



EARLY LEARNING COALITION OF SARASOTA COUNTY

LOOK FOR THE STARS-QRIS *Center-based Chart*



Note: In certain categories points can be accumulated for maximum flexibility, but there are some restrictions and they are noted in the respective category. In general, the elements within each level are the typically expected criteria to be in place, but the ultimate Star level is based on total number of points. However, ERS average must be a minimum of 4 to be a 3 Star site and in order to be a 5 star site all elements of prior tiers must be achieved.

Domain	1	2	3	4	5
LEARNING ENVIRONMENT (Includes ITERS/ECERS, Ratios/Group Size and Curriculum/Assessment) 50% of total score, 25 points possible					
<p>Learning Environment / Environment Rating Scale</p> <p><u>30%, 15 points possible.</u> point spread pre-set</p> <p>Based on the appropriate Environment Rating Scale (Harms & Clifford)</p>	<p>ITERS/ECERS average score 3.0-3.49</p> <p>3pts</p>	<p>ITERS/ECERS average score 3.5-3.99</p> <p>6 pts</p>	<p>ITERS/ECERS average score 4.0-4.49</p> <p>9 pts</p>	<p>ITERS/ECERS average score 4.5-5.49, no sub-scale score below 3.5</p> <p>12pts</p>	<p>ITERS/ECERS average score 5.5-7.0, no sub-scale score below 3.75</p> <p>15 pts</p>
<p>Teacher –Child Ratios / Group Size</p> <p><u>10%, 5 points possible.</u> point spread pre-set</p> <p>Based on program’s officially established ratio/ group size.</p>	<p>Meets Sarasota licensure Infants 1:4 (8) 1’s 1:6 (12) 2s – 1:9; (18) 3s – 1:13; (26) 4/5s – 1:18 (36)</p> <p>1 pt</p>	<p>Ratio & Group Size Infants 1:4 (8) 1’s 1:6 (12) 2s – 1:9; (18) 3s – 1:13; (26) 4/5s – 1:16: (32)</p> <p>2pt</p>	<p>Ratio & Group Size Infants 1:4 (8) 1’s 1:6 (12) 2s – 1:8; (16) 3s – 1:12; (24) 4/5s – 1:13: (26)</p> <p>3pt</p>	<p>Ratio & Group Size Infants 1:4 (8) 1’s 1:5 (10) 2s – 1:7; (14) 3s – 1:10; (20) 4/5s – 1:10; (20)</p> <p>4pt</p>	<p>Ratio & Group Size Infants 1:4 (8) 1’s 1:5 (10) 2s – 1:6; (12) 3s – 1:9; (18) 4/5s – 1:10; (20)</p> <p>5pt</p>
<p>Curriculum / Child Assessment</p> <p><u>10%, 5 points possible</u></p> <p>Based on document review & observation For 4 & 5 levels, verified by ERS subscales and samples</p>	<ul style="list-style-type: none"> Has adopted a developmentally appropriate curriculum that includes use of materials, scheduling, arranging of the environment, and interactions between children and adults either separately or in combination, for all age groups <p>1 pt</p>	<ul style="list-style-type: none"> Lead teachers have received training on implementing developmentally appropriate curriculum practices including supporting a character development component, and addressing the Florida Performance Standards (minimum 6 hours) <p>1 pt</p>	<ul style="list-style-type: none"> All instructional staff, including lead teachers, employed 6 months or more have received 3 hours training implementing developmentally appropriate curriculum practices Lesson plans express the relationship between curriculum and the Florida Performance Standards <p>.50 pt.</p>	<ul style="list-style-type: none"> Developmentally appropriate curriculum fully implemented in the program AND On-going child observation and assessment data used to inform program practices, as evidenced by portfolios, lesson plans, etc. <p>1 pt</p>	<ul style="list-style-type: none"> Adapts developmentally appropriate curriculum to meet individual needs of children. Uses child assessment as a guide to individualized program planning and communicate with families AND On-going child observation and assessment data used to inform program practices by portfolios, lesson plans, etc. <p>1 pt</p>



Domain	1	2	3	4	5
--------	---	---	---	---	---

STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT 30% of total score, 15 points possible, several combinations possible

