

# THE CHILD CARE QUALITY RATING SYSTEM (QRS) ASSESSMENT



## District of Columbia Going for the Gold Tiered Rate Reimbursement System

**QRS Profile**

**April 2010**



**MATHEMATICA**  
Policy Research, Inc.



# District of Columbia Going for the Gold Tiered Rate Reimbursement System

## QRS Profile

### Prepared for:

#### Office of Planning, Research and Evaluation

Administration for Children and Families  
Department of Health and Human Services  
370 L'Enfant Plaza Promenade, SW  
7th Floor West, Room 7A011  
Washington, D.C. 20447

### Project Officers:

Ivelisse Martinez-Beck  
Kathleen Dwyer

### Prepared by:

#### Child Trends

4301 Connecticut Avenue, N.W., Suite 350  
Washington, DC 20008

### Subcontractor to:

#### Mathematica Policy Research

600 Maryland Ave., S.W., Suite 550  
Washington, DC 20024-2512

### Project Director:

Gretchen Kirby, Mathematica

### Co-Principal Investigators:

Kimberly Boller, Mathematica  
Kathryn Tout, Child Trends



**MATHEMATICA**  
Policy Research, Inc.



# Child Care Quality Rating System (QRS) Assessment Study

## PROFILE

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|--|--|
| <b>Site:</b>                               | <b>District of Columbia</b>  |
| <b>Program Name:</b>                       | <b>Going for the Gold</b>  |
| <b>Respondents:</b>                        | <b>Carla Thompson</b><br><b>Office of the State Superintendent of Education, Office of Early Childhood Education</b> |
| <b>Information Reviewed and Finalized:</b> | <b>March 25, 2010</b>  |

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## District of Columbia – Going for the Gold Tiered Rate Reimbursement System

### Program Information

This section provides general information about the QRS including the location, numbers and types of programs participating in the QRS, funding amounts, funding sources and goals.

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| <b>Site name:</b>  | District of Columbia  |
| <b>Program name:</b>                                       | Going for the Gold Tiered Rate Reimbursement System   |
| <b>Service area:</b>                                       | Other geographic region   |
| <b>Details about other geographic area:</b>                | District-wide   |
| <b>Pilot:</b>  | No  |
| <b>Date full program launched:</b>                         | 2000  |
| <b>Voluntary:</b>  | Yes   |
| <b>Website:</b>  | N/A   |
| <b>Eligible programs:</b>                                  | Center-based programs, Head Start/Early Head Start, licensed family child care  |
| <b>Total numbers of programs participating:</b>            | 281   |
| <b>Number of participating child care centers:</b>         | 204   |
| <b>Number of participating family child care programs:</b> | 77  |
| <b>Number of other programs participating:</b>             | N/A   |
| <b>Percent of total programs enrolled in QRS:</b>          | Approximately 50-60%  |
| <b>Percent of programs at each rating level:</b>           | For centers:<br>Gold Level- 72 /35%<br>Silver Level- 44 /21.5%<br>Bronze Level- 88 /43%<br><br>For homes:<br>Gold Level- 10 /12.9%<br>Silver Level- 9 /11.6%<br>Bronze Level- 58 /75% |
| <b>Additional details about programs in the QRS:</b>       | None  |

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| <b>Goals:</b> | The D.C. Tiered Reimbursement System was established to fulfill the following objectives: 1) reward programs that excel, 2) increase quality of care for children and families in the District of Columbia, 3) bring new providers into the subsidy system, 4) increase subsidy slots, 5) increase compensation for providers, and 6) help consumers be more informed about options ( "Going for the Gold Tiered Rate Reimbursement System, District of Columbia Department of Human Services Office of Early Childhood Development, 2000). |
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| <b>Language from statute:</b> | N/A |
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## Rating Details

This section provides details about how the rating component is structured and the process that is used to rate programs.

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| <b>Rating structure:</b>   | Building Blocks  |
| <b>Number of levels:</b>   | 3  |
| <b>Length of time rating is valid:</b>                               | > 2 years  |
| <b>Rating process:</b>   | Providers attend orientation and submit documents. A panel reviews evidence and makes decision about rating accordingly. All documentation is reviewed and programs must meet all criteria for a certain rating. |
| <b>Method of combining points:</b>                                   | All criteria at each level must be met.  |
| <b>Method used to assess programs for infants/toddlers:</b>          | Yes. The Infant Toddler Environmental Rating Scale-Revised is used   |
| <b>Method used to assess programs for school-aged children:</b>      | N/A  |
| <b>Different process used to assess family child care:</b>           | Yes. Family child care programs have a separate set of indicators.   |
| <b>Different process used to assess Head Start/Early Head Start:</b> | No   |
| <b>Different process used to assess accredited programs:</b>         | Yes. Accredited programs are automatically at the Gold Star Level.   |
| <b>Events that trigger re-rating:</b>                                | Licensing violation, loss of accreditation, and parent complaints  |
| <b>Appeal process:</b>   |  |
| <b>Availability of technical assistance for rating process:</b>      | Yes  |
| <b>Description of technical assistance for rating process:</b>       | Education Services Monitors help programs create quality improvement plans and provide technical assistance throughout the rating process based on program need.   |
| <b>Availability of technical assistance for preparatory</b>          | Yes  |

**process:****Description of technical assistance for preparatory process:**

An Education Services Monitor is assigned to every program after application and is available for technical assistance.

## Quality Indicators for Center-Based Programs

This section describes the indicators used in a QRS to assess the quality of center-based programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and the category labels used in the profile may differ from the site-specific category names used in a QRS.

