Children's Services Council
PALM BEACH COUNTY

Quality Improvement System

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DRAFT MANUAL/SUBJECT TO REVISION

EARLY CARE AND EDUCATION CENTER MANUAL

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EARLY CARE AND EDUCATION CENTER MANUAL

Effective Date: October 1, 2007

Funded by Children's Services Council of Palm Beach County

In Cooperation with Early Learning Coalition, Inc. of Palm Beach County

In Partnership with Family Central, Inc., Palm Beach Community College, the School District of Palm Beach County, the Health Care District of Palm Beach County and The Picower Foundation

QUALITY IMPROVEMENT SYSTEM OF PALM BEACH COUNTY

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OVERVIEW

What is the Quality Improvement System?

The Palm Beach County Quality Improvement System (QIS) is a comprehensive, voluntary early care and education improvement system that seeks to enhance the quality of child care so that children from birth to age five will be healthy and ready to learn when they enter school.

Why was the QIS created?

<u>A number of recent studies have proven that h</u>igh quality early childhood experiences are a major factor in children's development and ability to succeed once they reach school and even later in life.

- o One such study, the *High/Scope Perry Preschool Study*, found that at-risk children who experienced high quality early care, had reduced incidences of criminal arrests, higher earnings, higher graduation and attendance rates, and were more committed to marriage. The study's authors concluded that high quality early childhood education is the most cost effective way to ensure our future economic development and prosperity. They further predicted that every dollar spent on high quality early childhood education will save more than seven dollars later in reduced special education, welfare and prison costs.

Other studies demonstrated that positive child outcomes are related to high quality care, the *Cost, Quality and Outcomes Study* found that quality of care in most child care centers is often only mediocre. Of the more than 400 centers studied in four states, only 8% of infant classrooms and 24% of preschool classrooms were of good to excellent quality. This study also found that 10% of the preschool programs and 40% of the infant programs were rated as having poor quality.

Taking into account this and other research, as well as the large number of working families needing child care, a group of local early childhood advocates worked for over a year to design a comprehensive, customized early care and education quality improvement system

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Goals of the Quality Improvement System of Palm Beach County:

1. To produce positive outcomes for children.

2. To provide consumer education to help parents recognize, expect and seek out quality in a child care setting.

3. To define, advocate for and obtain the resources necessary to encourage, support and promote quality early care and education.

Why should I, as a center director or owner, participate in the Quality Improvement System?

 A center director or owner sets the course for the level of quality in a center, and this course includes every aspect of the program from staff, to child, to families. The level of quality in a child care setting affects the life of every child that comes through its door and, as research has shown, this impact lasts a lifetime.

Achieving and maintaining high quality in the areas of early care and education, while at the same time being responsible for the business aspects of a center can be challenging. However, for those center directors and owners who choose to participate in the QIS, invaluable resources and supports will be available.

Components of the Quality Improvement System

The QIS consists of a number of components, including:

1) The **Six Pathways to Quality** which are proven predictors of quality are as follows:
   - Environment
   - Professional Development
   - Staff to Child Ratio and Group Size
   - Parent Involvement
   - Program (Curriculum)
   - Child Developmental Screenings

The six Pathways to Quality each have achievable standards that are assessed and reported using a weighted formula that gives a center its "Star Rating." The assessment results are used to individualize a center's improvement plan. The two "Key Pathways to Quality" are Environment and Professional Development and they are each given more weight in the assessment results. The other Pathways are called the "Supporting Pathways to Quality" and they are given slightly less weight in determining a center's Star Rating. All of the Pathways contribute to quality in an early care and education setting. In order for a child care center to achieve a Star Rating, a weighted system has been designed to account for all six Pathways following the completion of an assessment (See chart below)

Key Pathways to Quality
1. Environment= ECERS=20%; ITERS-20%
2. Professional Development=20%

Supporting Pathways to Quality
3. Staff to Child Ratio and Group Size=10%
4. Parent Involvement=10%
5. Program (Curriculum)=10%
6. Child Developmental Screenings=10%

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2) **Achievable Standards** that define each of the six Pathways to Quality. Each of the six Pathways has four levels of achievable standards that correlate with the one- to four-star ratings. These standards provide a fair system for assessing and rating a center, as well as a roadmap for achieving high quality (See Appendix, **Form 2**).

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3) **Star Ratings** that can increase as a center meets higher standards up to a 4-Star Rating. A 1-Star Rating in general means that a child care center has only met basic licensing standards. A center will be awarded an overall Star Rating after each formal assessment. While the Star Rating is an important aspect of the Quality Improvement System, a center's commitment to continuous improvement is the key to success and upward progress through the Quality Improvement System.

4) **Reliable Assessments** that ensure a fair, consistent and accurate assessment process for each participating child care center. Internationally recognized, research-based program assessment tools called the Environment Rating Scales are used to assess and rate a center's environment. To assess the other Pathways, qualified and highly reliable Program Assessors use on-site observations as well as documentation provided by the provider. A center's first assessment is the baseline assessment. The results of the baseline assessment are used by the Early Learning Coach and the Director to create a center's individual quality improvement plan(s). In year two a reassessment is conducted. Results from this second assessment are used to create a center's quality maintenance plan and determine a star rating. ***Quality enhancement payments begin after the second assessment has been completed.***

5) **Quality Improvement Supports** are available to child care centers participating in the Quality Improvement System. These include, but are not limited to, on-site technical assistance provided by highly trained and experienced Early Learning Coaches; reliable assessments done by reliable Program Assessors; director and staff professional development opportunities; scholarships; mini-grants; peer networking opportunities; quality enhancement payments to centers; educational incentive awards; WAGE$ supplements; and individual career advising for directors and staff.

6) **Consumer Education Opportunities** inform current and future parents and staff of a center's commitment to enhanced quality. Participation in the QIS demonstrates that a center cares about quality. These ratings help parents recognize, choose and expect quality in an early care and education setting. A center will be eligible to have its Star Rating publicized after it has been awarded an overall Star Rating based on a second assessment.

These components work together to create a supportive quality improvement system that leads to good outcomes for children.

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Six Pathways to Quality

1) Environment

What is it?

Due to its major influence on positive outcomes for children, Environment is one of the six Pathways to Quality that is assessed to determine a child care setting's overall Star Rating, and it accounts for 40% of a center's Star Rating. Environment can be defined as the surroundings that have been created for children and adults who share an early care and education setting. This definition includes how children are cared for and nurtured in the areas of health and safety, stimulation and learning, and relationships.

How is Environment assessed?

- The Environment is assessed using the Environment Rating Scales (ERS). The ERS are internationally known and respected assessment tools for measuring "process quality" within an early care and education setting.

- When assessing a center, a Program Assessor will randomly choose at least 50% of the classrooms to be assessed formally. The Program Assessor will use the Infant/Toddler Environment Rating Scale – Revised (ITERS-R) to assess classrooms in which the majority of children are ages 0 to 30-months. For classrooms in which the majority of children are ages 30 months and above, the Assessor will use the Early Childhood Environment Rating Scale – Revised (ECERS-R).

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2) Professional Development

What is it? Professional Development is a Key Pathway to Quality and is one of six Pathways weighted to determine a center's Star Rating. Professional Development calls for early childhood professional staff members to continuously update, expand, and apply their knowledge of child development and learning. Research has consistently shown that higher levels of staff training and education are more likely to lead to positive outcomes for children and this Pathway is weighted at 20% of the total QIS rating. Child outcomes attributed to a higher level of staff development include better interaction with adults, development of social behaviors and improved language and cognitive development.

