

THE CHILD CARE QUALITY RATING SYSTEM (QRS) ASSESSMENT



Louisiana Quality Start Child Care Rating System

QRS Profile

April 2010



MATHEMATICA
Policy Research, Inc.



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Prepared for:**Office of Planning, Research and Evaluation**

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Child Care Quality Rating System (QRS) Assessment Study

PROFILE

Site:	Louisiana
Program Name:	Quality Start Child Care Rating System
Respondents:	Gail Kelso Louisiana Department of Social Services, Division of Child Care and Early Childhood Education, Quality Improvement Unit
Information Reviewed and Finalized:	March 17, 2010

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Louisiana – Quality Start Child Care Rating System

Program Information

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

Site name:	Louisiana
Program name:	Quality Start Child Care Rating System
Service area:	Statewide
Pilot:	No
Date full program launched:	January 2007
Voluntary:	Yes
Website:	www.qrslouisiana.com
Eligible programs:	Center-based programs, Head Start/Early Head Start, pre-kindergarten/comprehensive early childhood programs.
Source of funds for eligible public program:	Pre-kindergarten/comprehensive early childhood programs are eligible for Quality Start if they have a child care license. Funds for these programs vary each budget year.
Total numbers of programs participating:	643
Number of participating child care centers:	643
Percent of total programs enrolled in QRS:	33.8% (1899 total licensed centers in Louisiana)
Percent of programs at each rating level:	486 (1 Star) = 76% 120 (2 Stars) = 19% 16 (3 Stars) = 2% 18 (4 Stars) = 3% 3 (5 Stars) = less than 1%
Goals:	The goal of a QRS is to increase the quality of child care and early learning for all children throughout Louisiana, and to give parents and consumers the ability to understand, assess, and demand higher quality.
Language from statute:	Language in Rule-link: http://stellent:8080/LADSS/outlineSections.do?partID=529&agency=OFS&chapterID=161

Rating Details

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

Rating structure:	Combination
Number of levels:	5
Length of time rating is valid:	2 years; A midpoint review process is completed at 1 year to ensure that standards are still met.
Rating process:	Licensed programs enter the QRIS at 1 Star. If programs apply to meet a higher level, they must fill out the required documentation and have an observational assessment.
Method of combining points:	<p>One star is equivalent to compliance with licensing regulations. To receive 2 stars, programs must meet all the standards for 1 star, be in operation for 6 months, and meet the standards for 2 stars. After achieving 1 star, a program may decide to meet requirements for a higher star rating. A program must meet all of the requirements for each standard at a specific star level to receive that star rating. If a program chooses to achieve 3 stars or higher, the program must maintain all requirements of the 2 star rating and earn points in Program and Staff Qualifications. A "Quality Point" may also be earned by meeting additional criteria. The total number of points will determine the star rating awarded to the program.</p> <p>3-5 points= 3 stars 6-9 points= 4 stars 10-11 points= 5 stars</p>
Method used to assess programs for infants/toddlers:	Yes. The Infant Toddler Environment Rating Scale – Revised is used.
Method used to assess programs for school-aged children:	No
Different process used to assess family child care:	N/A
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 location, new director, teacher turnover (50% or greater), or change in ownership
Description of re-rating trigger:	A mid-point review is conducted for each program at the one year mark. This review ensures that the program continues to meet the standards for their current star rating.

Appeal process:	No
Availability of technical assistance for rating process:	Yes
Description of technical assistance for rating process:	Programs may call a Quality Start Specialist (1 per region of the state) or Local Resource & Referral agency for assistance.
Availability of technical assistance for preparatory process:	No

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:	4
Site-specific names of categories used in the QRS:	Administration Practices Family and Community Involvement Program Staff Qualifications (Quality Points may be earned in Family and Community Involvement and Administration Practices)

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:	Yes
Licensing compliance referred to within:	N/A
Source of evidence:	Documentation submitted (licensing compliance survey).

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>To receive a star rating greater than 2, programs must earn additional points in both the Program and Staff Qualifications indicators. Staff: Child Ratios and Group Size requirements are set at star levels 3 and higher.</p> <p>3 points: 0-12 months-1:4, 8 13-24 months-1:6, 12 25-36 months-1:8, 16 3 yrs-1:10, 20 4 yrs-1:12, 24 5 yrs-1:15, 30</p> <p>4 points: 0 - 12 months-1:4, 8 13 – 24 months 1:6,12 25 – 36 months 1:8, 16 3 yrs 1:10, 20 4 yrs 1:12, 24 5 yrs 1:15, 30</p> <p>5 points: 0-24 months-1:4, 8 2 yrs-1:6, 12 3 yrs-1:8, 16 4 yrs-1:10, 20 5 yrs-1:10, 20</p>
Ratio and group size referred to within:	Program
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) include	Yes
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Range of recognized ERS scores:	3.75-5.0 or higher
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Description:	<p>1 point: An average of 3.75 on the designated social-emotional subscale of the Environment Rating Scales (ERS) 4, with no one classroom score lower than 3.0 on the social-emotional subscale.</p> <p>2 points: An average of 4.0 on the designated social-emotional subscale of the ERS, with no one classroom score lower than 3.0 on the social-emotional subscale.</p> <p>3 points: An average of 4.25 on the designated social-emotional subscale of the ERS, with no one classroom score lower than 3.25 on the social-emotional subscale.</p> <p>4 points: An average of 4.5 on the designated social-emotional subscale of the ERS, with no one classroom score lower than 3.5 on the overall ERS.</p> <p>5 points: An average of 5.0 on the overall ERS, with no one classroom score lower than 4.0 on the overall ERS.</p>
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Additional indicators related to the environment (e.g., activities, interactions, specific features):	Arranging space by interest area, providing developmentally appropriate material.
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At 2 Stars, programs must make four of the following activity areas available daily: art and creative play, children's books, blocks and block building manipulatives, family living and dramatic play.