**Number of site-specific indicator categories:**

7

**Site-specific names of categories used in the QRS:**

Accreditation  
 Compliance with Licensing Regulations  
 Director Qualifications and Training  
 Staff Qualifications and Training  
 Staff Compensation  
 Parent Involvement and Consumer Satisfaction  
 Learning Environment

### Licensing Compliance (centers)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

**Licensing compliance included:**

Yes

**Licensing required for enrollment:**

Yes

**Licensing equivalent to the first level:**

No

**Licensing compliance referred to within:**

Compliance with Licensing Regulations

**Source of evidence:**

Documentation submitted

**Comments:****Bronze:**

-Current DC Regular License for Child Development Centers

**Silver:**

-The Center has no citations from Licensing in the last year that jeopardize the health, safety and well-being of children under care

**Gold:**

-The Center has received no substantiated complaints

## Ratio and Group Size (centers)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

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|--|----|
| <b>Ratio and group size indicators included:</b> | No |
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## Health and Safety (centers)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

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| <b>Health and safety indicators included:</b> | No |
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## Curriculum (centers)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

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| <b>Curriculum indicators included:</b> | Yes |
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| <b>Description:</b> | All programs that participate in the Subsidy Provider Program must verify that an approved curriculum is used in the program.<br><br>This is required for all levels. |
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|                                   |    |
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| <b>Curriculum review process:</b> | No |
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|  | Yes |
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| <b>List of approved curricula:</b> | The pre-kindergarten (3 and 4 year-olds) programs required to use one of the following:<br>Creative Curriculum<br>High/Scope<br>Opening Windows to Learning (OWL)<br>Scholastic's Building Language for Literacy<br>Houghton-Mifflin Pre-K<br>Harcourt Pre-K<br>Core Knowledge |
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|                                       |                                     |
|---------------------------------------|-------------------------------------|
|                                       | Scholastic Early Childhood Workshop |
| <b>Curriculum referred to within:</b> | Learning Environment                |
| <b>Curriculum source of evidence:</b> | Documentation submitted             |

## Environment (centers)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

|   |   |
|---|---|
| <b>Environment indicators included:</b>   | Yes   |
| <b>Environment Rating Scales (ERS) included:</b>  | Yes   |
| <b>Range of recognized ERS scores:</b>  | 2.0-4.0   |
| <b>Description:</b>   | <p><b>Bronze:</b><br/>A minimum average score of 2.0 in The Environment Rating Scale/s (ITERS or/and ECERS-R) with built-in improvement plan.</p> <p><b>Silver:</b><br/>A minimum average score of 3.0 in The Environment Rating Scale/s (ITERS or/and ECERS-R) with built-in improvement plan.</p> <p><b>Gold:</b><br/>A minimum average score of 4.0 in The Environment Rating Scale/s (ITERS or/and ECERS-R) with built-in improvement plan.</p> |
| <b>Additional indicators related to the environment (e.g. activities, interactions, specific features):</b> | None  |
| <b>Environment referred to within:</b>  | Learning Environment  |
| <b>Environment source of evidence:</b>  | Observation   |
| <b>Comments:</b>  | <p>The use of Environment Rating Scales depends on funding. This funding was pending in 2009 and is available in 2010.</p> <p>If funding is not available for all programs to be assessed, a subset of programs is selected. If a program does not have an ERS observation, the Education Services Monitor observes using a checklist with comparable content to substitute for ERS.</p>  |



## Child Assessment (centers)

Indicators in this section refer to processes in place to assess, observe or monitor children's development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

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| <b>Child assessment indicators included:</b> | No |
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## Staff Qualifications (centers)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

|   |     |
|---|-----|
| <b>Staff qualification indicators included:</b> | Yes |
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|   |                     |
|---|---------------------|
| <b>Indicators for teachers include:</b> | Education, Training |
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| <b>Indicators for directors include:</b> | Education, Training |
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| <b>Directors qualifications related to administration and management</b> | Yes |
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| <b>Administrative and management qualifications included in the indicators:</b> | At Silver level, directors must have 8 hours in-service training in Administration, Management, and Supervision of child development programs. At Gold level, directors must have a minimum of one 3-credit course in Administration Management, and Supervision of child development programs. |
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| <b>Bachelors degree indicator for director:</b> | No |
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|--|----|
| <b>Bachelors degree indicator for teacher:</b> | No |
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| <b>Bachelors degree indicator for assistant teacher:</b> | No |
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**Description:**

### **Director Qualifications and Training:**

#### **Bronze:**

- A minimum of 18 clock hours of in-service training per year for each staff person
- 30% of staff must have or be enrolled in CDA program or higher education over a 12 month period

#### **Silver:**

- A minimum of 24 clock hours of inservice training per year
- Plus eight clock hours in in-service training per year in Administration, Management, and Supervision of child development programs

**Gold:**

-A minimum of one 3-credit hour courses (45 hours) in Administration, Management, and Supervision of child development programs

**Staff Qualifications and Training:**

**Bronze:**

-A minimum of 18 clock hours of in-service training per year for each staff person  
 -30% of staff must have or be enrolled in CDA program or higher education over a 12 month period

**Silver:**

-A minimum of 24 clock hours of inservice training per year for each staff person  
 -60% of staff must have a CDA, AA or Bachelor’s degree; or be enrolled in CDA program or higher education over a 12 month period

**Gold:**

-A minimum of 30 clock hours of in-service training per year

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| <b>Staff qualifications referred to within:</b> | Director Qualifications and Training, Staff Qualifications and Training |
| <b>Staff qualifications source of evidence</b>  | Documentation submitted, self report, verified                          |

**Family Partnership (centers)**

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

|  |   |
|--|---|
| <b>Family partnership indicators included:</b> | Yes   |
| <b>Description:</b>                            | <p><b>Bronze:</b></p> <ul style="list-style-type: none"> <li>-Parent bulletin board with daily schedule</li> <li>-Open door policy</li> <li>-Parent handbook</li> <li>-A minimum of two parent meetings per year</li> <li>-A minimum of three parent training sessions per year</li> </ul> <p><b>Silver:</b></p> <ul style="list-style-type: none"> <li>-Semi-annual individual conferences as deemed necessary by parents/and providers</li> </ul> |

- Parent handbook with developmental milestones and referral information
- A minimum of four parent meetings per year
- A minimum of four parent training sessions per year
- Parent resources are available
- Document parents' participation in program and policy development through broad involvement
- Parents volunteerism is encouraged
- Include consumer satisfaction in program through suggestion box, evaluations from parent surveys after workshops, consumer surveys, and administration of exit interviews

**Gold:**

- Proof of parent and community involvement in accreditation process
- A minimum of six parent training sessions per year
- A minimum of six parent meetings per year

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| <b>Family partnership referred to within:</b> | Parent Involvement and Consumer Satisfaction   |
| <b>Family partnership source of evidence:</b> | Documentation submitted, self report, verified |