In the Quality Improvement System, both the **level of staff education** and **annual in-service** are reviewed to determine the Professional Development Star Rating. The Star Rating is based on the percentage of staff achieving specified educational levels (staff qualifications) and in-service hours. The percentage of staff required to attain specific levels of education increases as a center moves up the star ratings. Staff education levels and annual in-service requirements for each star level are listed on the Summary Assessment Report Form. The portion of the report that shows the staff education requirements is shown below. A complete "Form 2" is included in the Appendix.

How is Professional Development assessed? Professional Development is assessed using documentation provided by the registry report. For more information regarding the registry report go to www.pbcregistry.org.   The information is used to assess an individual center's staff professional qualifications and annual in-service achievements and to determine the Star-level Rating achieved on the Professional Development pathway. Professional development hours will be accepted thirteen months prior to, but not including, the assessment month. Hours received in the current assessment month will count toward the next year's professional development. The transition year (10/1/08-9/30/09) will result in a one month reduction in a Professional Development assessment cycle. A Program Assessor will collect compiled registry reports on the first day of a center's assessment. A blank Professional Development Tracking Form is included in the Appendix as "**FORM 5**."to be used if registry reports do not reflect "very" recent trainings.
   o   What is meant by "Director Provided Training?" Directors are a great resource for training staff. Facility directors have the option to provide up to 15 hours of in service training annually to staff. Director training must be at least 2 hours in length, have a minimum of 2 learning objectives, and be pre-approved by the Palm Beach County Early Childhood Registry. To have director training approved, the director must complete and submit a Training Approval Request Form 30 days prior to delivering the training. Upon completion of the training, the director must submit a staff sign-in sheet so that Certificates of Attendance awards for each of the staff who attended training may be issued. **FORM 6** is to be used in the rare event a training event does not provide documentation of attendance.

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3) Staff-to-Child Ratio and Group Size

What is it?

Research strongly suggests that reduction in group size and staff-to-child ratios improve the interactions among adults and children in early childhood settings. Four levels of achievable standards are identified for the Staff- to-Child Ratio and Group Size Pathway. This pathway accounts for 10% of the QIS rating scale. During the assessment month an assessor will conduct a staff-to-child ratio and a group size ratio observation.

4) Parent Involvement

What is Parent Involvement?

According to NAEYC Accreditation Criteria, programs that effectively involve families are more successful in meeting the needs of children. The Parent Involvement Pathway accounts for 10% of the QIS rating scale. Parent involvement occurs in a variety of ways as an ongoing process. How parents choose to become involved will vary from individual to individual.

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5) Program

How is Program (curriculum) assessed and reported?

The three Environment Rating Scale subscales "Language and Reasoning", Activities and Program Structure are used to report on a center's "developmentally appropriate practice." In the ECERS, the subscales are "Language-Reasoning," "Activities," and "Program Structure." In the ITERS, the subscales are "Listening and Talking," "Activities," and "Program Structure." The scores for each of these subscales are listed on the Summary Assessment Report and the average classroom score for these subscales is the Program score. This pathway accounts for 10% of the QIS Star Rating.

6) Child Developmental Screening

What is Child Developmental Screening? The purpose of Child Developmental Screening is to identify children who may need further evaluation in order to determine if they have a developmental concern that might interfere with school success. The Child Developmental Screening Pathway accounts for 10% of the QIS Star Rating. An assessor will determine developmental screening compliance through a review of FCI developmental screening reports from the 3 months preceding the assessment month.

The following screenings must be given to all children, not just those children receiving subsidized care:

o Ages & Stages Questionnaires (ASQ) for children 4 to 61 months of age, completed by the parent or guardian.

o Early Screening Inventory (ESI-K) for children over 5 years and 1 month (61 months) to 6 years (not attending school) completed by the child care provider.

o If additional assessment is needed, the Comprehensive Services Program through the Health Care District will oversee this process

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Quality Supports

1) Early Learning Coaches (Technical Assistance)

What is the role of an Early Learning Coach in the QIS?

The Early Learning Coaches are certified teachers, employed by the School District. Each coach has a degree in Early Childhood Education and specialized training in the Early Childhood field. To begin a center's improvement process, an Early Learning Coach reviews a center's baseline assessment with the facility director or owner.

Jointly, the coach and director/owner produce an achievable center improvement plan with benchmarks and target dates based on the strengths and challenges identified in the assessment. Individual classroom and staff development plans may also be produced. For a center entering the program, a Coach will be assigned to a center for up to three days a week, for eighteen months. The first eighteen months will be the Intensive Phase. During this time a Coach will provide technical assistance, assist in the mini-grant process, and provide training and support to help implement improvement plans supporting all Six Pathways to Quality.

Following this Intensive Phase, a site will enter the Maintenance Phase. The Early Learning Coach will spend up to nine hours/month in the center to provide maintenance support. During the Maintenance Phase, the Early Learning Coach and the director set goals for continued improvements in all the Pathways to Quality. During the maintenance visits, the director and Early Learning Coach together develop improvement plans.

2) Assessors (Assessment Process)

All classrooms are assessed by highly trained and qualified Program Assessors. Assessors attend Environmental Rating Scale training at the internationally renowned Frank Porter Graham Child Development Institute at the University of North Carolina. This training is conducted by the authors of the scales. In order to ensure reliable assessments and interrater reliability more than one assessor may observe a classroom at the same time.

What will happen during the assessment visit?

- On the day of assessment an assessor will arrive at the center between 8:00 – 8:30 a.m.

- An ITERS or ECERS classroom will be randomly selected for assessment.

- The assessment will last approximately 3-4 hours.

- During the assessment the assessor may not interact with staff or the children, and will observe anything that is accessible to the children.

- After the assessment the assessor will need to meet with the lead teacher in a private place to conduct an exit interview. This will take an additional half hour.

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3) Mini-Grants

Is money available to help fund the cost of improving quality?

The QIS has a mini-grant program to help a center pay for costs associated with improving quality. However, many activities necessary to improve and maintain quality in a center do not typically cost money. Mini-grant dollars are to be supplementary. They are not meant to pay for a center's entire quality enhancement costs or its costs of doing business at a higher quality level.

- A participating center will be eligible for *up to $4,000 in mini-grant money (these dollars will be granted in accordance with a center's benchmarks, timeline and expenditure budget) .
- Up to $1,000 may be granted at the end of a center's first three months.
- The second $1,000 at the end of six months.
- The remaining $2,000 at the end of nine months.
- Providers with less than 25% subsidized children will receive ½ of the mini-grants up to $2000.
- Mini-grants are only available the first year of QIS and are a one-time benefit.
- If a center should choose to withdraw from QIS and re-apply later, they will not be eligible to receive additional mini-grant money.

