhood Education/Child Development or child-related field <u>OR</u> a Bachelor's degree or higher in any field with 30 semester hours in Early Childhood Education/Child Development and 480 hours of experience.	4	Lead provider/educator has at least a Bachelor's degree in Early Childhood Education/Child Development or child-related field <u>OR</u> a Bachelor's degree or higher in any field with 30 semester hours in Early Childhood Education/Child Development and 480 hours of experience.	7

Indicators - Staff Qualifications					
Assistant Provider/Educator/Teacher					
Child Care/Preschool Centers	Pts*	Family/Group Child Care Homes with Assistant(s)*	Pts	Family/Group Child Care Homes without Assistant(s)*	
At least 50% of assistants have at a minimum a CDA or Montessori credential appropriate to age served OR 100% of assistants have completed at least one post-secondary course in Early Childhood Education/Child Development OR 20 hours of community/academic training aligned with the Core Knowledge Core Competencies.	1	At least one assistant has completed at a minimum one post-secondary course in Early Childhood Education/Child Development OR 20 hours of community/academic training aligned with the Core Knowledge Core Competencies.	1	N/A	
100% of assistants have at a minimum a CDA or Montessori credential appropriate to age served.	2	At least one assistant has at a minimum a CDA or Montessori credential appropriate to age served.	2	N/A	
At least 50% of assistants have at a minimum an Associate's degree in Early Childhood Education/child development or a child-related field including a minimum of 18 semester hours in Early Childhood Education / Child Development OR 60 semester hours in a program leading to a Bachelor's degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development.	2	At least one assistant has at a minimum an Associate's degree in early childhood education/child development or a child-related field including a minimum of 18 semester hours in Early Childhood Education / Child Development OR 60 semester hours in a program leading to a Bachelor's degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development.	3	N/A	

<b>Indicators - Staff Qualifications</b>					
<b>Assistant Provider/Educator/Teacher</b>					
<b>Child Care/Preschool Centers</b>	<b>Pts*</b>	<b>Family/Group Child Care Homes with Assistant(s)*</b>	<b>Pts</b>	<b>Family/Group Child Care Homes without Assistant(s)*</b>	
100% of assistants have at a minimum an Associate's degree in Early Childhood Education/Child Development or a child-related field including a minimum of 18 semester hours in Early Childhood Education / Child Development OR 60 semester hours in a program leading to a Bachelor's degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in early childhood education/child development.	3	N/A		N/A	
<b>TOTAL PTS AVAILABLE</b>	<b>7</b>		<b>7</b>		<b>7</b>

\*Other certifications may be accepted as equivalents to the CDA, as determined by Great Start to Quality.

<b>Indicators - Professional Development</b>					
<b>Child Care/Preschool Centers</b>	<b>Pts*</b>	<b>Family/Group Child Care Homes with Assistant(s)*</b>	<b>Pts</b>	<b>Family/Group Child Care Homes without Assistant(s)*</b>	<b>Pts</b>
Director and all program staff complete at least 24 clock hours of professional development annually.	2	Lead provider/educator completes at least 20 clock hours of professional development, and assistant(s) complete 10 hours of professional development.	2	Lead provider/educator annually completes at least 20 clock hours of professional development.	2