## Administration and Management (centers)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

|   |   |
|---|---|
| <b>Administration and management indicators included:</b> | Yes   |
| <b>Description:</b>                                       | <p><b>Silver:</b></p> <ul style="list-style-type: none"> <li>-Percentage increase for staff: salary and/or benefits</li> <li>-Individual staff that completes advanced education or credential receive percentage or bonus contingent on funding</li> </ul> <p><b>Gold:</b></p> <ul style="list-style-type: none"> <li>-Higher salary and benefits percentage for all staff</li> <li>-Individual staff that completes advanced education receive percentage or bonus contingent on funding</li> </ul> |
| <b>Administration and management referred to within:</b>  | Staff Compensation  |
| <b>Administration and management source of evidence:</b>  | Self report, unverified   |

## Cultural/Linguistic Diversity (centers)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

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| <b>Cultural/linguistic diversity indicators included:</b> | No |
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## Accreditation (centers)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. The National Association for the Education of Young Children (NAEYC) accreditation, the National Early Childhood Program Accreditation (NECPA), the National Accreditation Commission for Early Care and Education Programs (NAC) and the Council on Accreditation (COA) are commonly included accreditation systems used in QRSs for center-based programs.

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| <b>Accreditation included:</b> | Yes |
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| One criterion in the highest rating |
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| <b>Comments:</b> | <p><b>Bronze:</b><br/>Application for accreditation from a national accrediting institution recognized by DHS/OECD</p> <p><b>Silver:</b><br/>-Evidence of self-study submitted for accreditation from a national accrediting institution recognized by DHS/OECD</p> <p><b>Gold:</b><br/>-Accredited by a national accrediting institution recognized by DHS/OECD</p> |
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## Community Involvement (centers)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

|   |    |
|---|----|
| <b>Community involvement indicators included:</b> | No |
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## Provisions for Children with Special Needs (centers)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

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|---|----|
| <b>Indicators that specify provisions for children with special needs included:</b> | No |
|---|----|

## Indicators for Family Child Care Programs

This section describes the indicators used in a QRS to assess the quality of family child care programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and these category labels may not be used in their QRS.

|   |  |
|---|--|
| <b>Number of site-specific indicator categories:</b>      | 5  |
| <b>Site-specific names of categories used in the QRS:</b> | Accreditation<br>Compliance with Licensing Regulations<br>Child Development Home Provider Qualifications and Training<br>Parent Involvement and Consumer Education<br>Home Environment and Home Evaluation |

### Licensing Compliance (family child care)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

|   |                                       |
|---|---------------------------------------|
| <b>Licensing compliance included:</b>           | Yes                                   |
| <b>Licensing required for enrollment:</b>       | Yes                                   |
| <b>Licensing equivalent to the first level:</b> | No                                    |
| <b>Licensing compliance referred to within:</b> | Compliance with Licensing Regulations |
| <b>Source of evidence:</b>                      | Documentation submitted, observation  |

### Ratio (family child care)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

|  |    |
|--|----|
| <b>Ratio and group size indicators included:</b> | No |
|--|----|

### Health and Safety (family child care)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

|   |    |
|---|----|
| <b>Health and safety indicators included:</b> | No |
|---|----|

## Curriculum (family child care)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

|  |    |
|--|----|
| <b>Curriculum indicators included:</b> | No |
|--|----|

## Environment (family child care)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

|   |     |
|---|-----|
| <b>Environment indicators included:</b> | Yes |
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|  | Yes |
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|  |         |
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| <b>Range of recognized ERS scores:</b> | 2.0-4.0 |
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|                     |   |
|---------------------|---|
| <b>Description:</b> | <p><b>Bronze:</b><br/>A minimum average score of 2.0 in The Family Day Care Rating Scale (FDCRS) with built-in improvement plan</p> <p><b>Silver:</b><br/>A minimum average score of 3.0 in The Family Day Care Rating Scale (FDCRS) with built-in improvement plan</p> <p><b>Gold:</b><br/>A minimum average score of 4.0 in The Family Day Care Rating Scale (FDCRS) with built-in improvement plan</p> |
|---------------------|---|

|   |      |
|---|------|
| <b>Additional indicators related to the environment (e.g. activities, interactions, specific features):</b> | None |
|---|------|

|  |                                      |
|--|--------------------------------------|
| <b>Environment referred to within:</b> | Home Environment and Home Evaluation |
|--|--------------------------------------|

|  |             |
|--|-------------|
| <b>Environment source of evidence:</b> | Observation |
|--|-------------|

|                  |   |
|------------------|---|
| <b>Comments:</b> | <p>The use of Environment Rating Scales depends on funding. This funding was pending in 2009 and is available in 2010.</p> <p>If funding is not available for all programs to be assessed, a subset of programs is selected. If a program does not have an ERS observation, the Education Services Monitor observes using a</p> |
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checklist with comparable content to substitute for ERS.

## Child Assessment (family child care)

Indicators in this section refer to processes in place to assess, observe or monitor children's development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

|  |    |
|--|----|
| <b>Child assessment indicators included:</b> | No |
|--|----|

## Staff qualifications (family child care)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

|   |     |
|---|-----|
| <b>Staff qualification indicators included:</b> | Yes |
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|--|---------------------|
| <b>Indicators for family child care providers include:</b> | Education, Training |
|--|---------------------|

|  |    |
|--|----|
| <b>Family child care qualifications related to administration and management</b> | No |
|--|----|

|   |    |
|---|----|
| <b>Bachelors degree indicator for family child care provider:</b> | No |
|---|----|

|                     |  |
|---------------------|--|
| <b>Description:</b> | <p><b>Bronze:</b></p> <ul style="list-style-type: none"> <li>-Current CPR and First Aid for Infants and Children Certificate</li> <li>-18 clock hours of inservice Training</li> </ul> <p><b>Silver:</b></p> <ul style="list-style-type: none"> <li>-High School Diploma or GED</li> <li>-24 clock hours of in-service training in the year</li> <li>-Be enrolled in a Child Development Associate (CDA) Training Program</li> </ul> <p><b>Gold:</b></p> <ul style="list-style-type: none"> <li>-CDA Credential 30 clock hours of in-service training</li> </ul> |
|---------------------|--|

|   |   |
|---|---|
| <b>Staff qualifications referred to within:</b> | Child Development Home Provider Qualifications and Training |
|---|---|

|  |  |
|--|--|
| <b>Staff qualifications source of evidence</b> | Documentation submitted, self report, unverified |
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## Family Partnership (family child care)