To be eligible to receive grant dollars, a center must:

- First have its expenditure budget approved by the Expenditure Budget Review Panel (comprised of a team of Early Learning Coaches)
- Meet benchmarks set jointly with the assigned Coach

*A center may build up its grant money by delaying receipt of the money. Accumulating grant money may be beneficial if a center and coach have targeted a major purchase to assist with quality improvement. For example, if a center needs child size furniture and that furniture purchase exceeds $1,000, a center may hold onto its three-month grant allocation of $1,000. This $1,000 can be added to either or both of the six and nine month allocations of $1,000 and $2,000, respectively. This gives a center up to $4,000 to spend on one purchase. However, since grant money is only meant to supplement a center's expenditures, a center may choose to make other purchases on a timelier basis. If a center needs extra time to meet its benchmarks, the coach may extend the mini-grant opportunity up to 18 months, depending on the center's achievement of benchmarks. **Capital improvements cannot be funded with mini-grant dollars**.*

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4) <u>Director/Staff Professional Development Scholarships and Opportunities</u>

What supports are available to help with Professional Development?

- **S.E.E.K. Scholarships:**
  QIS participants are eligible for S.E.E.K. Scholarships for credit and non-credit courses, workshops and conferences specific to the field of early care and education. Scholarships also cover textbooks and additional fees associated with college enrollment.

- **Career Advising:**
  Career Advisors are available to support the professional development of individuals that are employed by participating QIS centers. Career Advisors offer guidance in selecting high-quality early childhood training and education that broaden career pathway options. They provide on site guidance to individuals in a variety of areas and assist with developing individual professional goals and objectives.

- **The S.E.E.K. Educational Incentive Awards (EIA):**
  Provides monetary awards for individuals who are employed by participating QIS centers as they achieve specific educational goals throughout their career in early childhood education. The Educational Incentive Awards are distributed annually to qualifying QIS participants.

- **Child Care WAGE$ Florida Salary Supplement Program:**
  The WAGE$ program is designed to assist directors and owners with staff retention by rewarding educational achievement and longevity. The WAGE$ Supplement program provides education-based wage supplements to early childhood teachers working with young children birth to five years of age. WAGE$ Supplements are based on the level of education already attained and continued employment at a QIS site. Qualified individuals receive payment in six-month increments after the recipient has spent a continuous six-month period in the same QIS child care center.

- **Translation and Evaluation of foreign college degrees**

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5) Quality Enhancement Payments

Besides mini-grants, how does the QIS help with costs associated with a higher quality of care? Those child care settings that exceed the 1-Star level (minimal) standards receive Quality Enhancement Payments. Payments are designed to help with costs associated with providing care that goes beyond basic licensing requirements. Enhancement payments are made for ratings at the 2-Star through the 4-Star levels at gradually increasing rates.

Children's Services Council strongly encourages child care centers participating in the Quality Rating System to utilize their Quality Enhancement Payments to support continued quality improvement activities to include, but are not limited to:

- o Staff retention activities.

- o The establishment of a budget for training and education including dollars for substitutes.

- o The purchase of developmentally appropriate materials for use by the children in care especially for those children with special needs.

To ensure that Children's Services Council funding for the Quality Enhancement Payments, which are dollars that come from public funding are used appropriately and not used for private purposes, designated staff from Children's Services Council will be visiting centers throughout the year to review documentation as to how the payments have been utilized.

How is the Quality Enhancement Payment amount determined? (Refer to page 18 Quality Enhancement Guidelines)

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QUALITY ENHANCEMENT PAYMENT GUIDELINES

1. Quality Enhancement Payments are based on the overall star rating, attendance counts (excluding school-age children) and the percentage of children in the School Readiness (subsidized) Program.

2. A center is eligible to receive payments after it has been in the Quality Improvement System (QIS) for a year and has been awarded an overall star rating based on its second assessment.

3. A center's overall star rating is based on the weighting of all six pathways.

4. Quality Enhancement Payments will be provided for star ratings of 2-Stars and above as shown in the chart below

5. A center's attendance count will be based on sign-in and out sheets from the same weeks that the School District of Palm Beach County selects for its October and February FTE counts.
   a. If a center is re-assessed during the months of November through February, that center's attendance count will be based on sign-in and out sheets taken during the same week the School District selected for its October FTE count.
   b. If a center is re-assessed during the months of March through October, that center's attendance count will be based on sign-in and out sheets taken during the same week the School District selected for its February FTE count.

6. Quality Enhancement Payments will be distributed on a quarterly basis and payments will be prorated. (The chart below lists the annual quality enhancement payment schedule, not the quarterly schedule.)

7. Quality Enhancement Payments can only be made to those centers that have current enrollment and attendance.

QUALITY ENHANCEMENT PAYMENT SCHEDULE FOR CENTERS WITH 25% OR MORE SCHOOL READINESS CHILDREN AND CENTERS ENTERING THE QIS BEFORE 8/1/05.

Attendance Count	2-Star Level	3-Star Level	4-Star Level
1-50 children	$3,000	$12,000	$18,000
51-100 children	$5,000	$14,000	$20,000
101-150 children	$6,500	$16,000	$22,000
151+ children	$8,000	$18,000	$24,000

QUALITY ENHANCEMENT PAYMENT SCHEDULE FOR CENTERS WITH 11%-24% SCHOOL READINESS CHILDREN

Attendance Count	2-Star Level	3-Star Level	4-Star Level
1-50 children	$2,000	$8,000	$12,000
51-100 children	$3,333	$9,333	$13,333
101-150 children	$4,333	$10,666	$14,666
151+ children	$5,333	$12,000	$16,000

QUALITY ENHANCEMENT PAYMENT SCHEDULE FOR CENTERS WITH 1%-10% SCHOOL READINESS CHIDREN

Attendance Count	2-Star Level	3-Star Level	4-Star Level
1-50 children	$1000	$4,000	$6,000
51-100 children	$1,666	$4,666	$6,666
101-150 children	$2,166	$5,333	$7,333
151+ children	$2,666	$6,000	$8,000

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Additional Information

1) **How do I get answers to questions or concerns I may have about the Quality Improvement System?**

The Environment Rating Scales are an internationally known, respected and widely used assessment tool. The Program Assessors using this tool have been trained and the creators of the ERS tools have verified their reliability. Therefore, it is not anticipated that facility directors or owners will question the assessment process or the results of an assessment. However, a clarification policy has been created and is included below. Other questions should be directed as follows:

If you are in the QIS and have an assigned Early Learning Coach, direct all questions to your Coach.

If you have any further questions, you may contact the Pre-K Program – Program Manager, School District of Palm Beach County, 3310 Forest Hill Boulevard, Suite C-236, West Palm Beach, Florida 33406.

2) **Clarification Policy for Assessments**

Request for Review:
a. If upon receiving its Star Rating, a child care provider needs clarification as to how the rating was determined, the center director, owner or board must submit a request for clarification in writing to Family Central, Inc. within ten (10) business days of the provider receiving its Star Rating and Summary Assessment Report. Please send requests to: Early Childhood Education Manager; Family Central, Inc., 3111 South Dixie Highway, Suite 217, West Palm Beach, FL 33405-1557.)

b. The written request for review must include a statement that identifies the specific information and/or rating that needs clarification.

c. The provider may submit additional supporting documentation along with the written request for review.

d. The Program Assessor will respond in writing within 30 days of receiving the request.

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3) **Postponement of Assessment:**

    a.   A center requesting a postponement of their annual assessment may do so in writing to FCI.

    b. A center may be granted a one-time postponement of their scheduled assessment for up to 30 days.

4) **What is a compliance review plan?**

 A site may be placed on a compliance review plan if any of the following occur:

- Target dates are consistently not being met.