Environment referred to within:	Program
Environment source of evidence:	Documentation submitted; observation.
Comments:	The designated social-emotional subscale of the ERS is defined as consisting of the following subscales: -ITERS-R - Listening and Talking, Interaction and Program Structure; -ECERS-R - Language-Reasoning, Interaction and Program Structure

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:	Yes
Description:	<p>4 points:</p> <p>-Written transition procedures for children moving within a program or to other programs or beginning school.</p> <p>5 points:</p> <p>-Provide a plan for continuity of care for all children 0-36 months of age.</p> <p>4 & 5 points levels:</p> <p>-Programs that must complete screening for social-emotional development. They must use a recommended instrument within 45 calendar days of enrollment and annually after that.</p>
Child assessment review process:	No
Approved child assessments identified:	Yes
List of approved child assessments:	<p>Ages and Stages Questionnaire-Social-Emotional (ASQ-SE)</p> <p>The Early Childhood Screening Assessment (ECSA)</p> <p>The Brief Infant-Toddler Social Emotional Assessment (BITSEA)</p> <p>Preschool Kindergarten Behavior Scale (PKBS)</p>
Child assessment referred to within:	Program
Child assessment source of evidence:	Documentation submitted, observation

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, years of experience
Indicators for directors include:	Education, training, years of experience
Directors qualifications related to administration and management	Yes
Administrative and management qualifications included in the indicators:	<p>Credits and experience in administration are required at each level.</p> <p>A National Administrator’s Credential is one option within the Staff Qualifications indicator.</p>
Bachelors degree indicator for director:	No
Bachelors degree indicator for teacher:	No
Bachelors degree indicator for assistant teacher:	No
Description:	<p><u>2 Stars:</u> <i>Directors and teachers must join and maintain a record with the Louisiana Pathways Child Care Career Development System. Director must attend three hours of Introduction to ERS training.</i></p> <p>Director (on site) -Three semester hour credits in the care of young children or child development and three semester hour credits in administration and one year of experience in teaching young children in an early childhood program.</p> <p>Assistant Director -Three semester hour credits in the care of young children or child development.</p> <p>Teacher -75% of lead teachers must meet one of the following: Complete a three semester hour credit course in the care of young children or child development² from a list of approved courses, or enroll in the course and complete within one year of employment.</p> <p><u>1 point:</u> <i>All teachers and directors complete three hours of Introduction to ERS training.</i></p>

Director (on site)

-Six semester hour credits in the care of young children or child development and three semester hour credits in administrative coursework and one year of experience teaching young children in an early childhood program.

Assistant Director

-Three semester hour credits in the care of young children or child development.

Lead Teacher

-All lead teachers must complete three semester hour credits in the care of young children or child development from a list of approved courses or enroll in the course and complete the course within one year of employment.

Assistant Teacher

-Fifty percent of assistant teachers must have completed or be enrolled in three semester hour credits in the care of young children or child development and complete the course within one year of employment.

2 points:

All teachers and directors complete three hours of Introduction to ERS training.

Director

-Nine semester hour credits in the care of young children or child development, and three semester hour credits in administrative coursework and one year of teaching experience and one year teaching or administrative experience in an early childhood program.

Assistant Director

Three semester hour credits in the care of young children or child development and three semester hour credits in administrative coursework and one year of experience in teaching young children in an early childhood program.

Lead Teacher

-Seventy-five percent of lead teachers must have

completed six semester hour credits in the care of young children or child development from a list of approved courses or have completed three semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework and complete the course within one year of employment, and one year of full-time experience in an early childhood setting.

Assistant Teacher

-Fifty percent of assistant teachers must have completed or be enrolled in three semester hour credits in the care of young children or child development and complete the course within one year of employment.

3 points:

Directors and all teachers complete three hours of Introduction to ERS and three hours of Understanding ERS training. Directors and lead teachers complete training in social-emotional screening of children. Director completes training in Louisiana's Early Learning Guidelines and Standards which encompasses information from Louisiana's Early Learning Guidelines and Program Standards: Birth through Three and the Louisiana Standards for Programs Serving Four-Year-Old Children.

Director

-Twelve semester hour credits in the care of young children or child development and six semester hour credits of administrative coursework and three years of experience in an early childhood setting as follows: At least one year of teaching experience and at least one year of administrative experience and one year of either teaching or administrative experience.

Assistant Director

-Three semester hour credits in the care of young children or child development and three semester hour credits in administrative coursework and one year of experience in teaching young children in an early childhood program.

Lead Teacher

-Seventy-five percent of lead teachers must have completed nine semester hour credits in the care of young children or child development from a list of approved courses or have completed six semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework and complete the course within one year of employment, and one year of full-time experience in an early childhood setting.

Assistant Teacher

-Fifty percent of assistant teachers must have completed three semester hour credits in the care of young children or child development.

4 points:

Directors and all teachers complete three hours of Introduction to ERS and three hours of Understanding ERS training. Director and all teachers complete training in social-emotional screening of children. Directors and lead teachers complete training in Louisiana's Early Learning Guidelines and Standards which encompasses information from Louisiana's Early Learning Guidelines and Program Standards: Birth through Three and the Louisiana Standards for Programs Serving Four-Year-Old Children.

Director

Fifteen semester hour credits in the care of young children or child development and six semester hour credits of administrative coursework and four years of experience in an early childhood setting as follows: At least one year of teaching experience and at least one year of administrative experience and two years of either teaching or administrative experience.

Assistant Director

Three semester hour credits in the care of young children or child development and three semester hour credits in administrative coursework and one year of experience in teaching young children in an early childhood program.

Lead Teacher

-Seventy-five percent of lead teachers must have completed 12 semester hour credits in the care of young children or child development from a list of approved courses or have completed nine semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework and complete the course within one year of employment, and two years of full-time experience in an early childhood setting.

Assistant Teacher

-All assistant teachers must have completed three semester hour credits in the care of young children or child development.