Indicators in this section refer to activities and strategies to involve and engage families. QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

|  |  |
|--|--|
| <b>Family partnership indicators included:</b> | Yes  |
| <b>Description:</b>                            | <p><b>Bronze:</b></p> <ul style="list-style-type: none"> <li>-Program Policy on Parent Involvement is provided to parents</li> <li>-Parent Policy is reviewed with parent participation a minimum of 2 times per year</li> </ul> <p><b>Silver:</b></p> <ul style="list-style-type: none"> <li>-Documentation of Parent/Provider Communication</li> <li>-Contract agreement signed and copy given to parent</li> <li>-Parent/consumer satisfaction measure is incorporated through different means (e.g. suggestion box, parent survey)</li> </ul> <p><b>Gold:</b></p> <ul style="list-style-type: none"> <li>-Weekly children progress reports to parents</li> <li>-Parents volunteer a minimum of 3 times per year</li> <li>-List of resources shared with the parents</li> </ul> |
| <b>Family partnership referred to within:</b>  | Parent Involvement and Consumer Education  |
| <b>Family partnership source of evidence:</b>  | Documentation submitted, self report, unverified   |

## Administration and Management (family child care)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

|   |    |
|---|----|
| <b>Administration and management indicators included:</b> | No |
|---|----|

## Cultural/Linguistic Diversity (family child care)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

|   |    |
|---|----|
| <b>Cultural/linguistic diversity indicators included:</b> | No |
|---|----|



## Accreditation (family child care)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. Accreditation by the National Association of Family Child Care is a commonly included accreditation used in QRSs for family child care programs.

|                                  |  |
|----------------------------------|--|
| <b>Accreditation included:</b>   | Yes  |
| <b>If yes, accreditation is:</b> | One criterion in the highest rating  |
| <b>Comments:</b>                 | <p><b>Bronze:</b><br/>-Application to Mentoring Program for Accreditation</p> <p><b>Silver:</b><br/>-Proof of working with a mentor for Accreditation for at least six months<br/>-Application for accreditation made to National Family Child Care (NFCC) or other national accrediting institution recognized by DHS/OEC</p> <p><b>Gold:</b><br/>-Accredited by NAFCC or other national accrediting institution recognized by DHS/OECD</p> |

## Community Involvement (family child care)

Indicators described in this section refer to the type or frequency of involvement in the community. QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

|   |    |
|---|----|
| <b>Community involvement indicators included:</b> | No |
|---|----|

## Provisions for Children with Special Needs (family child care)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

|   |    |
|---|----|
| <b>Indicators that specify provisions for children with special needs included:</b> | No |
|---|----|

## Application Process

Information in this section describes specific features of the application process in the QRS.

|                                       |  |
|---------------------------------------|--|
| <b>Requires self-assessment tool:</b> | Yes  |
| <b>Describe self-assessment tool:</b> | A self-assessment is required for the Bronze Tier. |

|  |  |
|--|--|
|  | There are different assessment requirements at Silver and Gold tiers.  |
| <b>Availability of preparatory process:</b>  | Yes  |
| <b>Describe preparatory process:</b>         | There is technical assistance available for programs completing their self-study (immediately after application).  |
| <b>Requires orientation:</b>                 | Yes  |
| <b>Describe orientation :</b>                | Programs are required to participate in an Orientation application process to participate as a Subsidy Child Care Provider. These Orientations are held quarterly. Additionally, providers participate in an orientation upon interest in submission of the application to move to the Silver Tier. The Orientation includes an overview of the entire application process, a review of the standards and the appeals process. |
|  | 90 day cycle, maximum 3 months   |
| <b>Can apply for particular rating:</b>      | Yes  |
| <b>Describe apply for particular rating:</b> | Accredited centers typically apply for the Gold Tier.  |

## Outreach

This section describes the strategies that a QRS uses to disseminate information to parents, providers/programs, and the public.

|  |  |
|--|--|
| <b>Outreach to parents:</b>                      | Yes  |
| <b>Method of outreach to parents:</b>            | Information in languages other than English, website, written materials mailed, parent forums and conferences  |
| <b>Outreach to providers:</b>                    | Yes  |
| <b>Method of outreach to providers:</b>          | Information in languages other than English, website, written materials disseminated through partners, written materials mailed, monthly provider meetings |
| <b>Outreach to public:</b>                       | Yes  |
| <b>Method of outreach to public:</b>             | Information disseminated through partners, print advertising, website  |
| <b>Percent of budget dedicated to marketing:</b> | Information not available  |

## Use of Observational Tools

The information in this section provides further detail about observational tools used in the QRS.

|  |  |
|--|--|
| <b>Observational tools used:</b>                             | ECERS-R, FCCERS-R, ITERS-R   |
| <b>Describe how scores are used in the rating:</b>           | Environmental Rating Scale scores included in Learning Environment/Home Environment categories:<br><br>Bronze level-2.0<br>Silver level-3.0<br>Gold level-4.0  |
| <b>Frequency of observational assessment:</b>                | 1 year   |
| <b>Method for choosing classrooms to observe:</b>            | Classrooms are assessed based on two criteria.<br>1. Category of service (infants, toddlers, and preschool)<br>2. Tier (Bronze, Silver or Gold)  |
| <b>Percent of classrooms observed in child care centers:</b> | Depending on funding. If funding is available, at least one classroom per program is observed.   |
| <b>Training for observers:</b>                               | Yes. Going for the Gold contracts observational evaluations out to a grantee. Part of their contract includes training and reliability for observers with anchors from ERS anchors.  |
| <b>Initial reliability required:</b>                         | Yes, 85% is the initial requirement.   |
| <b>Ongoing reliability required:</b>                         | Yes, 85% is required every 10 <sup>th</sup> visit.   |
| <b>Comment:</b>  | A checklist (with similar content as ERS) is used by the Education Services Monitor when there is not enough funding to conduct an ERS observation at a program. There is no training or reliability requirement for this checklist. |