<p>Staff Qualifications</p> <p><u>20 %, 10 points possible</u></p> <p>Based on document review, licensing information, staff summary sheet</p>	<p>Same as FL Licensing:</p> <ul style="list-style-type: none"> All staff have completed 40-hour DCF training and 5-hour Early Literacy (in allowed timeframe) <p>AND</p> <ul style="list-style-type: none"> 1 staff per 20 enrolled children have DCF Staff Credential or higher <p>AND</p> <ul style="list-style-type: none"> Director holds FL Director Credential <p>.50 pt</p>	<ul style="list-style-type: none"> Lead teachers: All have HS diploma-GED, and 50% have DCF Staff Credential or higher <p>1 pt</p> <ul style="list-style-type: none"> Assistant teachers: 25% have or are currently enrolled in DCF Staff Credential or higher <p>1 pt</p> <ul style="list-style-type: none"> Director holds FL Director Credential (required) 	<ul style="list-style-type: none"> Lead teachers: All have DCF Staff Credential or higher <p>1 pt</p> <ul style="list-style-type: none"> Assistant teachers: 50% have or are currently enrolled in DCF Staff Credential or higher <p>1 pt</p> <ul style="list-style-type: none"> Director holds FL Director Credential (required) 	<ul style="list-style-type: none"> Lead teachers: 25% have AS in ECE or AA or higher, or 60 credits with 18 credits in ECE <p>1 pt</p> <ul style="list-style-type: none"> Assistant teachers: 75% have HS diploma-GED, and 25% have DCF Staff Credential or higher <p>1 pt</p> <ul style="list-style-type: none"> Director: Advanced level credential <p>.50 pt</p>	<ul style="list-style-type: none"> Lead teachers: 50% have AS in ECE or AA or higher, or 60 credits with 18 credits in ECE <p>1 pt</p> <ul style="list-style-type: none"> Assistant teachers: All have HS diploma-GED, and 50% have DCF Staff Credential or higher <p>1 pt</p> <ul style="list-style-type: none"> Director: Advanced level credential plus associate degree or higher or 60 credits with 18 credits in ECE <p>1 pt</p>
<p>Professional Development</p> <p><u>10%, 5 points possible</u></p> <p>Based on document review of centers' plan and staff files, etc.</p>	<ul style="list-style-type: none"> All staff complete DCF's required 10 hours annual in-service training <p>.50 pt</p>	<ul style="list-style-type: none"> 50% of all teaching staff complete 15 hours annual in-service training <p>1 pt</p>	<ul style="list-style-type: none"> 50% of all teaching staff complete 20 hours annual in-service training <p>AND</p> <ul style="list-style-type: none"> Director and 25% of all teaching staff have one professional involvement activity. <p>1 pt</p>	<ul style="list-style-type: none"> 50% of all teaching staff complete 25 hours annual in-service training <p>AND</p> <ul style="list-style-type: none"> Director and 50% of all teaching staff have two professional involvement activity <p>1 pt</p>	<ul style="list-style-type: none"> 50% of all teaching staff complete 30 hours annual in-service training tied to the professional development plan training <p>1 pt</p> <ul style="list-style-type: none"> Director and 75% of all teaching staff have three professional involvement activity <p>.50 pt</p>