5 points:

Directors and all teachers and directors complete three hours of Introduction to ERS and three hours of Understanding ERS training. Directors and all teachers complete training in social-emotional screening of children. Directors and all teachers complete training in Louisiana's Early Learning Guidelines and Standards which encompasses information from Louisiana's Early Learning Guidelines and Program Standards: Birth through Three and the Louisiana Standards for Programs Serving Four-Year-Old Children.

Director

-Associate's degree in the care of young children, child development or related field, with specific coursework in infant-toddler care and the care of exceptional children or equivalent such as Director III LA Pathways, and six semester hour credits of administrative coursework and five years of experience in an early childhood setting as follows: At least one year of teaching experience and at least one year of administrative experience, and three years of either teaching or administrative experience.

Assistant Director

-Six semester hour credits in the care of young children or child development and three semester hour credits in administration and one year of experience in teaching young children in

an early childhood program.

Lead Teacher

-All lead teachers must have six semester hour credits in the care of young children or child development 2 from a list of approved courses, and seventy-five percent of lead teachers must have completed 15 semester hour credits in the care of young children or child development from a list of approved courses or have completed 12 semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework and complete the course within one year of employment, and two years of full-time experience in an early childhood setting for all teachers.

Assistant Teacher

-All assistant teachers must have completed six semester hour credits in the care of young children or child development or have completed three semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework 2 and complete the course within one year of employment.

Staff qualifications referred to within:	Staff Qualifications
Staff qualifications source of evidence	Documentation submitted
Comments:	<p>The following may be substituted to meet this requirement of three semester hour credits in the care of young children or child development: a CDA, or have approved high school child development courses or have five years of full-time experience in an early childhood program, or have completed a Child Care Assistant Teacher 1 LA Pathways Classroom Certificate.</p> <p>The following may be used to meet the requirement of up to six semester hour credits in the care of young children or child development: CDA, or have completed a Child Care Assistant Teacher 2 LA Pathways Classroom Certificate. An individual may use the above substitutions to meet the requirements for a maximum of six semester hour credits.</p>

The following may be substituted to meet the requirement for three semester hour credits in administration: LA Pathways Administrator Certificate, or National Administrator Credential (NAC), or three years of experience in administration, or a combination of one year in administration experience and four years in teaching young children in an early childhood program.

NOTE: For director qualifications, experience in teaching young children or administration may only be substituted one time. At the next Quality Start review, the necessary educational requirement (credits in the care of young children or child development or credits in administration) must be met.

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
Description:	<p>2 Stars:</p> <ul style="list-style-type: none"> -Parent provided a pre-enrollment visit and center tour. -Every parent enrolling a child receives a list of community resources <p>4 & 5 point level:</p> <ul style="list-style-type: none"> -Conference with parents to review results and provide a list of community resources. <p>1 Quality Point:</p> <p>Must meet four requirements below:</p> <ul style="list-style-type: none"> -Participate in meetings for directors provided by the resource and referral agency at least quarterly, with the director or assistant director attending 50% of the meetings. -Provide a complaint process for parents. -Offer opportunity for a formal parent/teacher conference meeting annually. -Provide an expanded list of local community resources to parents annually.

- Parent Advisory Council meets annually to review policies, procedures, and parent handbook.
- One group meeting per year offered to all families.
- One parent education workshop offered per year by center or other agency.

Family partnership referred to within:

Quality Point, Family and Community Involvement, Program

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:

2 Star:

- Written personnel policies including hours of operation, dress code, use of telephone, and schedule.
- Job descriptions on file and provided to all staff that include a list of qualifications.
- Provide one staff benefit from the list of options below for all full-time staff:

- Employee health insurance or comparable benefits
- Paid annual leave
- Paid sick leave
- Paid holidays
- Child care benefit/discount
- Bonus based on merit/achievement or education
- Retirement compensation
- Annual pay increases based on merit
- Tuition reimbursement and/or other educational expenses
- Differential shift pay
- Flextime
- Professional association membership fee paid

1 Quality Point:

Must meet three requirements below:

- Provide four of the benefits from the list of options below for all full time staff.

-Include grievance procedure and a professional conduct code for staff in written personnel policies.
 -Pay scale based on education, experience, responsibilities and merit.
 -Provide training to staff on cultural sensitivity.
 -Written parent and staff confidentiality policy and provide training to staff.

Administration and management referred to within: Quality Point, Administration Practices

Administration and management source of evidence: Documentation submitted, observation.

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: Yes

Comments: There is an option under Administration in Quality Point for programs to provide training to staff on cultural sensitivity.

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: No

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: Yes

Comments: For the 2 Star level, programs must give every parent enrolling a child a list of community resources including, but not limited to: LaCHIP, Medicaid, Child Care Assistance, housing assistance, food stamps, and information on a child's medical home.

For the Family and Community Involvement Quality point, it is an option to provide an expanded list of local community resources to parents annually.

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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Application Process

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

Requires self-assessment tool:	Yes
Describe self-assessment tool:	There is no self-assessment required during initial application process (at 1 Star). However, at the 2 Star level, a self-assessment is required.
Availability of preparatory process:	No
Requires orientation:	No
Time from application to rating:	Less than 3 months (1-2 Stars), 3 to 6 months (3-5 Stars)
Can apply for particular rating:	Yes
Describe apply for particular rating:	After achieving the initial rating of Star 1, programs can apply for a specific rating.