## Improvement Process

This section provides information about the strategies used to provide or support quality improvement in the QRS.

|   |  |
|---|--|
| <b>Training available that is linked to QRS:</b>          | Yes  |
| <b>Content of linked training:</b>                        | Business Practices, Environmental Assessment |
| <b>Total duration of training:</b>                        | 10-20 hours                                  |
| <b>Trainer approval process:</b>                          | Yes  |
| <b>Target population for training:</b>                    | All providers                                |
| <b>Onsite assistance available that is linked to QRS:</b> | Yes  |
| <b>Content of linked onsite assistance:</b>               | Varies                                       |
| <b>Onsite assistance frequency</b>                        | Varies                                       |

|  |   |
|--|---|
| <b>Length of onsite sessions</b>                       | Varies  |
| <b>Total duration of onsite assistance:</b>            | Varies  |
| <b>Formal approval for onsite assistance provider:</b> | Yes   |
| <b>Target population for onsite assistance:</b>        | All providers   |
| <b>Comments about improvement process:</b>             | On-site assistance is targeted mostly to programs that have the capacity to move up a tier. |

## Financial Incentives

A variety of strategies may be used to provide financial incentives to providers to participate in the QRS or to support quality improvement efforts. This section provides information about different financial incentives.

### Tiered reimbursement:

Yes. Providers that participate in the Subsidy Program received a higher rate of reimbursement with each higher level of achievement.

#### **For Child Care Centers:**

##### Bronze

Full-time traditional programs:

Infant-\$28.49

Toddler-\$27.14

Preschool Age-\$22.03

Part-Time traditional programs:

Infant-\$17.09

Toddler-\$16.28

Preschool Age-\$13.22

##### Silver

Full-time traditional programs:

Infant-\$47.25

Toddler-\$46.23

Preschool Age-\$35.60

Part-Time traditional programs:

Infant-\$28.35

Toddler-\$27.74

Preschool Age-\$21.36

##### Gold

Full-time traditional programs:

Infant-\$54.41

Toddler-\$50.87

Preschool Age-\$42.00

Part-Time traditional programs:

Infant-\$32.65

Toddler-\$30.52

Preschool Age-\$25.20

**For Child Development Homes:**Bronze

Full-time traditional programs:

Infant-\$28.49

Toddler-\$27.14

Preschool Age-\$22.03

Part-Time traditional programs:

Infant-\$17.09

Toddler-\$16.28

Preschool Age-\$13.22

Silver

Full-time traditional programs:

Infant-\$31.07

Toddler-\$29.23

Preschool Age-\$24.53

Part-Time traditional programs:

Infant-\$18.64

Toddler-\$17.54

Preschool Age-\$14.72

Gold

Full-time traditional programs:

Infant-\$35.00

Toddler-\$34.00

Preschool Age-\$28.00

Part-Time traditional programs:

Infant-\$21.00

Toddler-\$20.40

Preschool Age-\$16.80

|                                |   |
|--------------------------------|---|
| <b>Quality award/bonus:</b>    | No  |
| <b>Startup award:</b>          | No  |
| <b>Scholarship (T.E.A.C.H)</b> | Yes. Scholarships are available to participants/staff in the Subsidy Provider Program to attend the local state university. |
| <b>Wage enhancement</b>        | No  |
| <b>Retention bonus:</b>        | No  |
| <b>Improvement grants:</b>     | No  |
| <b>Comments:</b>               | Financial incentives are currently only available for programs participating in the Subsidy Provider Program.               |

## Administration Details

This section provides details about the QRS administration and funding.

|                   |   |
|-------------------|---|
| <b>QRS lead :</b> | Office of the State Superintendent of Education in the District of Columbia |
|-------------------|---|

|  |  |
|--|--|
| <b>QRS lead type:</b>                                      | State agency   |
| <b>Overall funding amount for most recent fiscal year:</b> | Child Care Development Fund- \$1,041,100; Local funds-\$265,100  |
| <b>Overall funding sources:</b>                            | Child Care Development Fund, Other, State  |
| <b>Comments:</b>   | Currently there is no budget line item for QRS, however there is budget allocated towards quality enhancements such as, professional development, Child Development Associate training, early literacy training, University of D.C./Early Childhood Leadership Institute and University of D.C./Higher Education Scholarships, and the Accreditation Facilitation Project. (Note: Funds from Child Care Development Fund are from the 4% quality set aside). |

## Partners

This section provides information about the roles and responsibilities of partners in the QRS.

|                            |   |
|----------------------------|---|
| <b>Partner 1 type :</b>    | University  |
| <b>Partner 1 name:</b>     | University of the District of Columbia  |
| <b>Partner 1 function:</b> | Evaluation, management of Professional Development Symposium                        |
| <b>Work plan in place:</b> | Yes   |
| <b>Partner 2:</b>          | Resource and Referral   |
| <b>Partner 2 name:</b>     | Washington Child Development Council  |
| <b>Partner 2 function:</b> | Manage communication/information dissemination, TA and quality improvement services |
| <b>Work plan in place:</b> | Yes   |
| <b>Partner 3 type :</b>    | 7 ECE Grantees  |
| <b>Partner 3 name:</b>     | Provide trainings, provide financial incentives, and provide technical assistance   |
| <b>Partner 3 function:</b> | Yes   |
| <b>Work plan in place:</b> |   |

## Linkage of QRS with Other Systems

This section provides information about how the QRS is linked with other systems/standards including child care subsidies, professional development, state early learning guidelines, and core knowledge /competencies for providers.

|                               |     |
|-------------------------------|-----|
| <b>Child care subsidies :</b> | Yes |
|-------------------------------|-----|

|  |   |
|--|---|
| <b>Description:</b>                      | Providers have to receive subsidies to be eligible for the QRS.   |
| <b>Professional development:</b>         | Yes   |
| <b>Description</b>                       | Each new program that signs a contract with Office of the State Superintendent of Education to receive subsidies and participate in the QRS gets assigned a Program Monitor that helps programs with monitoring and professional development. |
| <b>Incorporation of other standards:</b> | Yes   |
| <b>Description:</b>                      | Core Body of Knowledge for Professional Development, Pre-K Early Learning Standards, and Infant/Toddler Early Learning Standards  |