<b>Indicators - Professional Development</b>					
<b>Child Care/Preschool Centers</b>	<b>Pts*</b>	<b>Family/Group Child Care Homes with Assistant(s)*</b>	<b>Pts</b>	<b>Family/Group Child Care Homes without Assistant(s)*</b>	<b>Pts</b>
Annual professional development training attended by all staff includes at least 3 hours focused on cultural competence <u>OR</u> inclusive practices, related to serving children with special needs or disabilities, as well as teaching diverse children and supporting diverse children and their families.	1	Professional development training attended by provider and any staff includes at least 2 hours focused on cultural competence <u>OR</u> inclusive practices, related to serving children with special needs or disabilities, as well as teaching diverse children and supporting diverse children and their families.	1	Professional development training attended by provider includes at least 2 hours focused on cultural competence <u>OR</u> inclusive practices, related to serving children with special needs or disabilities, as well as teaching diverse children and supporting diverse children and their families.	1
<b>Other Staffing</b>					
<b>Child Care/Preschool Centers</b>	<b>Pts*</b>	<b>Family/Group Child Care Homes with Assistant(s)*</b>	<b>Pts</b>	<b>Family/Group Child Care Homes without Assistant(s)*</b>	<b>Pts</b>
Director has a graduate degree in Early Childhood or Child Development or a related field, or program works at least monthly with an early childhood specialist with a graduate degree in Early Childhood or Child Development or a related field.	1	Lead provider/educator has graduate degree in Early Childhood or Child Development or a related field, or works at least monthly with an early childhood specialist with graduate degree in Early Childhood or Child Development or a related field.	1	Lead provider/educator has graduate degree in Early Childhood or Child Development or a related field, or works at least monthly with an early childhood specialist with graduate degree in Early Childhood or Child Development or a related field.	1
Center develops quality improvement plan designed to improve quality in staff qualifications and progress is monitored by a quality improvement consultant.*	1	Program develops quality improvement plan designed to improve quality in staff qualifications and progress is monitored by a quality improvement consultant.*	1	Program develops quality improvement plan designed to improve quality in staff qualifications and progress is monitored by a quality improvement consultant. *	1
<b>TOTAL PTS AVAILABLE</b>	<b>5</b>		<b>5</b>		<b>5</b>

\* Professionals other than quality improvement consultants may support centers and programs to achieve the objectives in the quality improvement plan as defined by Great Start to Quality.

<b>Total Staff Qualifications and PD</b>	<b>16</b>		<b>16</b>		<b>16</b>
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Level 2	3		3		3
Level 3	6		6		6
Level 4	8		8		8
Level 5	8		8		8

### Family and Community Partnerships

Indicators – Family Partnerships and Family Strengthening					
Child Care/Preschool Centers	Pts*	Family/Group Child Care Homes with Assistant(s)*	Pts	Family/Group Child Care Homes without Assistant(s)*	Pts
Center has evidence of family engagement and involvement. * Program has 3 of the following in place (2 points). * Program has all 6 of the following in place (4 points).	2 or 4	Program has evidence of family engagement and involvement. • Program has 2 of the following (2 points). • Program has all 4 of the following in place (4 points).	2 or 4	Program has evidence of family engagement and involvement. • Program has 2 of the following (2 points). • Program has at least 4 of the following in place (4 points).	2 or 4
1. Center provides parenting education opportunities.		1. Program offers parenting education opportunities.		1. Program offers parenting education opportunities.	
2. Classroom staff engages in informal communication with parents.		2. Provider/educator engages in informal communication with parents.		2. Provider/educator engages in informal communication with parents.	
3. Center provides formal communication (i.e., parent/teacher conferences, home visits) to inform parents of children’s developmental progress.		3. Program engages in formal communication (i.e., parent/teacher conferences, home visits) to inform parents of children’s developmental progress.		3. Program engages in formal communication (i.e., parent/teacher conferences, home visits) to inform parents of children’s developmental progress.	
4. Communication, education, and informational materials and opportunities for families are delivered in a way that meets their diverse needs (e.g., literacy level, language, cultural appropriateness, etc.).		4. Communication, education, and informational materials and opportunities for families are delivered in a way that meets their diverse needs (e.g., literacy level, language, cultural appropriateness, etc.).		4. Communication, education, and informational materials and opportunities for families are delivered in a way that meets their diverse needs (e.g., literacy level, language, cultural appropriateness, etc.).	

5. Center offers opportunities for parents to participate in program governance.		N/A		N/A	
6. Center provides opportunities for parents to participate in education inside and outside the classroom.		N/A		N/A	

**Indicators – Community Partnerships**

<b>Child Care/Preschool Centers</b>	<b>Pts*</b>	<b>Family/Group Child Care Homes with Assistant(s)*</b>	<b>Pts</b>	<b>Family/Group Child Care Homes without Assistant(s)*</b>	<b>Pts</b>
Center has evidence that it is involved in partnerships and/or collaborations that enhance its services to families. <ul style="list-style-type: none"> <li>Center has 2 of the following (2 points).</li> <li>Center has 3 of the following in place (4 points).</li> </ul>	2 or 4	Program is involved in partnerships and/or collaborations that enhance its services to families. <ul style="list-style-type: none"> <li>Program has 2 of the following (2 points).</li> <li>Program has 3 of the following in place (4 points).</li> </ul>	2 or 4	Program is involved in partnerships and/or collaborations that enhance its services to families. <ul style="list-style-type: none"> <li>Program has 2 of the following (2 points).</li> <li>Program has 3 of the following in place (4 points).</li> </ul>	2 or 4
1. Partnerships to provide or connect families to appropriate comprehensive services.		1. Partnerships to provide or connect families to appropriate comprehensive services.		1. Partnerships to provide or connect families to appropriate comprehensive services.	
2. Partnerships that take basic steps to facilitate children’s transition between and among programs, agencies, and schools.		2. Partnerships that take basic steps to facilitate children’s transition between and among programs, agencies, and schools.		2. Partnerships that take basic steps to facilitate children’s transition between and among programs, agencies, and schools.	
3. Participation in community associations.		3. Participation in community associations.		3. Participation in community associations.	