- Target dates are met for only a short period of time, changes are not maintained and must be re-addressed.

- Site is cited for having one licensing violation in a three month period.

- Site turns an Assessor away at the time of assessment.

If, after three months improvement is not evident as documented on activity or maintenance records, a recommendation will be made to the QIS committee that the site not continue at this time in the QIS. In such a case, a site may re-apply to the QIS after one year. A site may only be on one compliance plan per year.

5) Staff Retention

According to The Family Center of Tampa Bay at Nova Southeastern University, staff retention is a significant issue for early care and education. Most studies indicate that:

- Employee turnover in America's high quality child care centers is three times higher than in business and five times higher then in the nation's public schools.

- Employee turnover rate at low quality centers is around 55%, while high quality centers typically average 28%. The highest-paid workers in child care centers today make less in inflation-adjusted dollars than they did almost three decades ago.

- Child care worker turnover is hardest on younger children.

- Current brain research shows that the experiences and attachments formed in the first three years of life have long lasting effects on learning.

Recommendations to increase staff retention include:

1. Participate in the 4-Star Quality Rating System, which offers professional development through scholarships, educational incentive award, WAGE$ supplement, continuing education opportunities and technical assistance (Early Learning Coaches and Career Coaches). These professional development opportunities are provided to help increase the education and skill levels of a center's current employees.

2. Higher staff salaries are linked to higher staff retention, and it is recommended that staff raises be linked to higher education levels. Centers who have achieved a two star level or higher have the opportunity of using their Quality Enhancement Payment to provide staff with increased salaries or bonuses. This benefit to QIS participating centers will assist them in decreasing staff turnover and in recruiting a more qualified and educated workforce.

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3. **Other staff benefits and work environment issues** that might help reduce turnover, include:

- o   Employee benefits, especially health care
- o   Written job descriptions
- o   Salary information
- o   Resignation and termination policies
- o   Grievance procedures
- o   Paid leave (annual, sick, personal)
- o   Retirement plan
- o   Subsidized child care
- o   Educational benefits
- o   Space to store personal things
- o   Staff lounge/break area
- o   Time for breaks
- o   Paid planning time
- o   On-site resources

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Summary of Changes

Policy	Effective Date	Section/Page #
Professional Development Pathway *Policy:* Professional Development will be assessed using documentation provided by the registry report. Program Assessors will collect compiled registry reports on the first day of a center's assessment.	October 1, 2007	Six Pathways Pg. 10
Professional Development Pathway *Policy:* Professional Development hours will be accepted thirteen months prior to, but not including, the assessment month. Hours received in the current assessment month will count toward the next year's professional development. **The transition year (10/1/08-9/30/09) will result in a one month reduction in a PD assessment cycle.	October 1, 2008	Six Pathways Pg. 10
Early Learning Coaches (Technical Assistance) *Policy:* For the Intensive Phase, a Coach will be assigned to a center for up to three days a week for eighteen months.	October 1, 2007	Quality Supports Pg. 13
Early Learning Coaches (Technical Assistance) *Policy:* For the Maintenance Phase a Coach will spend up to nine hours per month in the center.	October 1, 2007	Quality Supports Pg. 13
Mini-Grants *Policy:* Providers with less than 25% subsidized children will receive ½ of the mini-grants.	August 1, 2005	Quality Supports Pg. 15
Director/Staff Professional Development Scholarship and Opportunities *Policy:* Translation and evaluation of foreign college degrees.	October 1, 2007	Quality Supports Pg. 16
Quality Enhancement Payments *Policy:* A center's attendance count will be based on sign-in and out sheets from the same weeks that the School District of Palm Beach County selects for its October and February FTE counts.	August 1, 2005	Quality Supports Pg. 17-18

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Quality Enhancement Payments *Policy:* To ensure that Children's Services Council funding for the Quality Enhancement Payments, which are dollars that come from public funding, are used appropriately and not used for private purposes, designated staff from Children's Services Council will be visiting centers throughout the year to review documentation as to how the payments have been utilized.	July 1, 2006	Quality Supports Pg. 17
A Compliance Review Plan *Policy:* New	January 1, 2006	Additional Information Pg. 20
Form 2 (Summary Assessment Report Form) *Policy:* - Removed one Credit Class for the Lead Teacher in the 3 and 4 Star Level. - Removed one 3 Credit Class Advance Director for the Director in the 2 Star Level. - Removed second 3 Credit Class Advance Director for the Director in the 3 Star Level. - By 2008 the 4 Star levels will require completion of 12 credits for the percentage (%) of Lead Teachers/Directors as indicated. - By 2010 the 4 Star levels will require AA/AS Degree for (%) of Lead Teachers/Directors as indicated above. - In-service education and training includes GED, ESOL, preparatory courses, credit and non-credit college classes, and related workshops and conferences successfully completed with and "S", "P" or " C" and better.	October 1, 2007	Appendix
Form 5 (Professional Development Tracking Form) *Policy:* Credit and Noncredit College Classes (must complete with a "C" or better, "S" or "P").	October 1, 2007	Appendix

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Form 6 (Training Verification Form) *Policy:* Use this form to verify training, if no other formal verification given.	October 1, 2007	Appendix
Form 7 (Parent Involvement Tracking Form) *Policy:* *Credit will not be given for blank sign-in sheets.	October 1, 2007	Appendix

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The Quality Improvement System was created in collaboration with the following participants:
  Children's Services Council of Palm Beach County
  Early Learning Coalition of Palm Beach County
  The Picower Foundation
  Palm Beach Community College
  School District of Palm Beach County
  Family Central, Inc.
  Palm Beach County Health Department
  Palm Beach County Health Care District
  Palm Beach County Child Care Directors Association
  Palm Beach County Family Child Care Association
  Individual center and family child care provider

The group incorporated lessons learned from a local pilot project, the Picower Quality Child Care Initiative, and a number of national quality initiatives.

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Appendix

- Quality Improvement System Contact List

- Form 2 (Summary Assessment Report Form)

- Form 4 (Assessment Items Checklist)

- Form 5 (Professional Development Tracking Form)

- Form 6 (Training Verification Form)

- Form 7 (Parent Involvement Tracking Form)

- Application Form

QUALITY   IMPROVEMENT   SYSTEM   OF   PALM   BEACH   COUNTY

Quality Improvement System Contact List

Contact	Organization	Phone # /e-mail
Assessment:		
Barry Miller- Early Care and Education Director	Family Central, Inc.	514-3353 bmiller@familycentral.org
Cindy Phillips- Early Care and Education Manager	Family Central, Inc.	514-3381 cphillips@familycentral.org
Early Learning Coaches:		
Pat Martin- Manager, Department of Early Childhood Education, SDPBC	School District of Palm Beach County	434-8070 martinpa@palmbeach.K12.fl.us
Stacy Scott- Instructional Specialist, Department of Early Childhood Education, SDPBC	School District of Palm Beach County	629-8516 scottst@palmbeach.K12.fl.us
Sandra Tucker- Instructional Specialist, Department of Early Childhood Education, SDPBC	School District of Palm Beach County	629-85820 tuckersa@palmbeach.K12.fl.us
Professional Development:		
Debbie Mazzota-Professional Development Coordinator, PBCC Institute of Excellence in Early Care and Education (WAGE$ and Career Advisors)	Palm Beach Community College	868-3670 mazzotad@pbcc.edu
Alissa Nicholson- SEEK Career Advisor, PBCC Institute of Excellence in Early Care and Education (SEEK Scholarships)	Palm Beach Community College	868-3665 nicholsa@pbcc.edu