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
Outreach to providers:	Yes
Method of outreach to providers:	Website, written materials disseminated through partners, regional meetings and emails.
Outreach to public:	Yes

Method of outreach to public:	Website and information disseminated through partners.
Percent of budget dedicated to marketing:	0%

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
Describe how scores are used in the rating:	<p>1 point: An average of 3.75 on the designated social-emotional subscale of the Environment Rating Scales (ERS) 4, with no one classroom score lower than 3.0 on the social-emotional subscale.</p> <p>2 points: An average of 4.0 on the designated social-emotional subscale of the ERS, with no one classroom score lower than 3.0 on the social-emotional subscale.</p> <p>3 points: An average of 4.25 on the designated social-emotional subscale of the ERS, with no one classroom score lower than 3.25 on the social-emotional subscale.</p> <p>4 points: An average of 4.5 on the designated social-emotional subscale of the ERS, with no one classroom score lower than 3.5 on the overall ERS.</p> <p>5 points: An average of 5.0 on the overall ERS, with no one classroom score lower than 4.0 on the overall ERS</p> <p>Note: The designated social-emotional subscale of the ERS is defined as consisting of the following subscales: -ITERS-R - Listening and Talking, Interaction and Program Structure -ECERS-R - Language-Reasoning, Interaction and Program Structure</p>
Frequency of observational assessment:	1 year
Method for choosing classrooms to observe:	The classroom to be assessed is chosen using a standardized random selection procedure. The

Director prepares a roster for each classroom in the center which includes the following information: Teacher name, room name (if applicable), list of children's first names, and birthdates of children. Rosters are reviewed and each is assigned a number by the assessor. The assessor will provide a numbered card for each classroom in the center. The cards will be placed into an envelope. The Director will choose one number from the envelope. This is the classroom that will be assessed that day. This process will be witnessed by a teacher or staff member of the child care center.

Percent of classrooms observed in child care centers:

One-third (33%) of classrooms in each facility are assessed. At least one infant-toddler (birth-30 months; ITERS-R) and one early childhood (31 months-5 years; ECERS-R) classroom will be assessed in each center. If a particular age group is not served by the provider, the corresponding scale will not be administered.

Training for observers:

Yes. Assessors initially go through five-day training with the authors of the Environment Rating Scales. The first day involves a presentation by the authors on the scales and how to score them. The following 4 days involve intensive work in the use of the rating scales in actual child care center classrooms. The authors' team of trainers serves as primary faculty for the training. Comprehensive debriefing with group leaders follows each daily observation. Assessors are not allowed to make independent assessments of classrooms until they achieve 85% reliability on the scale. Once reliability has been maintained for at least six months, "reliability checks" are conducted after every twelfth assessment.

Initial reliability required:

Yes. Once reliability is achieved, assessors are required to work under the supervision of local supervisors, known as Anchors, to maintain reliability of at least 85% for each scale; an average of the last 3 reliability checks conducted are used. To maintain this standing, each Assessor is re-tested for reliability after every sixth assessment per scale.

Ongoing reliability required:

Yes. Once assessors have been on the job for at least a year and consistently maintain a high reliability rating, reliability checks are conducted every 12th visit.

Observational tool comments:	Practice assessments are available at the request of the program.
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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:	Social and emotional development, environment assessment, early learning guidelines
Total duration of training:	Information not available
Trainer approval process:	Yes
Target population for training:	All provider
Onsite assistance available that is linked to QRS:	Yes
Content of linked onsite assistance:	Social and emotional development, environment assessment
Onsite assistance frequency	Bi-weekly
Length of onsite sessions	> 4 hours
Total duration of onsite assistance:	6 months - 1 year
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:	Yes, increased payments correspond to the STAR level and number of children receiving CCAP subsidy and/or in foster care. STAR 1: No bonus STAR 2: 3% STAR 3: 8% STAR 4: 13.5% STAR 5: 20%
Quality award/bonus:	No
Startup award:	No
Scholarship (T.E.A.C.H)	Yes. Child Development Associate Scholarships, Administrative Training Scholarships, and National Association for Family Child Care Accreditation Scholarships are available through Louisiana Pathways Career Development System.
Wage enhancement	No

Retention bonus:	No
Improvement grants:	Yes. Louisiana Department of Human Services offers grants, technical assistance, and training to help child care providers achieve higher quality and more stars.
Comments on financial incentives:	Other financial incentives available include tax credits. Child care providers participating in Quality Start will receive a refundable tax credit based on the number of stars they earn and on the number of children they serve in the Child Care Assistance Program or children in foster care. Child care teachers and directors will be eligible for a tax credit if they teach in centers participating in Quality Start. This credit will be based on the level of their education.

Administration Details

This section provides details about the QRS administration and funding.

QRS lead :	Louisiana Department of Social Services-Division of Child Care and Early Childhood Education in the Office of Family Support
QRS lead type:	State government agency
Overall funding amount for most recent fiscal year:	Information not available
Overall funding sources:	Information not available
Administration funding for most recent fiscal year:	Information not available
Administration funding source:	Information not available
Quality improvement funding for most recent fiscal year:	Quality Start Tiered Bonus Payments - \$206,633.89. Tulane contract for ERS assessments and Mental Health Consultations - \$2,447,928; LA Pathways \$386,100, scholarships - \$636,426. School Readiness Tax Credit-state funds – possible \$3,273,574.
Quality improvement funding source:	Child Care and Development Fund
Evaluation funding for most recent fiscal year:	N/A

Partners

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

Partner 1 type :	University
Partner 1 name:	Tulane University Institute of Infant and Early Childhood Mental Health Conduct observational assessments, and provide

Partner 1 function:	system navigation support.
Work plan in place:	Yes
Partner 2:	University
Partner 2 name:	Northwestern State University
Partner 2 function:	Manage the Administer Registry (providers register at training), provide trainer approval, and complete staff qualifications evaluations.
Work plan in place:	Yes
Partner 3 type :	State agency
Partner 3 name:	Manage the Implementation Collaborate on School Readiness Tax Credits (these credits allow tax breaks to families, child care providers, child care directors and staff, and businesses that support child care in an effort to encourage child care facilities to voluntarily participate in the quality rating program).
Partner 3 function:	
Work plan in place:	Yes
Partner 4 type :	Resource and referral
Partner 4 name:	Louisiana Association of Child Care Resource and Referral Agencies (5 Child Care Resource & Referral agencies that provide services, statewide; Resource & Referral housed in state government)
Partner 4 function:	Provide technical assistance and quality improvement services, provide system navigation support, and manage communication/information dissemination.
Work plan in place:	Yes

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:	If a Quality Start center serves children who receive child care assistance or are in the state's foster care program, it receives increased state subsidies once the program is awarded 2 or more stars.
Professional development:	Yes
Description	Directors and teachers join and maintain a record with the Louisiana Pathways Child Care Career Development System at Star 2 and above. The

Pathways system assists with trainings, workshops, scholarships, and career development for child care providers/teachers and directors.