Domain	1	2	3	4	5
--------	---	---	---	---	---

FAMILY INVOLVEMENT AND ENGAGEMENT 10% of total score, 5 points possible

<p>Family Involvement</p> <p><u>10%, 5 points possible, point spread pre-set, and tiers build upon each other, all elements must be in place to receive points for next level</u></p> <p>Based on document review</p>	<ul style="list-style-type: none"> Family Handbook is written and includes parental rights and responsibilities <p>AND</p> <ul style="list-style-type: none"> Signed acknowledgement of receipt of handbook by parent <p>1 pt.</p>	<ul style="list-style-type: none"> Developmental screening and referral process with informed parental consent; results shared with families and referrals made when appropriate <p>AND</p> <ul style="list-style-type: none"> Minimum of 3 modes of communication are used to share child and program information with families (e.g., newsletter, bulletin boards, family meetings, conferences, email, phone calls, notes to parents, website) <p>2 pt.</p>	<ul style="list-style-type: none"> At least 2 family activities per year provided, one of which is a scheduled family-teacher conferences to review child's progress and needs and to set goals <p>3 pt.</p>	<ul style="list-style-type: none"> Families are invited to scheduled family-teacher conferences to review child's progress and needs and to set goals, 2 times a /year <p>AND</p> <ul style="list-style-type: none"> Activities provided for children and families to assist with transition to new settings within the child care program and/ or to kindergarten <p>4 pt.</p>	<ul style="list-style-type: none"> Families are invited to a minimum of 2 scheduled family-teacher conferences to review child's progress and needs and to set goals and conferences are documented with copy to parents <p>AND</p> <ul style="list-style-type: none"> Families have opportunity to evaluate the provider in writing at least annually <p>AND</p> <ul style="list-style-type: none"> Activity suggestions are developed with staff and families <p>5 pt.</p>
--	--	--	---	---	---



Domain	1	2	3	4	5
ADMINISTRATIVE AND BUSINESS PRACTICES 10% of total score, 5 points possible					
Administrative and Business Practices <u>10%, 5 points possible</u> Based on Documentation/ checklist	<ul style="list-style-type: none"> Risk management plan in place (written action plan for emergencies such as hurricanes, fire, flood, etc. including evacuation routes identified and drills) <p>.50 pt.</p>	<ul style="list-style-type: none"> Personnel policy handbook includes organizational chart, orientation procedures, job descriptions and performance requirements, state and program requirements <p>1 pt.</p>	<ul style="list-style-type: none"> Staff meetings are held at least quarterly. AND <ul style="list-style-type: none"> Written performance evaluations are completed annually and include classroom observation <p>1.5 pt.</p>	<ul style="list-style-type: none"> Written operating policies & procedures include standard business and fiscal management practices AND <ul style="list-style-type: none"> Marketing plan in place to maximize full enrollment <p>1 pt.</p>	<ul style="list-style-type: none"> Salary scale is in place and is differentiated by education, experience AND <ul style="list-style-type: none"> Financial record-keeping system provides quarterly reports and analysis and 1-year projected budget AND <ul style="list-style-type: none"> Written performance evaluations are completed annually, including classroom observation and professional development plans. <p>1 pt.</p>

*Professional contributions include any of the following for Directors and instructional staff: active member of a professional early childhood association; attend a state, national, or international ECE conference; hold a position as an officer in an early childhood professional association; presenter of local ECE workshops; presenter at a state or national conference.

Possible Bonus Points. Criteria to consider as possible bonus points; providing paid release time for teachers, training reimbursement to teachers, % of staff with BA or higher degree in ECE/CD, and commitment to children with challenging behavior.

The onsite ITERS/ECERS assessment and the additional document review measures 4 main aspects of the early childhood setting or program. Programs can earn points in each area, and a different weight is placed on points awarded in each area based on which areas have stronger linkages with research evidence: Maximum total points within Environment is 25 (given its 50% total weight), maximum total points within Staff Qualifications/Professional Development is 15 (given its 30% total weight), and maximum total points for both Administrative/Business Practices and Family Involvement is 5 each, (given their 10% weightings).

Component	%	Total Points
Learning Environment	50%	25
-ITERS, ECERS or FCCERS score	30%	15
-Ratios and Group sizes	10%	5
-Curriculum and Child Assessment	10%	5
Staff Qualifications & Professional Development	30%	15
-Staff Qualifications	20%	10
-Professional Development	10%	5
Family Involvement & Engagement	10%	5
Administrative & Business Practices	10%	5
Total Possible	100%	50
Extra bonus points if applicable (1-3 points max)		
TOTAL POINTS = STAR RATING		



STAR RATINGS



All of the points programs earned in each of these areas are added together to determine the Stars Rating. The point range is indicated in the following chart.

12 points or less	One Star
13 to 24 points	Two Stars
25 to 34 points	Three Stars
35 to 44 points	Four Stars
45 to 50 points	Five Stars



Super Kids + Super Care = Star-Bright Futures