<b>Total Family and Community Partnerships</b>	<b>8</b>		<b>8</b>		<b>8</b>
<b>Level 2</b>	<b>4</b>		<b>4</b>		<b>4</b>
<b>Level 3</b>	<b>4</b>		<b>4</b>		<b>4</b>
<b>Level 4</b>	<b>6</b>		<b>6</b>		<b>6</b>

Level 5	6	6	6
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### Administration and Management

Indicators – Administration and Management					
Child Care/Preschool Centers	Pts*	Family/Group Child Care Homes with Assistant(s)*	Pts	Family/Group Child Care Homes without Assistant(s)*	Pts
Center has written personnel policies and procedures, which improve and lead to staff retention. <ul style="list-style-type: none"> <li>• Center has 1 of the following (2 points).</li> <li>• Center has at least 3 of the following in place (4 points).</li> <li>• Center has 4 of the following in place (6 points).</li> </ul>	2 to 6	Program has written policies and procedures, for families and staff.	2 to 6	Program has written policies and procedures for families, and opportunities to learn and follow sound business practices.	2 to 6
1. Written personnel policies and procedures.		1. Program has a basic contract for services rendered, which may include: Description of payment schedule, provider and child vacation policy, sick leave for child, alternative care options, and the termination policy.	2	1. Program has a basic contract for services rendered, which may include: Description of payment schedule, provider and child vacation policy, sick leave for child, alternative care options, and the termination policy.	4
2. Evidence of staff evaluations and individual professional development plans for each staff member.		2. Provider has written personnel policies and procedures.	2	2. Provider has opportunity for consultation on business practices with a lawyer, accountant, or child care professional group.	2
3. A documented, graduated salary scale for staff that takes into account education and experience.		Provider has one of the following (2 points):	2	N/A	
4. A flexible benefit plan that may include health, tuition assistance, etc. for staff.		1. Evidence of staff evaluation and individual professional development plans for staff members.		N/A	

5. Paid leave time for full time employees which may include holiday, vacation, educational leave, and/or sick time.		2. A documented, graduated salary scale for staff that takes into account education and experience.		N/A	
N/A		3. A flexible benefit plan that may include health, tuition assistance, etc. for staff.		N/A	
N/A		4. Paid leave time which may include holiday, vacation, educational leave, and/or sick time.		N/A	

<b>Total Administration and Management</b>	<b>6</b>		<b>6</b>		<b>6</b>
Level 2	2		2		2
Level 3	4		4		4
Level 4	4		4		4
Level 5	4		4		4

### Environment

<b>Indicators – Physical Environment</b>					
<b>Child Care/Preschool Centers</b>	<b>Pts</b>	<b>Family/Group Child Care Homes with Assistant(s)*</b>	<b>Pts</b>	<b>Family/Group Child Care Homes without Assistant(s)*</b>	<b>Pts</b>
Center is in a physical location that is free of environmental risks (e.g. lead, mercury, asbestos and indoor air pollutants.)	2	Program is in a physical location that is free of environmental risks (e.g. lead, mercury, asbestos and indoor air pollutants.)	2	Program is in a physical location that is free of environmental risks (e.g. lead, mercury, asbestos and indoor air pollutants.)	2
<b>Indicators – Ratios</b>					
<b>Child Care/Preschool Centers</b>	<b>Pts</b>	<b>Family/Group Child Care Homes with Assistant(s)*</b>	<b>Pts</b>	<b>Family/Group Child Care Homes without Assistant(s)*</b>	<b>Pts</b>
Center demonstrates that it has smaller group size and better teacher:child ratio than required by licensing.	2	Program demonstrates that it has smaller group size and better teacher:child ratio than required by licensing.	2	Program demonstrates that it has smaller group size and better teacher:child ratio than required by licensing.	2