Incorporation of other standards:

Yes

Description:

Louisiana Early Learning Guidelines and Standards

Evaluation

Status of evaluation :

Periodic

List research questions for periodic evaluation:

The evaluation focuses on identification of ongoing issues with the QRIS.

Another focus is on mental health consultation, including the efficacy of the model and caregivers' ability to meet needs social-emotional needs of children. Pre-and post data are being collected to examine change over time.

Evaluator type:

External

Evaluator name (if external)

Information not available

If external, was RFP issued:

Yes

Published reports to date :

Bright Start: Louisiana's Early Childhood Comprehensive System: Progress Report 2009. Nagle, Geoffrey.

Department of Health and Hospitals, Office of Public Health, Maternal and Child Health Program, January 2009.

<http://www.dhh.louisiana.gov/offices/publications/pubs-1/SCR%2083%20report.pdf>

Key Contacts

Category :

Overall management; quality improvement

Contact name:

Gail Kelso,

Title:

Director, Quality Improvement Unit

Organization:

Louisiana Department of Social Services, Division of Child Care & Early Childhood Education

Email:

gkelso@dss.state.la.us

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225-219-2365

Category :

Rating process (including on-site observations); data systems, monitoring and evaluation

Contact name:

Brenda Hilliard

Title:

Director, Quality Improvement Unit

Louisiana Department of Social Services, Division

Organization:	of Child Care & Early Childhood Education
Email:	bhilliar@dss.state.la.us
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Category :	Tiered reimbursement and connections with subsidy; Distribution of financial incentives
Contact name:	Rhonda Cheek
Title:	Policy Coordinator, Quality Improvement Unit
Organization:	Louisiana Department of Social Services, Division of Child Care & Early Childhood Education
Email:	rcheek@dss.state.la.us
Phone:	225-342-4067

References

Louisiana Department of Social Services Division of Child Care and Early Childhood Education (2009). "The Louisiana Environment Rating Scale Assessment."

<http://www.qrslouisiana.com/pg-17-3-environment-rating-scales.aspx>

Louisiana Department of Social Services Division of Child Care and Early Childhood Education (2009)"School Readiness Tax Credits."

<http://www.qrslouisiana.com/pg-17-26-school-readiness-tax-credits.aspx>

Louisiana Department of Social Services Division of Child Care and Early Childhood Education (2009)"Frequently Asked Questions."

<http://www.qrslouisiana.com/pg-17-4-frequently-asked-questions.aspx>

Louisiana Department of Social Services Division of Child Care and Early Childhood Education (2009)"Quality Start Trainings."

<http://www.qrslouisiana.com/pg-17-18-qrs-trainings.aspx>

Louisiana Department of Social Services Division of Child Care and Early Childhood Education (2009). "Louisiana Quality Start Child Care Rating System Combination Block (4 Components) & Points (2 Components Plus Quality Point) Model."

Louisiana Quality Start Child Care Rating System

Combination Block (4 Components) & Points (2 Components Plus Quality Point) Model 5 Levels of Stars

To be awarded One Star, the child care program shall have a license to operate and comply with standards as defined in LA Administrative Code, Title 67, Chapter 73, Sections 7301 - 7350. A selection of the licensing standards in the component areas is listed below.

ONE STAR			
ADMINISTRATION PRACTICES	FAMILY & COMMUNITY INVOLVEMENT	PROGRAM	STAFF QUALIFICATIONS
<p>Written center policies and procedures including:</p> <ul style="list-style-type: none"> • center’s policies and practices • emergency and evacuation procedures • admission policy • daily schedule • complaint procedure • open door policy • non-discrimination policy • abuse/neglect policy • discipline policy • job descriptions • quarterly staff session/meeting 	<p>Parent consultation prior to enrollment.</p> <p>Director makes the center’s policies and procedures available to the parent.</p> <p>Parent permitted to visit the center anytime during regular hours as long as child is enrolled.</p>	<p>Ratios</p> <p>0-12 months, 1:5 1 year, 1:7 2 years, 1:11 3 years, 1:13 4 years, 1:15 5 years, 1:19</p> <p>Other requirements in regulations.</p>	<p>Director</p> <ol style="list-style-type: none"> 1. On-site full-time director who is at least 21 years old. 2. Meet director qualifications in LA Administrative Code, Title 67, Chapter 73. <p>Teacher</p> <ol style="list-style-type: none"> 1. 18 years or older 2. Within one week of employment staff receive orientation, with content as specified, followed by four days of supervised work with children. 3. Complete required annual clock hours of approved training. 4. Meet staff qualifications as identified in LA Administrative Code. Title 67, Chapter 73.

