

THE CHILD CARE QUALITY RATING SYSTEM (QRS) ASSESSMENT



Kentucky STARS for KIDS NOW

QRS Profile

April 2010



MATHEMATICA
Policy Research, Inc.



Kentucky STARS for KIDS NOW

QRS Profile

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This document was prepared under Contract #HHSP233200800394G with the Administration for Children and Families, US Department of Health and Human Services. The views expressed in this report are those of the authors and do not represent the views or endorsement of the Office of Planning, Research and Evaluation of the Administration for Children and Families.



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Child Care Quality Rating System (QRS) Assessment Study

PROFILE

Site:	Kentucky
Program Name:	STARS for KIDS NOW
Respondents:	Mary Beth Jackson Phillip Smith Robin Herring Kentucky Cabinet for Health and Family Services, Department for Community Based Services, Division of Child Care
Information Reviewed and Finalized:	March 18, 2010

Funded by the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families, U.S. Department of Health and Human Services. Conducted by Mathematica Policy Research with a subcontract to Child Trends (contract #HHSP233200800394G).

Kentucky – STARS for KIDS NOW

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.

Site name:	Kentucky
Program name:	STARS for KIDS NOW
Service area:	Statewide
Pilot:	Yes, pilot completed.
Pilot time frame:	2001-2002
Date full program launched:	July 2002
Voluntary:	Yes
Website:	www.starsforkidsnow.com
Eligible programs:	Center-based programs (Type I programs); licensed family child care (Type II programs; in a residential setting with a maximum number of 12 children in care), certified family child care (maximum of 6 kids), Head Start/Early Head Start, publicly funded pre-K/comprehensive early childhood programs, and school-aged programs.
Total numbers of programs participating:	760
Number of participating child care centers:	644
Number of participating family child care programs:	116
Number of other programs participating:	N/A
Percent of total programs enrolled in QRS:	26%
Percent of programs at each rating level:	Level 1 = 33% Level 2 = 46% Level 3 = 19% Level 4 = 2%
Additional details about programs in the QRS:	N/A
Goals:	To increase the quality of child care for all children, to recognize and reward quality child care, to provide consumer awareness/guidance for families, to increase capacity for subsidy children in higher quality programs.
Language from statute:	199.8943 Quality based child-care rating system – Kentucky Revised Statute (1) The Early Childhood Development Authority shall, in consultation with child-care providers, the Cabinet for Health and Family Services, and others, including

but not limited to child-care resource and referral agencies and family resource centers, develop a voluntary quality-based graduated child-care rating system for licensed child-care and certified family child-care homes based on, but not limited to:

- (a) Child to caregiver ratios;
- (b) Child-care staff training;
- (c) Program curriculum; and
- (d) Program regulatory compliance.

(2) The Cabinet for Health and Family Services shall promulgate administrative regulations in accordance with KRS Chapter 13A to implement:

- (a) The voluntary quality-based graduated child-care rating system for child-care and certified family child-care homes developed under subsection (1) of this section;
- (b) Agency time frames of reviews for rating;
- (c) An appellate process under KRS Chapter 13B; and
- (d) The ability of providers to request reevaluation for rating.

History: Amended 2005 Ky. Acts ch. 99, sec. 195, effective June 20, 2005. -- Created 2000 Ky. Acts ch. 308, sec. 15, effective July 14, 2000.

Rating Details

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

Rating structure:	Building Blocks
Number of levels:	4 levels
Length of time rating is valid:	Level 1-valid for 1 year Level 2-valid for 2 years Level 3-valid for 3 years Level 4- valid for 4 years
Rating process:	<p>Programs apply to participate at a specific star level. Within 15 days of application, the applicant is contacted and agrees to a two (2) week time period in which the STARS rating visit will occur. During the visit, documentation is reviewed and the appropriate Environment Rating Scale is administered. After the visit, programs receive a quality rating certificate within 60 days.</p> <p>Programs at Star Levels 2, 3, and 4 have to submit an interim report in their non-rating years. The interim report focuses on updating documentation for all indicators.</p>
Method of combining points:	Programs must meet the Stars Standards for the Star level and the ERS score required for that level.
Method used to assess programs for infants/toddlers:	The Infant Toddler Environmental Rating Scale-Revised is used.

Method used to assess programs for school-aged children:	The School Aged Care Environment Rating Scale is used.
Different process used to assess family child care:	Yes. Family child care programs have a separate set of indicators.
Different process used to assess Head Start/Early Head Start:	No
Different process used to assess accredited programs:	No
Events that trigger re-rating:	Change of location, non-submission of an Interim report, or change in ownership
Appeal process:	Yes. A service complaint can be made when a participant is dissatisfied with services rendered or request for an administrative hearing can be made regarding a negative action against a STAR rating.
Availability of technical assistance for rating process:	Yes
Description of technical assistance for rating process:	Technical assistance is voluntary and provided by a STAR Quality Coordinator prior to the rating visit. A final walk through is conducted prior to the rating visit. Technical assistance is also provided to assist with improvement of future environment rating results.
Availability of technical assistance for preparatory process:	Yes
Description of technical assistance for preparatory process:	Technical assistance is voluntary and provided by a STAR Quality Coordinator prior to the rating visit. A final walk through is conducted prior to the rating visit.