<b>Indicators - Health Environment</b>					
<b>Child Care/Preschool Centers</b>	<b>Pts</b>	<b>Family/Group Child Care Homes with Assistant(s)*</b>	<b>Pts</b>	<b>Family/Group Child Care Homes without Assistant(s)*</b>	<b>Pts</b>
Center has evidence that it has and implements a plan that supports maintenance and improvement of children's health. <ul style="list-style-type: none"> <li>Center has 2 of the following (2 points).</li> <li>Center has at least 4 of the following in place (4 points).</li> </ul>	2 or 4	Program has a plan that supports maintenance and improvement of children's health. <ul style="list-style-type: none"> <li>Program has 2 of the following (2 points).</li> <li>Program has at least 4 of the following in place (4 points).</li> </ul>	2 or 4	Program has a plan that supports maintenance and improvement of children's health. <ul style="list-style-type: none"> <li>Program has 2 of the following (2 points).</li> <li>Program has at least 4 of the following in place (4 points).</li> </ul>	2 or 4
1. Center is participating in the CACFP in good standing <u>and</u> has a written nutrition plan; OR follow seasonal menu guidelines that meet the CACFP meal pattern requirements <u>and</u> have a written nutrition plan; OR for programs that serve a snack only – follow seasonal menu guidelines that meet CACFP meal pattern requirements; OR for programs that do not provide food – provide nutrition information to families if families provide meals from home.		1. Program is participating in the CACFP in good standing <u>and</u> has a written nutrition plan; OR follow seasonal menu guidelines that meet the CACFP meal pattern requirements <u>and</u> have a written nutrition plan; OR for programs that serve a snack only – follow seasonal menu guidelines that meet CACFP meal pattern requirements; OR for programs that do not provide food – provide nutrition information to families if families provide meals from home.		1. Program is participating in the CACFP in good standing <u>and</u> has a written nutrition plan; OR follow seasonal menu guidelines that meet the CACFP meal pattern requirements <u>and</u> have a written nutrition plan; OR for programs that serve a snack only – follow seasonal menu guidelines that meet CACFP meal pattern requirements; OR for programs that do not provide food – provide nutrition information to families if families provide meals from home.	
2. 30 minutes of every 3 hours dedicated to active outdoor time, with appropriate indoor physical activities available when weather prohibits outdoor play.		2. 30 minutes of every 3 hours dedicated to active outdoor time, with appropriate indoor physical activities available when weather prohibits outdoor play.		2. 30 minutes of every 3 hours dedicated to active outdoor time, with appropriate indoor physical activities available when weather prohibits outdoor play.	

3. Provisions for reviewing and updating health records according to the most recent Early, Periodic Screening, Diagnosis and Treatment (EPSDT) schedule for infants, and reviewing and updating records for toddlers and older children annually.		3. Provisions for reviewing and updating health records according to the most recent Early, Periodic Screening, Diagnosis and Treatment (EPSDT) schedule for infants, and reviewing and updating records for toddlers and older children annually.		3. Provisions for reviewing and updating health records according to the most recent Early, Periodic Screening, Diagnosis and Treatment (EPSDT) schedule for infants, and reviewing and updating records for toddlers and older children annually.	
4. A process for observing each child's health and development on a daily basis and communicating observations to the child's family, other provider/educators, and to specialized staff, with recommendations for family to seek medical opinions as necessary.		4. A process for observing each child's health and development on a daily basis and communicating observations to the child's family, other provider/educators, and to specialized staff, with recommendations for family to seek medical opinions as necessary.		4. A process for observing each child's health and development on a daily basis and communicating observations to the child's family, other provider/educators, and to specialized staff, with recommendations for family to seek medical opinions as necessary.	
5. A regular oral care routine, including tooth brushing and/or gum wiping (for infants) at least once per day.		5. A regular oral care routine, including tooth brushing and/or gum wiping (for infants) at least once per day.		5. A regular oral care routine, including tooth brushing and/or gum wiping (for infants) at least once per day.	