TWO STARS

Meet all the standards for One Star, have been in operation for six (6) months, and meet the following:

ADMINISTRATION PRACTICES	FAMILY & COMMUNITY INVOLVEMENT	PROGRAM	STAFF QUALIFICATIONS ¹
<p>1. Written personnel policies including hours of operation, dress code, use of telephone, and schedule.</p> <p>2. Job descriptions on file and provided to all staff that include a list of qualifications.</p> <p>3. Provide one staff benefit from the list of options below for all full-time staff.</p> <p>Staff benefit options:</p> <ul style="list-style-type: none"> • employee health insurance or comparable health benefits • paid annual leave • paid sick leave • paid holidays • child care benefit/discount • bonus based on merit/achievement or education • retirement compensation • annual pay increases based on merit • tuition reimbursement and/or other related educational expenses such as books, travel, fees, substitutes • differential shift pay • flextime • professional association membership fee paid. 	<p>1. Parent provided a pre-enrollment visit and center tour.</p> <p>2. Give every parent enrolling a child a list of community resources including, but not limited to:</p> <ul style="list-style-type: none"> • LaCHIP • Medicaid • Child Care Assistance • housing assistance • food stamps • information on a child's medical home. 	<p>1. Make four of the following activity areas available daily:</p> <ul style="list-style-type: none"> • art and creative play • children's books • blocks and block building • manipulatives • family living and dramatic play. <p>2. Complete a self assessment of the center's program and develop a Center Improvement Plan.</p>	<p><i>Directors and teachers must join and maintain a record with the Louisiana Pathways Child Care Career Development System. Director must attend three hours of Introduction to ERS training.</i></p> <p>Director (on site)</p> <ol style="list-style-type: none"> 1. Three semester hour credits in the care of young children or child development ² and 2. Three semester hour credits in administration ³ and 3. one year of experience in teaching young children in an early childhood program. <p>Assistant Director</p> <ol style="list-style-type: none"> 1. Three semester hour credits in the care of young children or child development.² <p>Teacher</p> <ol style="list-style-type: none"> 1. 75% of lead teachers must meet one of the following: <ul style="list-style-type: none"> • Complete a three semester hour credit course in the care of young children or child development² from a list of approved courses, or • enroll in the course and complete within one year of employment.

¹Staff Qualifications

Director – An administrator who meets the director qualifications and is on site a minimum of 30 hours per week. *This requirement can be met by having one or more persons on site who meet these qualifications.*

Assistant Directors - for centers with an enrollment of 101 or more, there must be a second director on site for a minimum of 20 hours per week.

Lead Teacher - a teacher who has primary responsibility for a designated classroom that can be assessed using the ITERS-R/ECERS-R, including planning and supervision, and spends at least 25 hours a week in that classroom. All classrooms must have a lead teacher.

Assistant Teachers – any staff who cares for children in a classroom setting that can be assessed using the ITERS-R/ECERS-R and works at least 16 hours per week in the center.

² The following may be substituted to meet this requirement of three semester hour credits in the care of young children or child development:

- a CDA, **or**
- have approved high school child development courses, **or**
- have five years of full-time experience in an early childhood program, **or**
- have completed a Child Care Assistant Teacher 1 LA Pathways Classroom Certificate.

The following may be used to meet the requirement of up to six semester hour credits in the care of young children or child development:

- CDA, **or**
- have completed a Child Care Assistant Teacher 2 LA Pathways Classroom Certificate.

An individual may use the above substitutions to meet the requirements for **a maximum of** six semester hour credits.

³ The following may be substituted to meet the requirement for three semester hour credits in administration:

- LA Pathways Administrator Certificate, **or**
- National Administrator Credential (NAC), **or**
- Three years experience in administration, **or**
- a combination of one year in administration experience and four years in teaching young children in an early childhood program.

NOTE: For director's qualifications, experience in teaching young children and/or administration may only be substituted one time. At the next Quality Start review, the necessary educational requirement (credits in the care of young children or child development or credits in administration) must be met.

POINT STANDARDS FOR PROGRAMS SEEKING THREE, FOUR, AND FIVE STARS

After achieving Two Stars, a program may decide to meet the requirements for a higher star rating. To do this, a center must maintain all requirements of the Two Star rating and earn points in Program and Staff Qualifications by meeting the requirements listed below.

At least one point must be earned in both Program and Staff Qualifications. The Quality Point may also be earned (refer to page 9).

The total number of points will determine the star rating awarded to the center.

Total Number of Points	Star Rating
3 - 5	Three Stars
6 - 9 points	Four Stars
10 - 11 points	Five Stars