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:	5
Site-specific names of categories used in the QRS:	Ratios Curriculum Training Regulatory Compliance Personnel

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:	N/A (Kentucky Administrative Regulations)
Source of evidence:	A STARS Quality Coordinator verifies on-site for Level 1 and a STARS Rater verifies on-site for Levels 2, 3, and 4.
Comments:	Newly licensed providers must be licensed six months before they may participate in STARS.

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>.

Ratio and group size indicators included:	Yes
Description:	<p>Level 1 and Level 2 are equivalent to licensing standards.</p> <p>Level 3: Age 0-1 year, Ratio 1:4, Group Size 8 Age 1-2 years, Ratio 1:5, Group Size 10 Age 2-3 years, Ratio 1:8, Group Size 16 Age 3-4 years, Ratio 1:11, Group Size 22 Age 4-6 years, Ratio 1:12, Group Size 24 Age 6-12 years, Ratio 1:14, Group Size 28</p> <p>Level 4: National Association for the Education of Young Children staff/child ratios Age 0-2 years, Ratio 1:4, Group Size 8 Age 2-3 years, Ratio 1:4-1:6, Group Size 8 Age 3 years, Ratio 1:10, Group Size 17 Age 4-5 years, Ratio 1:10, Group Size 20</p>
Ratio and group size referred to within:	Ratios
Source of evidence:	Observation

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.

Health and safety indicators included:	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>.

Curriculum indicators included:	No
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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>.

Environment indicators included:	Yes
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Environment Rating Scales (ERS) included:	Yes
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Range of recognized ERS scores:	3.0-6.0 or higher
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Description:	<p>Level 1: -Programs must agree to complete the Environmental Rating Scale at each applicable age level within 12 months, with no minimum score required. In the program's second year at Level 1, they must complete a written Environmental Rating Scale improvement plan.</p> <p>Level 2: -Must achieve an overall average score of at least 3 on the environment assessment portion of the STARS rating visit, calculated based upon the total number of environment assessments conducted during the quality rating visit. -If the center achieves an overall average score of 3 on the environment assessment, they must develop a written plan for improved performance on subsequent environment assessments, and</p>
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obtain assistance from the cabinet or its designee upon request.
-Must achieve and maintain an overall average score of at least 4 on the environment assessments by the fourth year of certification at a Level 2 quality rating.

Level 3:

-Achieve an overall average score of at least 4.5 on the environment assessment.

Level 4:

-Achieve an overall average score of at least 6 on the environment assessment.

Additional indicators related to the environment (e.g., activities, interactions, specific features):

At level 1, programs must have a planned program of activities and a daily schedule.

Environment referred to within:

Curriculum (Environment Rating Scale)

Environment source of evidence:

Observation

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>.

Child assessment indicators included:

No

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>.

Staff qualification indicators included:

Yes

Indicators for teachers include:

Education, training

Indicators for directors include:

Education, training

Directors qualifications related to administration and management

Yes

Description of administration and management qualifications:

At Level 4, directors must have Kentucky Director's Credential. The Director's Credential is awarded to individuals who successfully complete 12 credit hours of instruction through one of seven accredited institutions of higher learning offering the Director's Credential Program

Bachelors degree indicator for director:

No

Bachelors degree indicator for teacher:	No
Bachelors degree indicator for assistant teacher:	No
Description:	<p><u>Level 1:</u> -Create and implement individual staff development plans for all staff annually -Introduction to the KY Early Childhood Development Scholarship program</p> <p><u>Level 2:</u> - Center offers staff opportunity to participate in KY Early Childhood Development Scholarship Program, if eligible - 15 clock hours annually of approved early care and education training - Director: 18 clock hours annually of approved early care and education training</p> <p><u>Level 3:</u> - Staff: 50% of teaching staff have entry level credential or higher and 50% of staff working with children have current CPR/First Aid training - Director: 24 clock hours of training annually and CDA or Director Credential or Montessori Certificate or A.A. (or higher) in Early Childhood/Related degree - For 75% of program hours, director or person on-site responsible for daily supervision of program and staff must have CDA or higher.</p> <p><u>Level 4:</u> -Staff: Minimum of one CDA or higher in each classroom during all hours of operation -Director: Meets approved national accrediting organization requirements and 24 clock hours of training annually and has a Kentucky Director's Credential</p>
Staff qualifications referred to within:	Training
Staff qualifications source of evidence	Documentation submitted, observation

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>.

Family partnership indicators included:	Yes
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Description:	<p>Level 1: -At least one family involvement activity annually</p> <p>Level 2: - At least 2 family involvement activity annually - A written plan for family involvement</p> <p>Level 3: - At least 3 family involvement activity annually - Documented family feedback procedure used annually</p> <p>Level 4: - At least 4 family involvement activity annually</p>
Family partnership referred to within:	Curriculum
Family partnership source of evidence:	Documentation submitted

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>.