## Evaluation

|                               |  |
|-------------------------------|--|
| <b>Status of evaluation :</b> | No evaluation to date                                  |
| <b>Comments:</b>              | Past evaluations are not applicable to present system. |

## Key Contacts

|                      |   |
|----------------------|---|
| <b>Category :</b>    | <b>Overall management</b>   |
| <b>Contact name:</b> | Carla Thompson  |
| <b>Organization:</b> | Assistant Superintendent for Early Childhood Education, Office of the State Superintendent of Education in the District of Columbia |
| <b>Email:</b>        | <a href="mailto:carla.thompson@dc.gov">carla.thompson@dc.gov</a>  |
| <b>Phone:</b>        | 202-727-5500  |
| <b>Category :</b>    | <b>Tiered reimbursement and connections with subsidy</b>  |
| <b>Contact name:</b> | Felicia DeHaney   |
| <b>Organization:</b> | Director of School Preparedness, Office of the State Superintendent of Education in the District of Columbia                        |
| <b>Email:</b>        | <a href="mailto:Felicia.dehaney@dc.gov">Felicia.dehaney@dc.gov</a>  |
| <b>Phone:</b>        | 202-727-8114  |
| <b>Category :</b>    | <b>Distribution of financial incentives</b>   |
| <b>Contact name:</b> | Felicia DeHaney   |
| <b>Organization:</b> |   |
| <b>Email:</b>        |   |

**Phone:****Category :****Quality improvements and support****Contact name:**

Felicia DeHaney

**Organization:****Email:****Phone:****Category :****Data systems, monitoring and evaluation****Contact name:**

Felicia DeHaney

**Organization:****Email:****Phone:**

## References

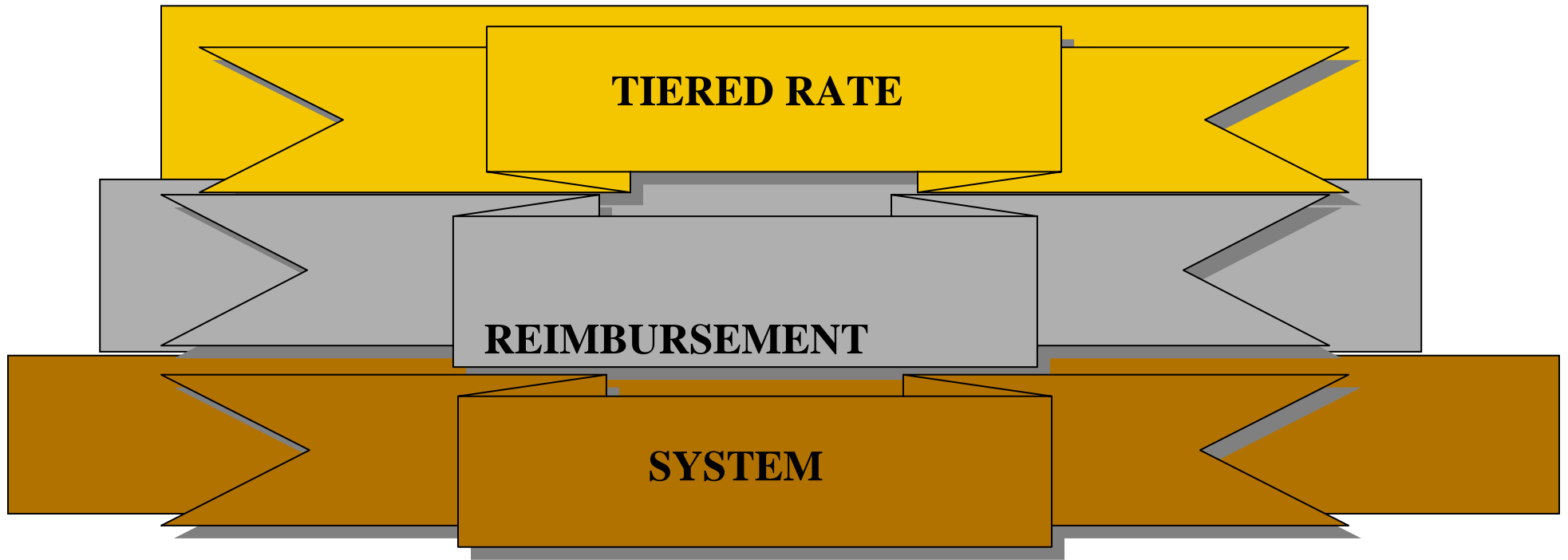
District of Columbia Department of Human Services Office of Early Childhood Development (2006). "Going for the gold tiered rate reimbursement system: quality criteria for child development centers and child development homes." Washington, DC.

District of Columbia Department of Human Services Office of Early Childhood Development (2006). "Notice of final rulemaking." Washington, DC.

District of Columbia Department of Human Services Office of Early Childhood Development (2006). "Comprehensive curriculum models approved by ECEA for use by child development centers serving preschool age three- and four-year-old children." Washington, DC.



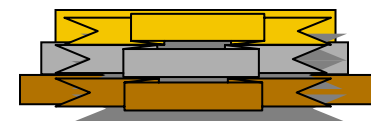
# GOING FOR THE GOLD



QUALITY CRITERIA FOR  
CHILD DEVELOPMENT HOMES

**DISTRICT OF COLUMBIA  
DEPARTMENT OF HUMAN SERVICES/OFFICE OF EARLY CHILDHOOD DEVELOPMENT  
TIERED RATE REIMBURSEMENT SYSTEM/ QUALITY CRITERIA FOR CHILD DEVELOPMENT HOMES**