QUALITY   IMPROVEMENT   SYSTEM   OF   PALM   BEACH   COUNTY

Edwiygh Franck, Registry Coordinator, PBCC Institute of Excellence in Early Care and Education (Registry)	Palm Beach Community College	868-3664 francke@pbcc.edu
Quality Improvement System (QIS)		
Karen Brandi, QIS Team Lead	Children's Services Council of Palm Beach County	740-7000 ext. 2206 Karen.brandi@cscpbc.org
Melinda Cato, QIS Liaison	Children's Services Council of Palm Beach County	740-7000 ext. 2233

QUALITY   IMPROVEMENT   SYSTEM   OF   PALM   BEACH   COUNTY

FORM 2: SUMMARY ASSESSMENT REPORT FORM

Center Name:	Date:

PART I: KEY PATHWAYS TO QUALITY

1. Environment: ITERS: 20%; ECERS: 20%; *If no Infant/Toddler program - ECERS: 40%*

ITERS 1-Star ☐ ITERS: Lowest Classroom Score of 3	ITERS 2-Star ☐ ITERS: Lowest Classroom Score of 4	ITERS 3-Star ☐ ITERS: Lowest Classroom Score of 4.5	ITERS 4-Star ☐ ITERS: Lowest Classroom Score of 5+
ECERS 1-Star ☐ ECERS: Lowest Classroom Score of 3	ECERS 2-Star ☐ ECERS: Lowest Classroom Score of 4	ECERS 3-Star ☐ ECERS: Lowest Classroom Score of 4.5	ECERS 4-Star ☐ ECERS: Lowest Classroom Score of 5+

Assessor will randomly select 50% of a center's classrooms within each age group and will assess those classrooms with either the Infant/Toddler Environment Rating Scale (ITERS) or the Early Childhood Environment Rating Scale (ECERS). A center's lowest ITERS or ECERS classroom score becomes the Environment quality score. Although an ITERS/ECERS score of 5 earns a 4-Star rating, it is not probable that a classroom will score 5 or better on every item. However, the scales allow for scores up to 7 on individual items so that areas of excellence can and will affect final scores. Nationally, studies have shown that quality of care is typically lowest in Infant/Toddler classrooms, where the cost of care is the highest. For more information on the Environment Rating Scales, visit www.fpg.unc.edu.

2. Professional Development: 20% (√ = 100%)

1-Star ☐ Licensing Standards For Teaching Staff and Facility Director	QRS Benchmarks and Staff Qualifications	2-Star ☐ For 3 or fewer staff, ed. & training requirement applies to 1/3 of staff			3-Star ☐ For 3 or fewer staff, ed. & training requirements applies to 2/3 of staff			4-Star ☐ For 3 or fewer staff, ed. & training requirement applies to all of staff		
		Assoc. Teacher	Lead Teacher	Facilty Director	Assoc. Teacher	Lead Teacher	Facilty Director	Assoc. Teacher	Lead Teacher	Facilty Director
Teaching Staff • Registered for the 40-hour training within 90 days of hire • 40-hour certification completed within one year of hire • National CDA or CDAE teacher per 20 to 39 children and a second for each additional 20 children **Facility Director** • Florida Foundation Level Dir. Credential	**40-Hour Certification + 5 Hour Literacy or Approved Equivalent**	75%	√	√	80%	√	√	90%	√	√
	HS Diploma or GED	25%	√	√	50%	√	√	75%	√	√
	CDA/CDAE/ FL School Age +	*25%	75%	√	*50%	90%	√	*75%	√	√
	12 ECE Cr. Hrs. in CCC or Specialized Area or 12 Credits in AA or AS or BA or BS degree program								** 25 % by October 1, 2008 Directors included	
	Foundation Dir. Completed			√			√			
	Advanced Dir. Completed									√
	AA or AS								***25% by October 1, 2010 Directors included	
	BA or BS									
	MA or MS									
10 Hr State Inservice Requirement	**Annual 50 Points Inservice Requirement**	50%	50%	√	75%	75%	√	90%	90%	√
		See top of next page for Overview of 50 Points for Individual Professional Staff Member								

* Associate Teachers must be enrolled in a CDA program within six months of hire and completed within 2 years of hire date
** By 2008 the 4 Star level will require completion of 12 credits for the percentage (%) of Lead Teachers/Directors as indicated above
*** By 2010 the 4-Star levels will require AA/AS Degree for the percentage (%) of Lead Teachers/Directors as indicated above

• **Professional Staff:** includes facility director and assistant director; lead teachers; associate teachers, and curriculum/education specialists, 'floater', permanent subsitute.
• **Facility Director:** the full-time administrative person at a single site.
• **Lead Teacher:** (a minimum of 1 per classroom) person primarily responsible for a group of chidlren for the majority of the day, duties may vary by site. Lead teacher category requirements apply to certain other professional staff - assistant director and curriculum/education specialists.
• **Associate Teacher:** teaching personnel other than the lead teacher needed to meet the minimum ratio requirements; does not require an associate's degree.
• **Only accredited high schoool diplomas** are accepted by institutions of higher learning.
• **Inservice education and training** includes GED, ESOL, preparatory courses, credit and non-credit college classes, and related workshops and conferences successfully completed with an "S", "P", or "C" and better. First aid and CPR are not counted as inservice hours.
• **Education and Training Hours**: 3 credit hours = 45 clock hours; 1 CEU = 10 clock hours; and each clock hour = 1 hour

Individual Professional Staff Member - Annual "50 Points" In-Service Overview

Use Column A to determine points earned for highest level of Education
Use Column B to determine Required Annual Inservice Hours

Use Column C to reduce number of required inservice hours by: 1) 5 points maximum for three years of documented full time service in current setting or for same provider;   2) 5 points maximum per assessment period for approved professional contributions
(Bonus points for Experience and Professional Contributions are subtracted from Inservice Points to reduce the total inservice hours required.)
50 Points - Column A Pts _____ = Column B Inservice Hrs _____ - Column C Credits _____ = _____Total Inservice Hrs Required

Column A: Education Points Earned			Column B: Inservice Hours Required	Column C: Credits Earned to Reduce Inservice Hours
Highest Level of Education	**Points**		**In-service Hours**	Experience and/or Professional Contribution "Credits" Reduces Required Inservice Points by:
40-Hour Certificate	5		45	1. 5 points maximum for three years of documented full time service in current setting
CDA Equivalent / FL School Age Certificate	10		40	
CDA Nat/Foundation Director Credential (non-dir. only)	15		35	
Advanced Director Credential	20		30	2. 5 points maximum per assessment period for approved professional contributions
Child Care Credential or 12 ECE Credit Hours in Specialized Area	25		25	
AA/AS	30		20	
BA/BS	40		10	