Administration and management indicators included:	Yes
Description:	<p>Level 2: Program must have written standardized staff evaluations annually.</p> <p>Level 3: Programs must offer a minimum of 6 days paid leave/year and minimum of 11 days paid leave time after 1 year.</p> <p>Level 4: To qualify for Enhancement Award, health insurance must be made available, with the program paying no less than 50% of a single plan for full-time employees.</p>
Administration and management referred to within:	Personnel
Administration and management source of evidence:	Documentation submitted

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.

Cultural/linguistic diversity indicators included:	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.

Accreditation included:	Yes
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If yes, in what way:	One criterion in highest rating
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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>.

Community involvement indicators included:	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.

Indicators that specify provisions for children with special needs included:	No
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Indicators for Family Child Care Programs

(This section refers to both Type II Centers and Family Child Care Homes. If not otherwise specified, the indicator pertains to both.)

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.

Number of site-specific indicator categories:	5
Site-specific names of categories used in the QRS:	Ratios Curriculum Training Business Practices Regulatory Compliance

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>.

Licensing compliance included:	Yes
Licensing required for enrollment:	Yes
Licensing equivalent to the first level:	No
Licensing compliance referred to within:	N/A (Kentucky Administrative Regulations)
Source of evidence:	STARS Quality Coordinator verifies on-site for Level 1. STARS Rater verifies on-site for Levels 2, 3, and 4.
Comments:	Newly licensed or certified providers must be licensed or certified for six months before they may participate in STARS.

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>.

Ratio and group size indicators included:	Yes
Description:	Type II Centers Level 1 & 2: Age 0-1 year, ratio 1:5 Age 1 to 2 years, ratio 1:6 Age 2 to 3 years, ratio 1:10 Age 3 and older, ratio 1:12 Level 3 & 4: Age 0-1, ratio 1:4

Age 1-2, ratio 1:5
 Age 2-3, ratio 1:8
 Age 3 and older, ratio 1:12

Certified Family Child Care

Level 3:
 -If caring for 6 or fewer children, no more than 3 infants unless an assistant is present.
 -If caring for more than 6 children, no more than 3 under the age of 24 months unless an assistant is present. (Includes own and related children.)

Level 4:
 Level 3 restrictions, and maximum capacity of 9. (May care for up to 3 own or related children in addition to 6 unrelated children).

Ratio and group size referred to within:

Ratios

Source of evidence:

Observation

Comments:

Caregiver to Child ratios must be posted prominently.

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.

Health and safety indicators included:

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>.

Curriculum indicators included:

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>.

Environment indicators included:	Yes
Environment Rating Scales (ERS) included:	Yes
Range of recognized ERS Scores:	3.0-5.5 or higher
Description:	<p>Level 1: -Programs must agree to complete the family child care ERS at each applicable age level within 12 months, with no minimum score required. In the program's second year at Level 1, they must complete a written ERS improvement plan.</p> <p>Level 2: -Must achieve an overall average score of at least 3 on the family child care ERS, calculated based upon the total number of environment assessments conducted during the quality rating visit -If the center achieves an overall average score of 3 on the family child care ERS, they must develop a written plan for improved performance on subsequent environment assessments, and obtain assistance from the cabinet or its designee upon request -Must achieve and maintain an overall average score of at least 4 on the family child care ERS by the fourth year of certification at a Level 2 quality rating</p> <p>Level 3: -Achieve an overall average score of at least 4.5 on the family child care ERS -Must score at least 5 on family child care ERS items related to use of TV.</p> <p>Level 4: -Achieve an overall average score of at least 5.5 on the family child care ERS</p> <p>At level 3, programs must limit television indicated by a score of 5 on the ERS portion pertaining to use of television Provider limits use of TV to programs and video games regarded as good for children (no more than 2 hrs/day). Activities are</p>
Additional indicators related to the environment (e.g., activities, interactions, specific features):	

provided as an alternative while TV is on.

At level 1, programs must have a planned program of activities and a daily schedule.

Environment referred to within: Curriculum

Environment source of evidence: Observation

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>.

Child assessment indicators included: 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>.

Staff qualification indicators included: Yes

Indicators for family child care providers include: Education, training

Family child care qualifications related to administration and management Yes

Administrative and management qualifications included in the indicators: At Level 4, providers must have Kentucky Director's Credential. The Director's Credential is awarded to individuals who successfully complete 12 credit hours of instruction through one of seven accredited institutions of higher learning offering the Director's Credential Program.

Bachelors degree indicator for family child care provider: No

Description:

Level 1:

- Family child-care home provider must create and implement a written training plan
- Type II centers must create and implement written individual training plans for director and staff annually
- Introduction to the KY Early Childhood Development Scholarship program

Level 2:

Certified Family Child Care Home

- Ensure that at least 1 person on duty is certified in CPR/First Aid training
- Family child care home must complete 9 clock hours of approved early care and education

training

Type II Center

- Home offers staff opportunity to participate in KY ECD Scholarship Program, if eligible
- Type II center must have the director and each staff person annually complete 15 clock hours of approved early care and education training

Level 3:

Certified family child-care home

- Basic Orientation training for assistants
- 6 annual training hours for assistants
- Provider has a total of 18 clock hours of training annually or has entry level credential or higher and completes 9 clock hours of training annually
- By 4th year in STARS, provider must have CDA or higher.