PROGRAM													
Points	Criteria												
1	An average of 3.75 on the designated social-emotional subscale of the Environment Rating Scales (ERS) ⁴ , with no one classroom score lower than 3.0 on the social-emotional subscale.												
2	An average of 4.0 on the designated social-emotional subscale of the ERS, with no one classroom score lower than 3.0 on the social-emotional subscale.												
3	<p>1. An average of 4.25 on the designated social-emotional subscale of the ERS, with no one classroom score lower than 3.25 on the social-emotional subscale.</p> <p>2. Staff : Child Ratio and Group Size</p> <table border="1" style="margin-left: 40px;"> <tr> <td>0 - 12 months</td> <td>1:4, 8</td> <td>25 – 36 months</td> <td>1:8, 16</td> <td>4 yrs</td> <td>1:12, 24</td> </tr> <tr> <td>13 – 24 months</td> <td>1:6, 12</td> <td>3 yrs</td> <td>1:10, 20</td> <td>5 yrs</td> <td>1:15, 30</td> </tr> </table> <p>3. Written transition procedures for children moving within a program or to other programs or beginning school.</p>	0 - 12 months	1:4, 8	25 – 36 months	1:8, 16	4 yrs	1:12, 24	13 – 24 months	1:6, 12	3 yrs	1:10, 20	5 yrs	1:15, 30
0 - 12 months	1:4, 8	25 – 36 months	1:8, 16	4 yrs	1:12, 24								
13 – 24 months	1:6, 12	3 yrs	1:10, 20	5 yrs	1:15, 30								
4	<p>1. An average of 4.5 on the designated social-emotional subscale of the ERS, with no one classroom score lower than 3.5 on the overall ERS.</p> <p>2. Complete screening for social-emotional development with instrument from recommended list for all children (0-5 yrs.) within 45 calendar days of enrollment and annually thereafter. Conference with parents to review results and provide a list of community resources.</p> <p>3. Staff : Child Ratio and Group Size</p> <table border="1" style="margin-left: 40px;"> <tr> <td>0 - 12 months</td> <td>1:4, 8</td> <td>25 – 36 months</td> <td>1:8, 16</td> <td>4 yrs</td> <td>1:12, 24</td> </tr> <tr> <td>13 – 24 months</td> <td>1:6, 12</td> <td>3 yrs</td> <td>1:10, 20</td> <td>5 yrs</td> <td>1:15, 30</td> </tr> </table> <p>4. Written transition procedures for children moving within a program or to other programs or beginning school.</p>	0 - 12 months	1:4, 8	25 – 36 months	1:8, 16	4 yrs	1:12, 24	13 – 24 months	1:6, 12	3 yrs	1:10, 20	5 yrs	1:15, 30
0 - 12 months	1:4, 8	25 – 36 months	1:8, 16	4 yrs	1:12, 24								
13 – 24 months	1:6, 12	3 yrs	1:10, 20	5 yrs	1:15, 30								
5	<p>1. An average of 5.0 on the overall ERS, with no one classroom score lower than 4.0 on the overall ERS.</p> <p>2. Complete screening for social-emotional development with instrument from recommended list for all children (0-5 yrs.) within 45 calendar days of enrollment and annually thereafter. Conference with parents to review results and provide a list of community resources.</p> <p>3. Provide a plan for continuity of care for all children 0-36 months of age.</p> <p>4. Implementation of Louisiana’s Early Learning Guidelines and Program Standards: Birth through Three (DSS October 2006), and Louisiana Standards for Programs Serving Four-Year-Old Children (DOE, 2003).</p> <p>5. Staff : Child Ratio and Group Size</p> <table border="1" style="margin-left: 40px;"> <tr> <td>0 - 24 months</td> <td>1:4, 8</td> <td>3 yrs</td> <td>1:8, 16</td> <td>5 yrs</td> <td>1:10, 20</td> </tr> <tr> <td>2 yrs</td> <td>1:6, 12</td> <td>4 yrs</td> <td>1:10, 20</td> <td></td> <td></td> </tr> </table>	0 - 24 months	1:4, 8	3 yrs	1:8, 16	5 yrs	1:10, 20	2 yrs	1:6, 12	4 yrs	1:10, 20		
0 - 24 months	1:4, 8	3 yrs	1:8, 16	5 yrs	1:10, 20								
2 yrs	1:6, 12	4 yrs	1:10, 20										

⁴ For the purpose of this document, the designated social-emotional subscale of the ERS is defined as consisting of the following subscales:

- ITERS-R - Listening and Talking, Interaction and Program Structure;
- ECERS-R - Language-Reasoning, Interaction and Program Structure.

STAFF QUALIFICATIONS

Points	
1	<p><i>All teachers and directors complete three hours of Introduction to ERS training.</i></p> <p>Criteria</p> <p>Director (on site)</p> <ol style="list-style-type: none"> 1. Six semester hour credits in the care of young children or child development ² and 2. Three semester hour credits in administrative coursework ³ and 3. One year of experience teaching young children in an early childhood program. <p>Assistant Director</p> <p>Three semester hour credits in the care of young children or child development. ²</p> <p>Lead Teacher</p> <p>All lead teachers must complete three semester hour credits in the care of young children or child development from a list of approved courses ² or enroll in the course and complete the course within one year of employment.</p> <p>Assistant Teacher</p> <p>Fifty percent of assistant teachers must have completed or be enrolled in three semester hour credits in the care of young children or child development ² and complete the course within one year of employment.</p>
2	<p><i>All teachers and directors complete three hours of Introduction to ERS training.</i></p> <p>Director</p> <ol style="list-style-type: none"> 1. Nine semester hour credits in the care of young children or child development ² and 2. Three semester hour credits in administrative coursework ³ and 3. One year of teaching experience and one year teaching or administrative experience in an early childhood program. <p>Assistant Director</p> <ol style="list-style-type: none"> 1. Three semester hour credits in the care of young children or child development ² and 2. Three semester hour credits in administrative coursework ³ and 3. One year of experience in teaching young children in an early childhood program. <p>Lead Teacher</p> <ol style="list-style-type: none"> 1. Seventy-five percent of lead teachers must have completed six semester hour credits in the care of young children or child development ² from a list of approved courses or have completed three semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework ² and complete the course within one year of employment, and 2. One year of full-time experience in an early childhood setting. <p>Assistant Teacher</p> <p>Fifty percent of assistant teachers must have completed or be enrolled in three semester hour credits in the care of young children or child development ² and complete the course within one year of employment.</p>