| CRITERIA   | BRONZE   | SILVER  | GOLD  |
|--|--|---|---|
| <b>1.<br/>ACCREDITATION</b>  | <ul style="list-style-type: none"> <li>➤ Application to Mentoring Program for Accreditation</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Proof of working with a mentor for Accreditation for at least six months</li> <li>➤ Application for accreditation made to National Family Child Care (NFCC) or other national accrediting institution recognized by DHS/OEC</li> </ul> | <ul style="list-style-type: none"> <li>➤ Accredited by NAFCC or other national accrediting institution recognized by DHS/OECD</li> </ul>                                    |
| <b>2.<br/>COMPLIANCE WITH LICENSING REGULATIONS</b>                              | <ul style="list-style-type: none"> <li>➤ Current DC Regular License for Child Care Development Home, plus</li> <li>➤ Police clearance</li> </ul>   | <p>All Bronze requirements,</p> <p>plus ➤ The Home has received no citations from Licensing in the last year that jeopardize the health, safety and well-being of children under care</p>   | <p>All Silver requirements,</p> <p>plus ➤ The Home has received no substantial complaints</p>   |
| <b>3.<br/>CHILD DEVELOPMENT HOME PROVIDER (CDHP) QUALIFICATIONS AND TRAINING</b> | <p>CDHP meets Licensing Requirements, plus</p> <ul style="list-style-type: none"> <li>➤ Current CPR and First Aid for Infants and Children Certificate</li> <li>➤ 18 clock hours of in-service training (#)</li> </ul> | <p>FCCHP meets all requirements for Bronze, plus</p> <ul style="list-style-type: none"> <li>➤ High School Diploma or GED</li> <li>➤ 24 clock hours of in-service training in the year</li> <li>➤ Be enrolled in a Child Development Associate (CDA) Training Program</li> </ul> | <p>FCCHP meets all requirements for Silver, plus</p> <ul style="list-style-type: none"> <li>➤ CDA Credential</li> </ul> <p>in-service training</p> <p>30 clock hours of</p> |



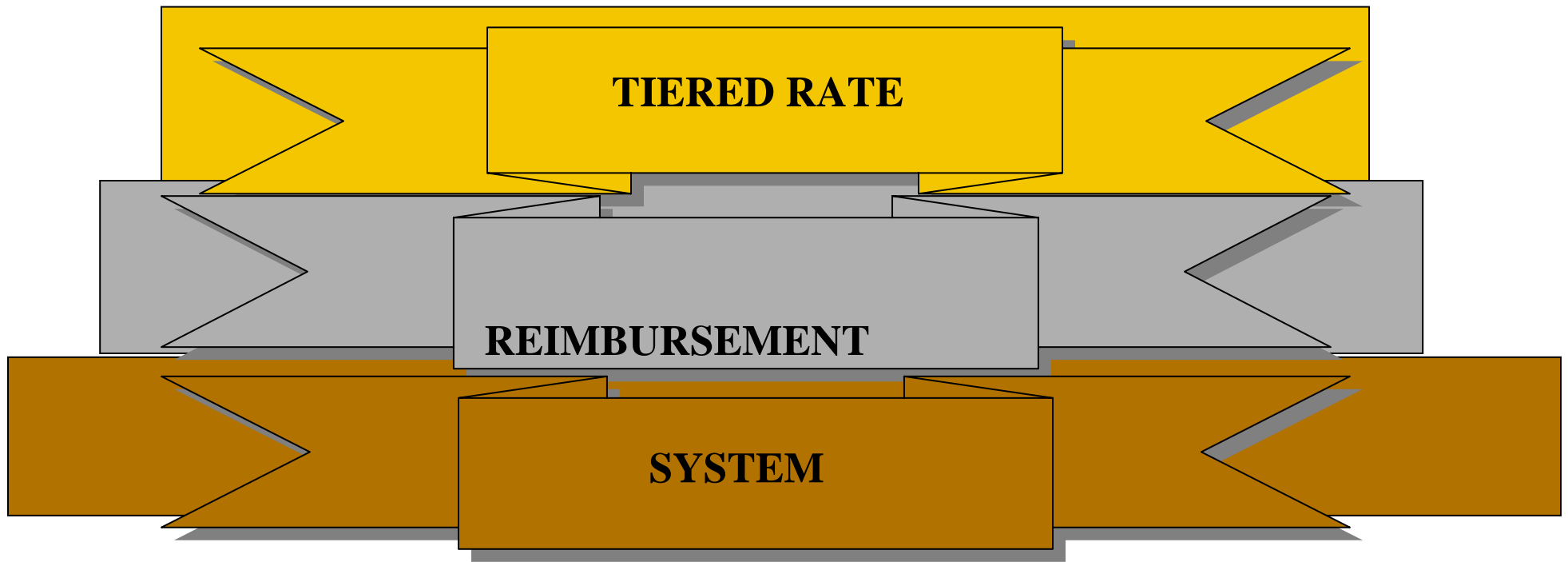
| CRITERIA   | BRONZE  | SILVER  | GOLD   |
|--|---|---|--|
| <p><b>4.</b></p> <p><b>PARENT INVOLVEMENT AND CONSUMER EDUCATION</b></p> | <p>➤ Licensing regulations, plus Program Policy on Parent Involvement is provided to parents</p> <p>➤ Parent Policy is reviewed with parent participation a minimum of 2 times per year</p> | <p>All Bronze requirements, plus</p> <p>➤ Documentation of Parent/Provider Communication</p> <p>➤ Contract agreement signed and copy given to parent</p> <p>➤ Parent/consumer satisfaction measure is incorporated through different means (e.g. suggestion box, parent survey)</p> | <p>All Silver requirements,</p> <p>plus</p> <p>➤ Weekly children progress reports to parents</p> <p>➤ Parents volunteer a minimum of 3 times per year</p> <p>➤ List of resources shared with the parents</p> |
| <p><b>5.</b></p> <p><b>HOME ENVIRONMENT AND HOME EVALUATION</b></p>      | <p>➤ A minimum average score of two (2) in The Family Day Care Rating Scale (FDCRS) (*) with built-in improvement plan</p>  | <p>➤ A minimum average score of three (3) in The Family Day Care Rating Scale with built-in improvement plan</p>  | <p>➤ A minimum average score of four (4) in The Family Day Care Rating Scale with built-in improvement plan</p>  |

(#) Training as defined by the DC Child Development Facilities Regulations

(\*) "The Family Day Care Rating Scale or FDCRS" refers to the Environment Rating Scale designed to assess family child care programs conducted in a provider's home by Thelma Harms, Richard Clifford and Debby Cryer from the Frank Porter Graham Child Development Center, The University of North Carolina at Chapel Hill.