Type II center

- Staff have a total of 18 clock hours of training annually or have entry level credential or higher and complete 15 clock hours of training annually
- Director has total of 21 clock hours training or has higher level of education and completes 18 clock hours of training annually
- By 4th year in STARS, director must have CDA or higher

Level 4:

Certified family child-care home

- Provider has received Director’s Credential and CDA, AA or higher in Early Childhood or a related degree

Type II center

- Staff have a total of 21 clock hours training annually or entry level credential or higher
- Director has Director’s Credential and CDA, AA (or higher) in Early-Childhood or (related) degree
- Be a member of an early childhood professional organization

Staff qualifications referred to within:

Training, Business Practices

Staff qualifications source of evidence

Documentation submitted

Family Partnership (family child care)

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>.

Family partnership indicators included:	Yes
Description:	<p>Level 1: -At least one family involvement activity annually</p> <p>Level 2: - At least 2 family involvement activity annually - A written plan for family involvement</p> <p>Level 3: - At least 3 family involvement activity annually - Documented family feedback procedure used annually -Provide families with written daily report for children age 2 and under 10. -Parents provided with handbook that contains program's policies</p> <p>Level 4: - At least 4 family involvement activity annually</p>
Family partnership referred to within:	Business Practices
Family partnership source of evidence:	Documentation submitted

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>.

Administration and management indicators included:	Yes
Description:	<p>Level 1: -Program must have written program policies including: fees, holidays, vacation, late fees, illness, hours of operation, who may pick up a child, and a plan for how daily information is shared with parents. -Programs must have a written parent/provider agreement</p> <p>Level 2: -Programs must maintain a financial program/recordkeeping system.</p>
Administration and management referred to within:	Business Practices

Administration and management source of evidence:	Documentation submitted
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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.

Cultural/linguistic diversity indicators included:	No
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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.

Accreditation included:	Yes
If yes, is accreditation:	One criterion in highest rating

Community Involvement (family child care)

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>.

Community involvement indicators included:	No
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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. 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.

Indicators that specify provisions for children with special needs included:	No
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Application Process

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

Requires self-assessment tool:	No
Availability of preparatory process:	Yes

Describe preparatory process:	If requested, technical assistance is provided on-site by the STARS Quality Coordinator to prepare the provider for the STARS rating visit. The coordinator may review items, such as lesson plans, room arrangement, and materials to help the provider.
Requires orientation:	Yes
Describe orientation :	Stars overview provided by STARS Quality Coordinators. The director or owner must attend a Stars overview session. All staff must then complete the overview given by the director.
Time from application to rating:	STARS regulations require that providers receive their STARS rating certificates no later than sixty (60) days from the date of the STAR rating visit. Currently, the process is taking four months from receipt of application until approved rating.
Can apply for particular rating:	Yes
Describe apply for particular rating:	Applicants can seek 1, 2, 3, or 4 star rating. Appropriate documentation and ERS assessment must be submitted.

Outreach

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

Outreach to parents:	Yes
Method of outreach to parents:	Website, parent cards, parent referrals, display booths in public venues, assistance provided to non-English speaking parents (as needed and in accordance with Cabinet for Health and Family Services policy)
Outreach to providers:	Yes
Method of outreach to providers:	Technical assistance outreach, website, newsletter mailing, information in languages other than English (as needed and in accordance with Cabinet for Health and Family Services policy)
Outreach to public:	Yes
Method of outreach to public:	Website
Percent of budget dedicated to marketing:	Kentucky is working on a marketing plan currently.

Use of Observational Tools

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

Observational tools used:	ECERS-R, ITERS-R, FDCRS, SACERS
Describe how scores are used in the rating:	<p>Level 2: Average score of 3.0 (must maintain an average score of 4.0 by 4th year and beyond)</p> <p>Level 3: Average score of 4.5</p> <p>Level 4: Average score of 6.0 for Type I license and score of 5.5 for Type II/certified</p> <p>Programs that are seeking a STAR level above Level 1 must complete an Environment Rating Scale assessment.</p>
Frequency of observational assessment:	<p>An assessment happens initially and then at every subsequent rating according to STAR level:</p> <p>Level 1-valid for 1 year</p> <p>Level 2-valid for 2 years</p> <p>Level 3-valid for 3 years</p> <p>Level 4- valid for 4 years</p>
Method for choosing classrooms to observe:	Classrooms are chosen by random selection.
Percent of classrooms observed in child care centers:	An environment assessment is completed during each rating visit for 33% of the total number of classrooms, including at least one classroom for each of the following age groups for which the center provides care: Infant, Toddler, Preschool, and School age.
Training for observers:	Training with Raters for procedures & Training with Anchors for ERS (Stars for Kids Now has 4 Anchors on staff for Environmental Rating Scale training).
Initial reliability required:	Observers must maintain an average of 85% on their last 3 interrater reliability scores.
Ongoing reliability required:	Observers must maintain an average of 85% and have reliability checked every 6th observation visit. Raters must maintain an average of 90% or higher every 10th visit.