PART II: SUPPORTING PATHWAYS TO QUALITY

3. Staff –to- Child Ratio and Group Size: 10%

1-Star ☐		2-Star ☐			3-Star ☐			4-Star ☐		
Current Licensing Standards*				**Max. Group Size**			**Max. Group Size**			**Max. Group Size**
Age	**Ratio**	**Age**	**Ratio**		**Age**	**Ratio**		**Age**	**Ratio**	
0-12 (infants)	1:4	0-12 (infants)	1:4	8	0-12 (infants)	1:4	8	0-12 (infants)	1:4	8
12-24 (toddlers)	1:6	12-24 (toddlers)	1:6	12	12-24 (toddlers)	1:6	12	12-24 (toddlers)	1:5	10
2 year olds	1:11	2 year olds	1:9	18	2 year olds	1:8	16	2 year olds	1:6	12
3 year olds	1:15	3 year olds	1:13	26	3 year olds	1:12	24	3 year olds	1:10	20
4/5 year olds	1:20	4/5 year olds	1:16	32	4/5 year olds	1:13	26	4/5 year olds	1:10	20

Ratios are based on the age of the majority of children in multi-age level groupings; if a group is evenly mixed, the ratio for the youngest group prevails. In groups containing infants, 1-year-olds or 2-year-olds, the ratio for the youngest child prevails. Five-year-old children who turn five after the cutoff deadline of September 1 are placed in four-year-old classrooms until the following year.   **Current Licensing Standards do not define group size.**

4. Parent Involvement: 10%

1-Star ☐	2-Star ☐	3-Star ☐	4-Star ☐
Licensing Requirements: ▪ Open Door Policy to child's classroom ▪ Parent Handbook giving current policies	▪ Open Door Policy to child's classroom ▪ Parent Handbook stating current policies ▪ Updated Bulletin Board(s) ▪ Child Development Milestone Information to parents minimum once a year ▪ 1 Group Parent Meeting	▪ Open door policy to child's classroom ▪ Parent Handbook stating current policies ▪ Updated Bulletin Board(s) ▪ Child Development Milestone Information to parents minimum once a year ▪ 2 Group Parent Meetings ▪ Written Monthly Communication ▪ On-Site Parent Resource Space ▪ Minimum of 1 Parent/Teacher Conference ▪ Monthly Parent/Child Activity Suggestions ▪ Minimum of 1 Informational Workshop ▪ Parent Involvement in Center/Classroom	▪ Open door policy to child's classroom ▪ Parent Handbook stating current policies ▪ Updated Bulletin Board(s) ▪ Child Development Milestone Information to parents min./1 yr ▪ 3 Group Parent Meetings ▪ Written Monthly Communication ▪ On-Site Parent Resource Space ▪ Minimum 2 Parent/Teacher Conferences ▪ Monthly Parent/Child Activity Suggestions ▪ Minimum of 2 Informational Workshops ▪ Parent Involvement in Center/Classroom ▪ Parent Council that Meets Min. once a yr. ▪ At least one activity must encourage male participation

5. Program: 10% Utilizes Research Based Developmentally Appropriate Practice with Active Learning

1-Star ☐ Average Score 3	2-Star ☐ Average Score 4	3-Star ☐ Average Score 4.5	4-Star ☐ Average Score 5

List the average ITERS /ECERS Star Rating scores for Language, Activities, and Program Structure on the right. Add scores, divide by the number of scores to average, and determine the Star Rating as shown.

ITERS Listening & Talking _____	ECERS Language-Reasoning _____
ITERS Learning Activities _____	ECERS Activities _____
ITERS Program Structure	ECERS Program Structure

Sum of ITERS/ECERS Average Scores _____ divided by _____ (6, or if no Infant/Toddlers, 3) = _____ Overall Average Score

6. Child Developmental Screenings: 10% – Utilizes Coalition Approved Tools & Frequency Schedules

1-Star ☐	2-Star ☐	3-Star ☐	4-Star ☐
Utilizes Coalition approved tools and frequency schedules for: • 90% of all subsidized children	Utilizes Coalition approved tools and frequency schedules for: • 90% of all subsidized children • 50% of non-subsidized children	Utilizes Coalition approved tools and frequency schedules for: • 90% of all subsidized children • 75% of non-subsidized children	Utilizes Coalition approved tools and frequency schedules for: • 90% of all subsidized children • 90% of non-subsidized children

PART III: SUMMARY OF STAR RATINGS

To determine the Overall Points and the final Star Rating:
- Put the Star Rating from each of the six Pathways to Quality in Column 3
- Put the Star Rating points on the first open line in Column 4; multiply the number by the Weighting, which gives the points earned.
- Add up the Points Earned and enter the number on the bottom row after "Overall Points."
- Use the Overall Point Scale on the right to determine the Final Star Rating and put the rating on the line in the bottom row

* *If a center has no Infant/Toddler program, the ECERS score = 40%; calculate using the ECERS Only brackets. For Centers with ITERS and ECERS classrooms, disregard the ECERS Only brackets.*

WEIGHTED POINT SCALE

Weighted Points Earned	Star Rating Awarded
10 - 15	1-Star
16 – 25	2-Star
26 – 34	3-Star
35 – 40	4-Star

(1) CRITERIA Individual Pathways Star Ratings are weighted to determine the Overall Rating		(2) PERCENTAGE= WEIGHTING Key for determining Rating	(3) STAR RATING from each of the Pathways	(4) POINTS EARNED = Put Star Rating from Column 3 on line; multiply and put answer on final line; add for Overall Points
1. Environment	ITERS (Infant/Toddler)	20% = 2	__-Star	2 x __ -Star = __ weighted points
	ECERS (Preschool)	20% = 2	__-Star	2 x __ -Star = __ weighted points
	*ECERS Only	*[40%=4]	*[__-Star]	*[4 x __ -Star = __ weighted points]
2. Professional Development		20% = 2	__-Star	2 x __ -Star = __ weighted points
3. Staff-to-Child Ratio/Group Size		10% = 1	__-Star	1 x __ -Star = __ weighted points
4. Parent Involvement		10% = 1	__-Star	1 x __ -Star = __ weighted points
5. Program (Curriculum)		10% = 1	__-Star	1 x __ -Star = __ weighted points
6. Child Developmental Screenings		10% = 1	__-Star	1 x __ -Star = __ weighted points
Overall Total		100% = 10		Sum of Weighted Points = __ = __- Star Rating

1-Star ☐ 10-15 Points	2-Star ☐ 16-25 Points	3-Star ☐ 26-34 Points	4-Star ☐ 35-40 Points
★☆☆☆	★★☆☆	★★★☆	★★★★

PART IV: ACKNOWLEDGEMENT

I _____ the center/facility director or owner/operator

acknowledge receipt of the Quality Assessment Summary report.

Date:

Reviewer Signature:	Date:

Provider Signature :	Date:

FORM 4: ASSESSMENT ITEMS CHECKLIST

YES	NO	ITEMS FOR THE PROGRAM ASSESSOR
		1. Roster of Enrolled Children
		2. Staffing Plan/Classroom Assignments (to include number of children and number staff per classroom)
		3. FORM 5: PROFESSIONAL DEVELOPMENT TRACKING FORM for each professional staff member* and **FORM 6: CLOCK-HOUR TRAINING VERIFICATION FORM** (if needed to verify Form 5 training)
		4. FORM 7: PARENT INVOLVEMENT TRACKING FORM

*Professional Staff: includes facility director, assistant director, lead teacher, associate teacher, and curriculum and education specialists.

Facility Director: full-time administrative person at a single site**.**

Lead Teacher: (a minimum of one per classroom) person primarily responsible for a group of children for the majority of the day; duties may vary by site.