3	<p><i>Directors and all teachers complete three hours of Introduction to ERS and three hours of Understanding ERS training. Directors and lead teachers complete training in social-emotional screening of children. Director completes training in Louisiana's Early Learning Guidelines and Standards which encompasses information from Louisiana's Early Learning Guidelines and Program Standards: Birth through Three (DSS, October 2006) and the Louisiana Standards for Programs Serving Four-Year-Old Children (DOE, June 2003).</i></p> <p>Director</p> <ol style="list-style-type: none"> 1. Twelve semester hour credits in the care of young children or child development ² and 2. Six semester hour credits of administrative coursework ³ and 3. Three years of experience in an early childhood setting as follows: At least one year of teaching experience and at least one year of administrative experience and one year of either teaching or administrative experience. <p>Assistant Director</p> <ol style="list-style-type: none"> 1. Three semester hour credits in the care of young children or child development ² and 2. Three semester hour credits in administrative coursework ³ and 4. One year of experience in teaching young children in an early childhood program. <p>Lead Teacher</p> <ol style="list-style-type: none"> 1. Seventy-five percent of lead teachers must have completed nine semester hour credits in the care of young children or child development from a list of approved courses or have completed six semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework ² and complete the course within one year of employment, and 2. One year of full-time experience in an early childhood setting. <p>Assistant Teacher</p> <p>Fifty percent of assistant teachers must have completed three semester hour credits in the care of young children or child development.²</p>
4	<p><i>Directors and all teachers complete three hours of Introduction to ERS and three hours of Understanding ERS training. Director and all teachers complete training in social-emotional screening of children. Directors and lead teachers complete training in Louisiana's Early Learning Guidelines and Standards which encompasses information from Louisiana's Early Learning Guidelines and Program Standards: Birth through Three (DSS, October 2006) and the Louisiana Standards for Programs Serving Four-Year-Old Children (DOE, June 2003).</i></p> <p>Director</p> <ol style="list-style-type: none"> 1. Fifteen semester hour credits in the care of young children or child development ² and 2. Six semester hour credits of administrative coursework ³ and 3. Four years of experience in an early childhood setting as follows: At least one year of teaching experience and at least one year of administrative experience and two years of either teaching or administrative experience. <p>Assistant Director</p> <ol style="list-style-type: none"> 1. Three semester hour credits in the care of young children or child development ² and 2. Three semester hour credits in administrative coursework ³ and 4. One year of experience in teaching young children in an early childhood program. <p>Lead Teacher</p> <ol style="list-style-type: none"> 1. Seventy-five percent of lead teachers must have completed 12 semester hour credits in the care of young children or child development from a list of approved courses or have completed nine semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework ² and complete the course within one year of employment, and 2. Two years of full-time experience in an early childhood setting. <p>Assistant Teacher</p> <p>All assistant teachers must have completed three semester hour credits in the care of young children or child development.²</p>

<p>5</p>	<p><i>Directors and all teachers and directors complete three hours of Introduction to ERS and three hours of Understanding ERS training. Directors and all teachers complete training in social-emotional screening of children. Directors and all teachers complete training in Louisiana’s Early Learning Guidelines and Standards which encompasses information from Louisiana’s Early Learning Guidelines and Program Standards: Birth through Three (DSS, October 2006) and the Louisiana Standards for Programs Serving Four-Year-Old Children (DOE, June 2003).</i></p> <p>Director</p> <ol style="list-style-type: none"> Associate’s degree in the care of young children, child development or related field, with specific coursework in infant-toddler care and the care of exceptional children or equivalent such as Director III LA Pathways, and Six semester hour credits of administrative coursework ³ and Five years of experience in an early childhood setting as follows: At least one year of teaching experience and at least one year of administrative experience, and three years of either teaching or administrative experience. <p>Assistant Director</p> <ol style="list-style-type: none"> Six semester hour credits in the care of young children or child development ² and Three semester hour credits in administration ³ and One year of experience in teaching young children in an early childhood program. <p>Lead Teacher</p> <ol style="list-style-type: none"> All lead teachers must have six semester hour credits in the care of young children or child development ² from a list of approved courses, and Seventy-five percent of lead teachers must have completed 15 semester hour credits in the care of young children or child development ² from a list of approved courses or have completed 12 semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework ² and complete the course within one year of employment, and Two years of full-time experience in an early childhood setting for all teachers. <p>Assistant Teacher</p> <p>All assistant teachers must have completed six semester hour credits in the care of young children or child development or have completed three semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework ² and complete the course within one year of employment.</p>
	<p>² The following may be substituted to meet this requirement of three semester hour credits in the care of young children or child development:</p> <ul style="list-style-type: none"> • a CDA, or • have approved high school child development courses or have five years of full-time experience in an early childhood program, or • have completed a Child Care Assistant Teacher 1 LA Pathways Classroom Certificate. <p>The following may be used to meet the requirement of up to six semester hour credits in the care of young children or child development:</p> <ul style="list-style-type: none"> • CDA, or • have completed a Child Care Assistant Teacher 2 LA Pathways Classroom Certificate. <p>An individual may use the above substitutions to meet the requirements for a maximum of six semester hour credits.</p> <p>³ The following may be substituted to meet the requirement for three semester hour credits in administration:</p> <ul style="list-style-type: none"> • LA Pathways Administrator Certificate, or • National Administrator Credential (NAC), or • three years of experience in administration, or • a combination of one year in administration experience and four years in teaching young children in an early childhood program. <p>NOTE: For director qualification: Experience in teaching young children or administration may only be substituted one time. At the next Quality Start review, the necessary educational requirement (credits in the care of young children or child development or credits in administration) must be met.</p>

Quality Point

An additional Quality Point can be earned by meeting additional requirements in both the Administration Practices and the Family and Community Involvement areas.

QUALITY POINT	
Points	Criteria
1	<p>Administration Practices - meet three requirements below:</p> <ol style="list-style-type: none"> 1. Provide four of the benefits from the list of options below for all full time staff 2. Include grievance procedure and a professional conduct code for staff in written personnel policies 3. Pay scale based on education, experience, responsibilities and merit 4. Provide training to staff on cultural sensitivity 5. Written parent and staff confidentiality policy and provide training to staff. <p>AND</p> <p>Family and Community Involvement - meet four requirements below:</p> <ol style="list-style-type: none"> 1. Participate in meetings for directors provided by the resource and referral agency at least quarterly, with the director or assistant director attending 50% of the meetings 2. Provide a complaint process for parents 3. Offer opportunity for a formal parent/teacher conference meeting annually 4. Provide an expanded list of local community resources to parents annually including, but not limited to, LaCHIP, Medicaid, Child Care Assistance, housing assistance, food stamps and information on a child's medical home 5. Parent Advisory Council meets annually to review policies, procedures, and parent handbook 6. One group meeting per year offered to all families 7. One parent education workshop offered per year by center or other agency.

Staff benefits options:

- employee health insurance or comparable health benefits
- paid annual leave
- paid sick leave
- paid holidays
- child care benefit/discount
- bonus based on merit/achievement or education
- retirement compensation
- annual increments based on merit
- tuition reimbursement and/or other related educational expenses such as books, travel, fees, substitutes
- differential shift pay
- flextime
- professional association fee paid.