Improvement Process

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

Training available that is linked to QRS:	Yes
Content of linked training:	Varies
Total duration of training:	15 to 24 annual clock hours appropriate to Star level requirements
Trainer approval process:	Yes

Target population for training:	All providers
Onsite assistance available that is linked to QRS:	Yes
Content of linked onsite assistance:	Business practices, child assessment, environmental assessment, language and literacy, safety, social and emotional development, specific curriculum, support in navigating QRS
Onsite assistance frequency	Varies
Length of onsite sessions	Varies
Total duration of onsite assistance:	Varies
Formal approval for onsite assistance provider:	No
Target population for onsite assistance:	All providers

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:	Tiered reimbursement (referred to as Quality Incentive Award) is available based on the percentage of subsidy children served, the ages of these children, and the program's STAR level. (See attachment for rates)
Quality award/bonus:	Quality awards (referred to as Achievement Awards) are available based on a program's STAR Level and the number of children served. There are initial awards for all programs and annual awards for programs Level 3 & 4. (See attachment for rates)
Startup award:	No
Scholarship:	Kentucky Early Childhood Development Scholarship
Wage enhancement	No
Retention bonus:	No
Improvement grants:	No

Administration Details

This section provides details about the QRS administration and funding.

QRS lead :	Kentucky Cabinet for Health and Family Services Department for Community Based Services Division of Child Care
QRS lead type:	State government agency
Overall funding amount for most recent fiscal year:	\$2,543,047
Overall funding sources:	Child Care and Development Fund, Tobacco

	Settlement Fund
Administration funding for most recent fiscal year:	\$561,237
Administration funding source:	Child Care and Development Fund, Tobacco Settlement Fund
Quality improvement funding for most recent fiscal year:	\$242,780
Quality improvement funding source:	Child Care and Development Fund, Tobacco Settlement Fund
Evaluation funding for most recent fiscal year:	\$250,000
Evaluation funding source:	Child Care and Development Fund, Tobacco Settlement Dollars

Partners

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

Partner 1 type :	University
Partner 1 name:	University of Kentucky Human Development Institute, Quality Enhancement Initiative
Partner 1 function:	Collect/validate information/documentation to assign rating for Level 1 only, conduct observational assessments for technical assistance purposes, provide technical assistance and quality improvement services, provide system navigation support, manage communication/information dissemination, and evaluation of services provided to child care facilities and homes
Work plan in place:	Yes
Partner 2 type:	State Agency
Partner 2 name:	Kentucky Department of Education, Office of Early Childhood Development
Partner 2 function:	Coordinates the Early Childhood Authority and co-chairs the Stars Advisory Committee. Assist with recommendations for Tobacco Settlement Funding in regards to resource for STARS awards and incentives, professional development scholarships and community support through Early Childhood Development Councils.
Work plan in place:	No

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.

Child care subsidies :	Yes
Description:	Programs are eligible for Incentive Awards when they serve children who receive child care subsidies.
Professional development:	Yes
Description	Kentucky Early Childhood Development Scholarship
Incorporation of other standards:	No

Evaluation

Status of evaluation :	No
Published reports to date :	Previous evaluation reports included in reference section below.

Key Contacts

Category :	Overall management
Contact name:	Phillip Smith, Mary Beth Jackson
Organization:	Division of Child Care, Department of Community Based Services
Email:	Marybeth.Jackson@ky.gov ; Phillip.Smith@ky.gov
Phone:	502-564-2524 x3204