Associate Teacher: teaching personnel other than the lead teacher needed to meet the minimum ratio requirements- does not require an associate's degree**.**

FORM 5: PROFESSIONAL DEVELOPMENT TRACKING FORM

Individual Staff Name:	Date of Hire:

Title: Director ☐   Asst. Director ☐   Lead Teacher ☐   Assoc. Teacher ☐   Ed./Curriculum Specialist ☐

Center Name:	Center Assessment Date:

QIS BENCHMARKS AND STAFF QUALIFICATIONS
List All Certificates, Degrees and/or Credentials Earned.

	Date Completed	* List Type of Verification Attached
High School Diploma or GED		
45-Hour Certification		

	Enrolled w/in 6 months	**Completed**	**Renewal Date**	
CDA-E or FCCPC, ECPC, CCAC (April 2007)				
National CDA or NECC (April 2007)	N/A			
College Credit Certificate or 12 college credits in AA/AS degree program				
Foundation Level or Level I or Level II (April 2007) Director Credential				
Advanced Level Director Credential				
AA/AS Degree				
BA/BS Degree				
MA/MS Degree				

EDUCATION
Use this section to record college credit courses completed. Attach transcript.

List Course(s)	Hours Earned	Date Completed	* List Type of Verification Attached
ECE Cr. Hrs, in CCC or Specialized Area or college credits in AA/AS or BA/BS degree program			

* Acceptable verification of training and education includes:
1. Transcripts for Credit and Noncredit College Classes(must complete with a "C" or better, "S" or "P").
2. Form 6: Clock-Hour Training Verification Form - for Conferences and Workshops in the Field of Early Care and Education.
3. Certificate of Attendance (must have hours of attendance and presenter's signature) for Conferences and/or Workshops
4. CDA-E or FCCPC, ECPC, CCAC (April 2007) Certificate (from an approved training agency) or a current National CDA or NECC Certificate (April 2007)
5. Florida Director's Credential – Foundation Level or Level I or Level II (April 2007) and/or Advanced

ADDITIONAL EDUCATION

List College Credit Courses; Attach Pages as Needed

(one (3 credit) college level course equals 45 in-service hours)

List Course(s)	Hours Earned	Date Completed	*List Type of Verification Attached

TRAINING

List Non-Courses, Workshops, Seminars, etc. Completed Within the Past Year; Attach Pages as Needed

List Course(s)	Hours Earned	Date Completed	*List Type of Verification Attached

* Acceptable verification of training and education includes:
1. Transcripts for Credit and Noncredit College Classes (must complete with a "C" or better, "S" or "P").
2. Form 6: Clock-Hour Training Verification Form - for Conferences and Workshops in the Field of Early Care and Education.
3. Certificate of Attendance (must have hours of attendance and presenter's signature) for Conferences and/or Workshops
4. CDA-E or FCCPC, ECPC, CCAC (April 2007) Certificate (from an approved training agency) or a current National CDA or NECC Certificate (April 2007)
5. Florida Director's Credential – Foundation Level or Level I or Level II (April 2007) and/or Advanced

FORM 6: TRAINING VERIFICATION FORM
Use this form to verify training if no other formal verification given

I completed the following event for which a certificate was not issued:
Please check one:
- ☐ **Workshop**
- ☐ **Conference**
- ☐ **Other** _____

Participant Name:	**Center Name:**

Title of Training:	**Date of Training:**	**Time of Training:**

Location:	**Number of Training Hours: (minimum 2 hours)**

Sponsoring Organization:

Name of Presenter:	Contact Telephone Number:

Content Area (Core Knowledge Areas(check one below):

- ☐ **Child Growth, Development & Learning**
- ☐ **Learning Environment**
- ☐ **Observation & Assessment**
- ☐ **Adult-Child Interaction/Guidance**
- ☐ **Program Structure/Curriculum**
- ☐ **Health, Safety & Nutrition**
- ☐ **Diversity**
- ☐ **Early Literacy Special Needs/Inclusion**

- ☐ **Family, Parent & Community Involvement**
- ☐ **Administration/Management**
- ☐ **Environmental Rating Scales**
- ☐ **Developmentally Appropriate Activities**
- ☐ **CPR/First Aid**
- ☐ **Child Abuse/ Neglect**
- ☐ **Other**_____

I verify that I attended the above listed event: **Signature of Attendee**	**Date:**

Mail completed form to:
Palm Beach Community College
Institute of Excellence
Early Childhood Registry
812 Fern Street
West Palm Beach, FL 33401

FORM 7: PARENT INVOLVEMENT TRACKING FORM

		Check-off for Center Director	Rating Completed by Assessor	
Center Name	**Date of Assessment:**			
▪ *A Check-Off Column Is Provided for Items To Be Attached To This Form* ▪ *The Two Columns on the Far Right Are to Be Completed by the Program Assessor* ▶ ▪ *Items for Observation Only are Indicated by N/A* ▪ *Attach Documentation to this Form*				
Standard	**Documentation**		**Yes**	**No**
1) Open Door Policy to Child's Classroom	1) Attach Notification of Policy to Parents			
2) Parent Handbook with Current Policies	2) Attach Copy of Parent Handbook			
3) Group Parent Meetings 1 meeting- 2 star 2 meetings- 3 star 3 meetings- 4 star	3) Attach Meeting Announcement and Sign-in Roster * for Each Group Parent Meeting Held During the Year			
4) Child Development/Milestone Information Sent Home to Parents Once a Year	4) Attach Copy of Developmental/Milestone Information Sent Home with Date(s) of Distribution			
5) Updated Parent Bulletin Board	5) Observed by Assessor (no attachment)	*N/A*		
6) Individual Parent/Teacher Conferences 1 conference per child per year- 3 star 2 conferences per child per year- 4 star	6) Attach Conference Sign-in log * and Appointment Sheet			
7) Monthly Parent/Child Activity Suggestions	7) Attach Copies of Activity Information Sent Home with Date(s) of Distribution			
8) Informational Workshops **1 workshop- 3 star** **2 workshops- 4 star**	8) Attach Workshop Summaries and Sign-in Rosters *			
9) Parent Involvement in the Center/Classroom	9) Attach Volunteer Sign-in Sheets/Volunteer Opportunity List			
10) Written Communication	10) Attach Newsletter, etc. with Date(s) of Distribution			
11) Parent Resource Space On-Site	11) Observed by Assessor (no attachment)	*N/A*		
12) Minimum of 1 Activity that Specifically Encourages Male Participation (in areas of parent meetings, conferences, activity suggestions, informational workshop, etc.)	12) Attach Summary of Male Participation Activity with Sign-in Roster *			
13) Parent Council that Meets Minimum of Once a Year	13) Attach Announcement/Summary of Meeting and Sign-In Roster*			

* Credit will not be given for blank sign-in sheets.