<b>Total Environment</b>	<b>8</b>		<b>8</b>		<b>8</b>
Level 2	2		2		2
Level 3	4		4		4
Level 4	6		6		6
Level 5	6		6		6

## Curriculum and Instruction

### Indicators - Curriculum and Instruction

Child Care/Preschool Centers	Pts	Family/Group Child Care Homes with Assistant(s)*	Pts	Family/Group Child Care Homes without Assistant(s)*	Pts
<ul style="list-style-type: none"> <li>Center has 2 of the following in place (2 points).</li> <li>Center has 3 of the following in place (4 points).</li> </ul>	2 to 4	<ul style="list-style-type: none"> <li>Program has 2 of the following in place (2 points).</li> <li>Program has 3 of the following in place (4 points).</li> <li>Program has all 5 of the following in place (6 points).</li> </ul>	2 to 6	<ul style="list-style-type: none"> <li>Program has 2 of the following in place (2 points).</li> <li>Program has 3 of the following in place (4 points).</li> <li>Program has all 5 of the following in place (6 points).</li> </ul>	2 to 6
1. A statement of educational and developmental priorities for the children.		1. A statement of educational and developmental priorities for the children.		1. A statement of educational and developmental priorities for the children.	
2. A routine daily schedule that is predictable yet flexible; includes time for transition; includes indoor and outdoor activities and is responsive to each child's need to be active or resting.		2. A routine daily schedule that is predictable yet flexible; includes time for transition; includes indoor and outdoor activities and is responsive to each child's need to be active or resting.		2. A routine daily schedule that is predictable yet flexible; includes time for transition; includes indoor and outdoor activities and is responsive to each child's need to be active or resting.	
3. An approved curriculum.		3. An approved curriculum.		3. An approved curriculum.	
4. A written plan for integrating policies, procedures and practices that reflects a respect and valuing of children's culture and demonstrates cultural competence.		4. A written plan for integrating policies, procedures and practices that reflects a respect and valuing of children's culture and demonstrates cultural competence.		4. A written plan for integrating policies, procedures and practices that reflects a respect and valuing of children's culture and demonstrates cultural competence.	
5. A written plan for serving children with special needs.		5. A written plan for serving children with special needs.		5. A written plan for serving children with special needs.	
<b>Indicators – Screening and Assessment</b>					

<ul style="list-style-type: none"> <li>Center has 2 of the following in place (2 points).</li> <li>Center has at least 4 of the following in place (4 points).</li> <li>Program has all 5 in place (6 points).</li> </ul>	2 to 6	<ul style="list-style-type: none"> <li>Program has 2 of the following in place (2 points).</li> <li>Program has at least 4 of the following in place (4 points).</li> <li>Provider has all 5 in place (6 points).</li> </ul>	2 to 6	<ul style="list-style-type: none"> <li>Program has 2 of the following in place (2 points).</li> <li>Program has at least 4 of the following in place (4 points).</li> <li>Provider has all 5 in place (6 points).</li> </ul>	2 to 6
1. Staff discusses anecdotal notes/ observations as a basis for working/teaching with each child.		1. Lead provider/educator discusses anecdotal notes/ observations as a basis for working/teaching with each child.		1. Lead provider/educator incorporates anecdotal notes/ observations as a basis for working/teaching with each child.	
2. Complete annual developmental screening on each child.		2. Complete annual developmental screening on each child.		2. Complete annual developmental screening on each child.	
3. Uses an approved child assessment tool at least two times a year.		3. Uses an approved child assessment tool at least two times a year.		3. Uses an approved child assessment tool at least two times a year.	
4. Uses child assessment results in parent-teacher conferences at least two times a year.		4. Uses child assessment results in parent-teacher conferences at least two times a year.		4. Uses child assessment results in parent-teacher conferences at least two times a year.	
5. Uses assessment to inform individual, small group, and whole group instruction and interaction.		5. Uses assessment to inform individual, small group, and whole group instruction and interaction.		5. Uses assessment to inform individual, small group, and whole group instruction and interaction.	
<b>Indicator - Consistent Interaction</b>					
Center can demonstrate that it structures and schedules staff such that each child has a consistent team of provider/educators and peers over a week, and over a calendar year.	2	N/A		N/A	

<b>Total Curriculum and Instruction</b>	<b>12</b>		<b>12</b>		<b>12</b>
Level 2	4		4		4
Level 3	6		6		6
Level 4	8		8		8
Level 5	8		8		8