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STARS for KIDS NOW CHILD CARE QUALITY RATING SYSTEM STANDARDS

7/01/2008

LICENSED TYPE I CENTERS

	Level 1	Level 2	Level 3	Level 4																																																																											
Ratios	<p>1. Current Licensing standards</p> <table border="0"> <tr> <td>Age</td> <td>Ratio</td> <td>Group Size</td> </tr> <tr> <td>0-1</td> <td>1:5</td> <td>10</td> </tr> <tr> <td>1-2</td> <td>1:6</td> <td>12</td> </tr> <tr> <td>2-3</td> <td>1:10</td> <td>20</td> </tr> <tr> <td>3-4</td> <td>1:12</td> <td>24</td> </tr> <tr> <td>4-5</td> <td>1:14</td> <td>28</td> </tr> <tr> <td>5-7</td> <td>1:15</td> <td>30</td> </tr> <tr> <td>7 and older (<i>before and after school</i>)</td> <td>1:25</td> <td>30</td> </tr> <tr> <td>full day care -</td> <td>1:20</td> <td>30</td> </tr> </table> <p>2. Staff to child ratios posted prominently in each classroom</p>	Age	Ratio	Group Size	0-1	1:5	10	1-2	1:6	12	2-3	1:10	20	3-4	1:12	24	4-5	1:14	28	5-7	1:15	30	7 and older (<i>before and after school</i>)	1:25	30	full day care -	1:20	30	<p>1. Current Licensing standards</p> <table border="0"> <tr> <td>Age</td> <td>Ratio</td> <td>Group Size</td> </tr> <tr> <td>0-1</td> <td>1:5</td> <td>10</td> </tr> <tr> <td>1-2</td> <td>1:6</td> <td>12</td> </tr> <tr> <td>2-3</td> <td>1:10</td> <td>20</td> </tr> <tr> <td>3-4</td> <td>1:12</td> <td>24</td> </tr> <tr> <td>4-5</td> <td>1:14</td> <td>28</td> </tr> <tr> <td>5-7</td> <td>1:15</td> <td>30</td> </tr> <tr> <td>7 and older (<i>before and after school</i>)</td> <td>1:25</td> <td>30</td> </tr> <tr> <td>full day care -</td> <td>1:20</td> <td>30</td> </tr> </table> <p>2. Staff to child ratios posted prominently in each classroom</p>	Age	Ratio	Group Size	0-1	1:5	10	1-2	1:6	12	2-3	1:10	20	3-4	1:12	24	4-5	1:14	28	5-7	1:15	30	7 and older (<i>before and after school</i>)	1:25	30	full day care -	1:20	30	<table border="0"> <tr> <td>1. Age</td> <td>Ratio</td> <td>Group Size</td> </tr> <tr> <td>0 - 1</td> <td>1:4</td> <td>8</td> </tr> <tr> <td>1 - 2</td> <td>1:5</td> <td>10</td> </tr> <tr> <td>2 - 3</td> <td>1:8</td> <td>16</td> </tr> <tr> <td>3 - 4</td> <td>1:11</td> <td>22</td> </tr> <tr> <td>4 - 6</td> <td>1:12</td> <td>24</td> </tr> <tr> <td>6 -12</td> <td>1:14</td> <td>28</td> </tr> </table> <p>2. Required staff to child ratios posted prominently in each classroom</p>	1. Age	Ratio	Group Size	0 - 1	1:4	8	1 - 2	1:5	10	2 - 3	1:8	16	3 - 4	1:11	22	4 - 6	1:12	24	6 -12	1:14	28	<p>1. Staff/Child ratios consistent with National Association for the Education of Young Children (NAEYC) recommendations (<i>Ratios vary according to group size</i>)</p> <p>2. Required child to caregiver ratios posted prominently in each classroom</p>
Age	Ratio	Group Size																																																																													
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Curriculum	<p>3. Current licensing standards</p> <p>4. Complete STARS for KIDS NOW Overview including Environment Rating Scales (ERS) information</p> <p>5. Plan of program activities posted</p> <p>6. Daily schedule posted</p> <p>7. At least one family involvement activity annually</p> <p>8. Agree to complete ERS at each applicable age level within 12 months, no minimum score</p> <p>9. 2nd year: written ERS improvement plan</p>	<p>Requirements 3-7 in Level 1 plus:</p> <p>3. One additional family involvement activity annually (<i>total of 2</i>)</p> <p>4. A written plan for family involvement</p> <p>5. Has completed all applicable Environment Rating Scales (ERS), average score of 3</p> <p>6. Develop annual written ERS improvement plan with assistance, if requested, from Cabinet or its designee</p> <p>7. Maintain a minimum average ERS score of 4 by 4th year and beyond</p>	<p>Level 2 requirements plus:</p> <p>3. One additional family involvement activity annually (<i>total of 3</i>)</p> <p>4. Documented family feedback procedure used annually</p> <p>5. Average program score of 4.5 on applicable ERS</p>	<p>Level 3 requirements plus:</p> <p>3. One additional family involvement activity annually (<i>total of 4</i>)</p> <p>4. Average program score of 6 on ERS</p> <p>5. Accreditation by Early Childhood Authority approved accrediting organization</p>																																																																											
Training	<p>10. Current Licensing standards</p> <p>11. Create and implement individual staff development plans for all staff annually</p> <p>12. Introduction to the KY Early Childhood Development Scholarship program</p>	<p>Level 1 requirements plus:</p> <p>8. Center offers staff opportunity to participate in KY Early Childhood Development Scholarship Program, if eligible</p> <p>9. 15 clock hours annually of early care and education training approved by the cabinet or its designee</p> <p>10. Director: 18 clock hours annually of early care and education training approved by the cabinet or its designee</p>	<p>Level 2 requirements plus:</p> <p>6. Staff: 50% of teaching staff have entry level credential or higher; and 50% of staff working with children have current CPR/First Aid training</p> <p>7. Director: 24 clock hours of training annually and CDA or Director Credential or Montessori Certificate or A.A. (or higher) in Early Childhood/Related degree</p> <p>8. For 75% of program hours, director or person on-site responsible for daily supervision of program and staff must have CDA or higher.</p>	<p>Level 3 requirements plus:</p> <p>6. Staff: Minimum of one CDA or higher in each classroom during all hours of operation</p> <p>7. Director: Meets approved national accrediting organization requirements and 24 clock hours of training annually and has a Kentucky Director's Credential</p>																																																																											
Regulatory Compliance	Current license in good standing	Current license in good standing	Current license in good standing	Current license in good standing																																																																											
Personnel	<p>All staff receive In-House STARS for KIDS NOW Overview covering:</p> <ul style="list-style-type: none"> licensing regulations STARS for KIDS NOW standards Environment Rating Scales KY Early Childhood Development Scholarship program 	<p>Level 1 plus:</p> <ul style="list-style-type: none"> written standardized staff evaluations annually 	<p>Level 2 plus:</p> <ul style="list-style-type: none"> minimum of 6 days paid leave/year minimum of 11 days paid leave time after 1 year 	<p>Level 3 requirements</p> <hr/> <p>To qualify for Enhancement Award:</p> <ul style="list-style-type: none"> health insurance available; program pays no less than 50% single plan for full-time employees 																																																																											