# GOING FOR THE GOLD



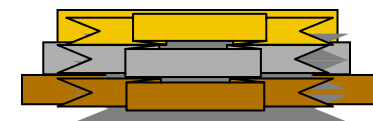
## QUALITY CRITERIA FOR CHILD DEVELOPMENT CENTERS

**DISTRICT OF COLUMBIA  
DEPARTMENT OF HUMAN SERVICES/OFFICE OF EARLY CHILDHOOD DEVELOPMENT  
TIERED RATE REIMBURSEMENT SYSTEM/ QUALITY CRITERIA FOR CHILD DEVELOPMENT CENTERS**

| CRITERIA  | BRONZE  | SILVER  | GOLD  |
|---|---|---|---|
| <b>1.<br/>ACCREDITATION</b>                         | <ul style="list-style-type: none"> <li>➤ Application for accreditation from a national accrediting institution recognized by DHS/OECD</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Evidence of self-study submitted for accreditation from a national accrediting institution recognized by DHS/OECD</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Accredited by a national accrediting institution recognized by DHS/OECD</li> </ul>   |
| <b>2.<br/>COMPLIANCE WITH LICENSING REGULATIONS</b> | <ul style="list-style-type: none"> <li>➤ Current DC Regular License for Child Development Centers</li> </ul>  | <p>All Bronze requirements, plus</p> <ul style="list-style-type: none"> <li>➤ The Center has no citations from Licensing in the last year that jeopardize the health, safety and well-being of children under care</li> </ul>   | <p>All Silver requirements, plus</p> <ul style="list-style-type: none"> <li>➤ The Center has received no substantiated complaints</li> </ul>  |
| <b>3.<br/>DIRECTOR QUALIFICATIONS AND TRAINING</b>  | <ul style="list-style-type: none"> <li>➤ Meet the Regulation requirements for the position</li> <li>➤ A minimum of 18 clock hours of in-service training per year (#) for each staff person</li> <li>➤ 30% of staff must have or be enrolled in CDA program or higher education over a 12 month period</li> </ul> | <ul style="list-style-type: none"> <li>➤ Meet Regulation requirements for the position</li> <li>➤ A minimum of 24 clock hours of in-service training per year</li> <li>➤ Plus eight clock hours in in-service training per year in Administration, Management, and Supervision of child development programs</li> </ul> | <p>Meet Regulation requirements for the position</p> <ul style="list-style-type: none"> <li>➤ A minimum of one 3-credit hour courses (45 hours) in Administration, Management, and Supervision of child development programs</li> </ul> |



| CRITERIA  | BRONZE  | SILVER  | GOLD  |
|---|---|---|---|
| <p>4.</p> <p><b>STAFF QUALIFICATIONS AND TRAINING</b></p> | <ul style="list-style-type: none"> <li>➤ Meet Regulation requirements for the position</li> <li>➤ A minimum of 18 clock hours of in-service training per year for each staff person</li> <li>➤ 30% of staff must have or be enrolled in CDA program or higher education over a 12 month period</li> </ul> | <ul style="list-style-type: none"> <li>➤ Meet Regulation requirements for the position</li> <li>➤ A minimum of 24 clock hours of in-service training per year for each staff person</li> <li>➤ 60% of staff must have a CDA, AA or Bachelor's degree; or be enrolled in CDA program or higher education over a 12 month period</li> </ul> | <ul style="list-style-type: none"> <li>➤ Meet Regulation requirements for the position</li> <li>➤ A minimum of 30 clock hours of in-service training per year</li> </ul>  |
| <p>5.</p> <p><b>STAFF COMPENSATION</b></p>                | <ul style="list-style-type: none"> <li>➤ Meet DHS Provider Agreement</li> </ul>   | <p>All Bronze,</p> <p>plus ➤ Percentage increase for staff: salary and/or benefits</p> <ul style="list-style-type: none"> <li>➤ Individual staff that completes advanced education or credential receive percentage or bonus contingent on funding</li> </ul>   | <p>All Silver,</p> <p>plus ➤ Higher salary and benefits percentage for all staff</p> <ul style="list-style-type: none"> <li>➤ Individual staff that completes advanced education receive percentage or bonus contingent on funding</li> </ul> |



| CRITERIA   | BRONZE  | SILVER  | GOLD   |
|--|---|---|--|
| <p>6.</p> <p><b>PARENT INVOLVEMENT AND CONSUMER SATISFACTION</b></p> | <p>Meet Licensing Regulations, plus</p> <ul style="list-style-type: none"> <li>➤ Parent bulletin board with daily schedule</li> <li>➤ Open door policy</li> <li>➤ Parent handbook</li> <li>➤ A minimum of two parent meetings per year</li> <li>➤ A minimum of three parent training sessions per year</li> </ul> | <p>All Bronze requirements, plus</p> <ul style="list-style-type: none"> <li>➤ Semi-annual individual conferences as deemed necessary by parents/and providers</li> <li>➤ Parent handbook with developmental milestones and referral information</li> <li>➤ A minimum of four parent meetings per year</li> <li>➤ A minimum of four parent training sessions per year</li> <li>➤ Parent resources are available</li> <li>➤ Document parents' participation in program and policy development through broad involvement</li> <li>➤ Parents volunteerism is encouraged</li> <li>➤ Include consumer satisfaction in program through suggestion box, evaluations from parent surveys after workshops, consumer surveys, and administration of exit interviews</li> </ul> | <p>All Silver requirements, plus</p> <ul style="list-style-type: none"> <li>➤ Proof of parent and community involvement in accreditation process</li> <li>➤ A minimum of six parent training sessions per year</li> <li>➤ A minimum of six parent meetings per year</li> </ul> |
| <p>7.</p> <p><b>LEARNING ENVIRONMENT</b></p>                         | <ul style="list-style-type: none"> <li>➤ A minimum average score of two (2) in The Environment Rating Scale (ITERS or/and ECERS-R) (*) with built-in</li> </ul>   | <ul style="list-style-type: none"> <li>➤ A minimum average score of three (3) in The Environment Rating Scale/s (ITERS or/and ECERS-R) with built-in improvement plan</li> </ul>  | <ul style="list-style-type: none"> <li>➤ A minimum average score of four (4) in The Environment Rating Scale/s (ITERS or/and ECERS-R) with built-in</li> </ul>   |

improvement plan

improvement plan