Quality Improvement System

FORM 1: APPLICATION FORM

Section 1: Center Information (Please Print)

Center Name		Email Address		
Address	City		State	Zip
Owner		Center Phone		
Director		Fax		

Is Your Center Accredited? If so, by whom?		Is Center Exempt from Licensing?
If licensed, How long has this center been licensed by current owner? _____		Subsidized Rate Agreement with Family Central: Yes_____ No_____

Licensed Capacity: **Current Enrollment** (Birth-5)   **Num. of Subsidized Children:**
(Birth – 5 years)

Please list number of classrooms by age groups: (Example: 1- Infant class, 4- Two year old classes, etc)

Section 2: Center Agreements

If admitted into the Palm Beach County Quality Improvement System, We will agree to the following:

1. As Director/Owner/ Board Chairperson, we understand that our facility must maintain its licensure status and compliance with licensing standards, have held a valid license for a year, and have a valid Rate Agreement with Family Central.
2. We agree that a designated staff will complete a training course on the Environment Rating Scales, both ECERS and ITERS, and/or related QIS trainings within one year of our facility's baseline assessment.
3. We agree to allow a Program Assessor to conduct the appropriate Environment Rating Scale assessments at our facility for our initial and annual assessments and agree to document and provide information on staff development, parent involvement, and program implementation for those assessments.
4. We are willing to have an Early Learning Coach on-site to provide technical assistance to the Director and/or staff for up to 3 days a week for a period of 18 months, after this period we are willing to accept maintenance visits by an Early Learning Coach up to 9 hours per month, for as long as we choose to be a participant of the QIS System.
5. We agree to create center improvement plan(s) with our Early Learning Coach, which plan(s) sets benchmarks, and we agree to meet those benchmarks with staff.
6. We agree to support the creation of professional development plan(s) for the center and individual staff members with a Career Advisor, and to support staff's efforts to attend trainings, classes and workshops to the fullest extent possible.
7. We support the implementation (or maintenance, if existing) of a developmentally appropriate, research based, active learning curriculum at our center.
8. We agree to attend all meetings, such as regular director/owner meetings, required by the Quality Improvement System or to send a representative if we are unable to attend, due to illness, vacation, etc.
9. We understand that the purpose of the Quality Improvement System is to enhance quality in child care settings to improve child outcomes and that we may be eligible for quality enhancement payments if we attain a 2-Star rating or above after our 18-month assessment.
10. We agree to join the PBC Early Childhood Registry (Director and all staff).
11. We understand that if there is a change in owner and/or director we will notify Family Central, Inc. in writing, within two weeks.
12. We understand that no one answer on this Application Form will disqualify our center from participation in the Quality Improvement System and agree to answer all questions, including those on the attached pages.

Signature of Owner (if unincorporated) or President/Board Chairperson (if incorporated)

Printed name	Title	Date
Signature of Center Director		Date

Section 3: Staff Tenure and Education

Center Name

1. List all professional personnel. For categories of Personnel, see column listed as "Professional Staff." List staff by group in the order given under Professional Staff. Run off additional sheets if needed. Put center name on each sheet.
2. Check above each box for all items that apply to the each staff member.

List _all professional_ staff members

Mark:
  Full Time = FT
  (20+ hrs per week)
  Part Time = PT
  (Less than 20 hrs per week)

Professional Staff
List staff by **group in the following order:**

D=Director
AD=Asst. Director
LT= Lead Teachers
AT=Associate Teachers
ES=Education (Curriculum) Specialists

Age Group of Class Assignment

Primary Language Spoken

E=English
S=Spanish
C=Creole
O=Other

Years or Months at this Site

Credentials and Degrees _(_
HS= High School Diploma
GED= Valid Diploma Credential
CDA= National or Equivalency Credential
Foun Dir.= Foundation Level Director's Credential
Adv Dir.= Advanced Level Director's Credential
AA/AS= Two Year Degree
BA, MA =Bachelor's Degree or Master's Degree
Major= Write in Degree Major

Check/Complete all that apply)

Name	FT or PT	D	AD	LT	AT	ES	Age Group	E	S	C	O	Years/Months	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
Ex. Jan Smith	FT	√					No Classes		√			2 yr.			√			√	√ (AA)	Business			√ (MA)	
Ex. Ann Casey	PT		√				0-12 mo.	√				8 mo.	√					√ (Adv Dir)			√ (BA)	History		
1.																								
2.																								
3.																								
4.																								
5.																								
6.																								

Section 3: Staff Tenure and Education

Center Name

#	D	AD	LT	AT	ES	E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
7.	D	AD	LT	AT	ES	E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
8.	D	AD	LT	AT	ES	E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
9.	D	AD	LT	AT	ES	E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
10.	D	AD	LT	AT	ES	E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
11.	D	AD	LT	AT	ES	E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
12.	D	AD	LT	AT	ES	E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
13.	D	AD	LT	AT	ES	E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
14.	D	AD	LT	AT	ES	E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
15.	D	AD	LT	AT	ES	E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
16.	D	AD	LT	AT	ES	E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
17.	D	AD	LT	AT	ES	E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
18.	D	AD	LT	AT	ES	E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major

Section 3: Staff Tenure and Education

Center Name

#											HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
19.	D	AD	LT	AT	ES		E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
20.	D	AD	LT	AT	ES		E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
21.	D	AD	LT	AT	ES		E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
22..	D	AD	LT	AT	ES		E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
23.	D	AD	LT	AT	ES		E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
24.	D	AD	LT	AT	ES		E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
25.	D	AD	LT	AT	ES		E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
26.	D	AD	LT	AT	ES		E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
27.	D	AD	LT	AT	ES		E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
28.	D	AD	LT	AT	ES		E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
29.	D	AD	LT	AT	ES		E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major
30.	D	AD	LT	AT	ES		E	S	C	O	HS	GED	CDA National	CDA Equiv	Foun Dir	Adv Dir	AA AS	AA or AS Major	BA BS	BA or BS Major	MA MS	MA or MS Major

Section 4: Current and Future Quality

Please **briefly** answer the questions below. You may use additional sheets of paper if needed. ***Make certain your center's name is on each additional sheet***.

1. **Does the director or director/owner have teaching and/or other school responsibilities on a daily basis, such as after school pick-up, early morning care, substitute duties, etc.? If yes, please explain.**

2. **List and explain the strengths and weaknesses of the director.**

3. **List and explain the strengths and weaknesses of your program (center).**

Name of Center: _____

4. In what areas do you feel your staff members need training?

5. In what areas do you (as the facility director) feel you need training?

6. Describe how you (as the facility director) have made or will make arrangements to allow staff members to attend trainings, classes and/or workshops.

Name of Center:_____

7. How do you define and measure quality in early care and education?

8. What have you done to improve quality at your site?

9. Have you informed your staff about the QIS? If yes, please explain. If no, how do you plan to inform your staff?

10. Please attach your center's last two Licensing Inspection Reports and if your center is not currently in compliance, please explain.

Name of Center: _____

11. In what areas do you (as the facility director) see room for change or improvement?

By 5:00 p.m., (Date Due), mail, hand-deliver, or fax this completed form (and copies of your last two Licensing Inspection Reports) to:

> **Mr. Barry Miller**
> **Director of Early Childhood Education**
> **Family Central, Inc.**
> **3111 South Dixie Highway**
> **Suite 217**
> **West Palm Beach, FL 33405-1557**
> **Fax; 561-514-3353**

If you have questions about this Application Form or the Quality Improvement System, please call (561) 514-3300 and ask for the Quality Improvement System contact.

Checklist:

_____ I have completed all questions on this form.

_____ I have written my Center's name on all attached sheets of paper.

_____ I have attached a copy of my last two Licensing Inspection Reports.

_____ I have submitted a copy of my current License.

_____

Signature of Director   Title   Date

_____

Signature of Owner or President/Board Chair   Title   Date

Name of Center:_____