**STARS for KIDS NOW CHILD CARE QUALITY RATING SYSTEM STANDARDS
CERTIFIED FAMILY CHILD CARE HOMES**

7/01/2008

	Level 1	Level 2	Level 3	Level 4
Ratios	<ol style="list-style-type: none"> Current Certification Standards Post rules regarding allowable capacity restrictions according to ages of children in care 	<ol style="list-style-type: none"> Current Certification Standards Post rules regarding allowable capacity restrictions according to ages of children in care 	<ol style="list-style-type: none"> If caring for 6 or fewer children, no more than 3 infants unless an assistant is present. If caring for more than 6 children, no more than 3 under the age of 24 months unless an assistant is present. <i>(Includes own and related children.)</i> 	<ol style="list-style-type: none"> Level 3 restrictions, and maximum capacity of 9. <i>(May care for up to 3 own or related children in addition to 6 unrelated children.)</i>
Curriculum	<ol style="list-style-type: none"> Current certification standards Complete STARS for KIDS NOW Overview Plan of program activities posted Daily schedule posted At least one family involvement activity annually Agree to complete a curriculum assessment using family child care ERS within 12 months <i>(No minimum score)</i> Second year: written improvement plan based on assessment findings in place 	<p>Level 1 requirements plus:</p> <ol style="list-style-type: none"> An additional family involvement activity annually (minimum of 2) A written family involvement plan Completed family child care ERS with an average program score of 3 Develop annual written ERS improvement plan with assistance, if requested, from Cabinet or its designee Maintain minimum average ERS score of 4 beyond 4th year Reads to children daily 	<p>Level 2 requirements plus:</p> <ol style="list-style-type: none"> An additional family involvement activity annually <i>(minimum of 3)</i> An average program score of 4.5 on family child care ERS Must score at least 5 on family child care ERS items related to use of TV. Provider limits use of TV to programs and video games regarded as good for children <i>(no more than 2 hrs/day)</i>. Activities are provided as an alternative while TV is on. 	<p>Level 3 requirements plus:</p> <ol style="list-style-type: none"> An additional family involvement activity annually <i>(minimum of 4)</i> An average program score of 5.5 on family child care ERS Accreditation by state approved national accrediting organization <hr/> <p>To qualify for Enhancement Award:</p> <ul style="list-style-type: none"> An average program score above 5.5 on family child care ERS
Training	<ol style="list-style-type: none"> Current certification standards Provider creates and implements a written training plan Introduction to KY Early Childhood Scholarship program <i>(part of STARS Overview)</i> 	<p>Level 1 requirements plus:</p> <ol style="list-style-type: none"> At least 1 staff on duty has current CPR/First Aid training 9 clock hours annually of early care and education training approved by the cabinet or its designee 	<p>Level 2 requirements plus:</p> <ol style="list-style-type: none"> Basic Orientation training for assistants 6 annual training hours for assistants Provider has a total of 18 clock hours of training annually or has entry level credential or higher and completes 9 clock hours of training annually By 4th year in STARS, provider must have CDA or higher. 	<p>Level 3 requirements plus:</p> <ol style="list-style-type: none"> Provider has received Director's Credential <u>and</u> CDA, AA or higher in Early Childhood or a related degree
Business Practices	<ol style="list-style-type: none"> Written program policies including: fees, holidays, vacation, late fees, illness, hours of operation, who may pick up a child, and a plan for how information is shared daily with parents Written parent/provider agreement 	<p>Level 1 requirements plus:</p> <ol style="list-style-type: none"> Maintain a financial program/ record-keeping system 	<p>Level 2 requirements plus:</p> <ol style="list-style-type: none"> Provide families with written daily report for children age 2 and under Parents provided with handbook that contains program's policies 	<p>Level 3 requirements plus:</p> <ol style="list-style-type: none"> Be a member of an early childhood professional organization
Regulatory Compliance	Current certification in good standing	Current certification in good standing	Current certification in good standing	Current certification in good standing

**STARS for KIDS NOW CHILD CARE QUALITY RATING SYSTEM STANDARDS
LICENSED TYPE II FAMILY CHILD CARE HOMES**

7/01/2008

	Level 1	Level 2	Level 3	Level 4
Ratios	1. Current Licensing standards; 12 maximum number children in care Age Ratio 0-1 1:5 1-2 1:6 2-3 1:10 3 and older 1:12 2. Caregiver to child ratios posted prominently.	1. Current Licensing standards; 12 maximum number children in care Age Ratio 0-1 1:5 1-2 1:6 2-3 1:10 3 and older 1:12 2. Caregiver to child ratios posted prominently.	1. Age Ratio 0 - 1 1:4 1 - 2 1:5 2 - 3 1:8 3 and older 1:12 2. Required caregiver to child ratios posted prominently.	1. Age Ratio 0 - 1 1:4 1 - 2 1:5 2 - 3 1:8 3 and older 1:12 2. Required caregiver to child ratios posted prominently.
Curriculum	3. Current licensing standards 4. Complete STARS for KIDS NOW Overview 5. Plan of program activities posted 6. Daily schedule posted 7. At least one family involvement activity annually 8. Agree to complete a curriculum assessment using family child care ERS within 12 months (<i>No minimum score</i>) 9. Second year: written improvement plan based on assessment findings in place	Level 1 requirements plus : 3. An additional family involvement activity annually (<i>minimum of 2</i>) 4. A written plan for family involvement 5. Completed family child care ERS with an average program score of 3 6. Develop annual written ERS improvement plan with assistance, if requested, from Cabinet or its designee 7. Maintain minimum average ERS score of 4 beyond 4 th year 8. Reads to children daily	Level 2 requirements plus : 3. An additional family involvement activity annually (<i>minimum of 3</i>) 4. An average program score of 4.5 on family child care ERS 5. Must score at least 5 on family child care ERS items related to use of TV. Provider limits use of TV to programs and video games regarded as good for children (<i>no more than 2 hrs/day</i>). Activities are provided as an alternative while TV is on.	Level 3 requirements plus : 3. An additional family involvement activity annually (minimum of 4) 4. An average program score of 5.5 on family child care ERS 5. Accreditation by state approved national accrediting organization <hr/> To qualify for Enhancement Award: • An average program score above 5.5 on family child care ERS
Training	10. Current licensing standards 11. Create and implement written individual training plans for director and staff annually 12. Introduction to the KY Early Childhood Development Scholarship program	Level 1 requirements plus : 9. Home offers staff opportunity to participate in KY ECD Scholarship Program, if eligible 10. 15 clock hours annually of early care and education training approved by the cabinet or its designee 11. Director: 15 clock hours annually of early care and education training approved by the cabinet or its designee	Level 2 requirements plus : 6. Staff have a total of 18 clock hours of training annually or have entry level credential or higher and complete 15 clock hours of training annually 7. Director has total of 21 clock hours training or has higher level of education and completes 18 clock hours of training annually 8. By 4 th year in STARS, director must have CDA or higher	Level 3 requirements plus : 6. Staff have a total of 21 clock hours training annually or entry level credential or higher 7. Director has Director's Credential and CDA, AA (or higher) in Early Childhood or (related) degree
Business Practices	13. Written program policies including: fees, holidays, vacation, late fees, illness, hours of operation, who may pick up a child, a plan for how info is shared daily with parents 14. Written parent/provider agreement	Level 1 requirements plus : 11. Maintain a financial program/ record-keeping system	Level 2 requirements plus : 9. Provide families with written daily report for children age 2 and under 10. Parents provided with handbook that contains program's policies	Level 3 requirements plus : 8. Be a member of an early childhood professional organization
Regulatory Compliance	Current license in good standing	Current license in good standing	Current license in good standing	Current license in good standing

Financial Incentives

Tiered Reimbursement (Referred to as Quality Incentive Award)

For Children Under 3:

Percentage of Subsidy Children in the Center	Level 2	Level 3	Level 4
1-10%	\$8.00	\$12.00	\$15.00
11-25%	\$9.00	\$13.00	\$16.00
26-50%	\$10.00	\$14.00	\$17.00
51-75%	\$11.00	\$15.00	\$18.00
76%	\$12.00	\$16.00	\$19.00

Children over 3:

1-10%	\$7.00	\$11.00	\$14.00
11-25%	\$8.00	\$12.00	\$15.00
26-50%	\$9.00	\$13.00	\$16.00
51%-75%	\$10.00	\$14.00	\$17.00
76%	\$11.00	\$15.00	\$18.00

For Family Child Care

Children Under 3:

Level 2-\$10.00

Level 3-\$14.00

Level 4-\$17.00

Children over 3:

Level 2-\$9.00

Level 3-\$13.00

Level 4-\$16.00

Quality Award

For Licensed Type I Centers

Initial Achievement Awards-

	<50 children	51-100 Children	>100 children
Level 1	\$200	\$200	\$200
Level 2	\$500	\$750	\$1000
Level 3	\$1700	\$2200	\$2700
Level 4	\$3000	\$4000	\$5000

Annual Achievement Awards-

	<50 children	51-100 Children	> 100 children
Level 3	\$850	\$1100	\$1350
Level 4	\$1500	\$2000	\$2500

Annual Enhancement Award-

	<50 children	51-100 Children	> 100 children
Level 4	\$1500	\$2000	\$2500

For Certified Family Child Care / Type II Homes

Initial Achievement Awards

- Level 1-\$100
- Level 2-\$250
- Level 3-\$500
- Level 4-\$1000

Annual Achievement Awards

- Level 3-\$250
- Level 4-\$500

Annual Enhancement Awards

- Level 4-\$500