Tennessee Star-Quality Child Care Program

QRS Profile

April 2010

OPRE
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Administration for Children and Families

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Child **TRENDS**

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Child Care Quality Rating System (QRS) Assessment Study

PROFILE

Site:	State of Tennessee
Program Name:	Star-Quality Child Care Program
Respondents:	Barbara Wall
	Tennessee Department of Human Services
Information Reviewed and Finalized:	March 22, 2010

Tennessee – Star-Quality Child Care Program

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:	State of Tennessee
Program name:	Star-Quality Child Care Program
Service area:	Statewide
Pilot:	No
Date full program launched:	2001
Voluntary:	Partially (The program Report Card is mandatory)
Website:	http://tnstarquality.org/default.htm
Eligible programs:	Center-based programs, Head Start/Early Head Start, pre-kindergarten / comprehensive early childhood programs, licensed family child care, school-aged programs, and group homes.
Source of funds for eligible public program:	State
Total numbers of programs participating:	2771
Number of participating child care centers:	1840
Number of participating family child care programs:	931
Number of other programs participating:	N/A
Percent of total programs enrolled in QRS:	100% of licensed centers, family and group home providers participate in the mandatory report card (licensing). 18% have a 0 star rating because they have not qualified or chosen to enter the voluntary rating system.
Percent of programs at each rating level:	0 star – 500 (18.0%) These are programs that haven't qualified or chosen to enter the voluntary rating system. 1 star – 46 (1.7%) 2 star – 552 (19.9%) 3 star – 1,673 (60.4%) Total – 2,771 (100%)
Goals:	The program's goals are to give more information to parent s and to improve the quality of child care in the state.
Language from statute:	TCA 71-3-502 (j) (1) (A) No later than August 1, 2001, the department of human services, in consultation with the Tennessee commission on children and youth, shall

establish and implement a mandatory child care agency report card system in conformity with the provisions of subdivision (j)(2), and a separate and voluntary child care agency rated licensing system in conformity with the provisions of subdivision (j)(3).

(B) The report card system and the rated licensing system shall be used for the purpose of evaluating, individually and collectively, all child care agencies licensed or approved by the department pursuant to this part so that parents or other caretakers of children enrolled, or being considered for enrollment, at a child care agency, may make more informed decisions regarding the care of their children by comparing the quality of services offered by child care agencies, and to encourage the improvement of out-of-home child care for Tennessee's children. It is the legislative intent that the report card and rated licensing process established pursuant to subdivisions (j)(2) and (j)(3) shall be developed in a manner to be easily usable by parents or guardians of children to make informed choices related to childcare.

(C) For purposes of subdivisions (j)(1)-(j)(4), the term "child care agencies" shall include child care centers, group child care homes and family child care homes as defined by this part.

(2) (A) The mandatory report card system shall become effective August 1, 2001. Each child care agency shall receive a report card evaluation during the first licensing cycle of the child care agency that begins after October 1, 2001, and annually thereafter. The mandatory report card shall include an annual evaluation of the child care agency by the department that shall be required for each child care agency. The report card shall reflect key indicators of performance comparison among all Tennessee child care agencies. Key indicators shall include, but not be limited to, the following:

(i) Health and safety;
(ii) Training, education, certification, and credentials of all supervisory staff, including the director or licensee;
(iii) Staffing ratios;
(iv) Child development and enrichment;
(v) Accreditation status; and
(vi) Adequacy of physical facilities.

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:	3
Length of time rating is valid:	1 year
Frequency of re-rating:	Yearly
Rating process:	All licensed child care programs in Tennessee receive an annual evaluation called a Report Card. Posting of the Report Card is mandatory. The Program Evaluator determines if the program

	qualifies for the Star Quality rating. A program qualifies by scoring a 1 in Compliance History, a 1 in Program Assessment and an overall rating of 1. If qualified, the existing report card results will be used to determine the rating. A program may choose to enroll in the Star Quality program to receive 1, 2, or 3 stars.
Method of combining points:	Component ratings are totaled. Two points are added if the program is accredited by a DHS-recognized accrediting agency. The total is divided by 7 for child care centers and 5 for family child care homes. The result is the overall rating.
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:	Yes. The School Aged Care Environment Rating Scale.
Different process used to assess family child care:	Yes. A separate report card is used for family child care programs.
Start:	No
Different process used to assess accredited programs:	No. Accredited programs receive 2 extra points, however, they do not engage in a different process.
Events that trigger re-rating:	Licensing violation
Description of re-rating trigger:	Licensing violation
Appeal process:	Yes
Availability of technical assistance for rating process:	Yes
Description of technical assistance for rating process:	The Program Self-Assessment and Mentoring (PSAM) focuses on identifying the provider's program priorities and goals. The PSAM process typically takes five or more visits, which may be an hour or several hours long, with the CCR&R specialist for providers to complete the PSAM activities. The length of time and frequency of each visit will vary by provider and depend on a number of factors including the work to be done and the schedules of the CCR&R specialist and the provider. Providers and CCR&R specialist may work with other experts. Providers may also work with the CCR&R's ERS liaison. The ERS liaison discusses the assessment results with the provider, answers any questions and schedules a visit if the provider is interested in pursuing more information.

Availability of technical assistance for preparatory process:	Yes
Description of technical assistance for preparatory process:	As previously noted, providers participate in the Program Self-Assessment and Mentoring (PSAM) which focuses on identifying the provider's program priorities and goals. Mainly this technical assistance comes from the CCR&R.

Quality Indicators for Center-Based Programs

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

Number of site-specific indicator categories:	7
Site-specific names of categories used in the QRS:	Program Assessment Director Qualifications Professional Development Parent/Family Involvement Staff Compensation Ratio and Group Size Developmental Learning

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:	Compliance History
Source of evidence:	Documentation submitted, observation

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:	**Level 1:** Infant - 1:4, max group size 8 Toddlers- 1:5, max group size 12 2 years- 1:8, max group size 14 3 years- 1:9, max group size 18 4 years- 1:13, max group size 20 5 years- 1:16, max group size 20 K & above- 1:20, max group size 25 **Level 2:** Infant-1:4, max group size 8 Toddler-1:5, max group size 10 2 yrs.- 1:6, max group size 12 3 yrs.- 1:9, max group size 18 4 yrs.-1:13, max group size 20 5 yrs.- 1:16, max group size 20 K-8 yrs.- 1:18, max group size 25 9-12 yrs.- 1:20, max group size 25 **Level 3:** Infant - 1 :4, max group size 8 Toddlers- 1:4, max group size 12 2 years- 1:5, max group size 10 3 years- 1:8, max group size 16 4 years- 1:13, max group size 20 5 years- 1:15, max group size 20 K-8 years- 1:17, max group size 25 9-12 years- 1:19, max group size 25
Ratio and group size referred to within:	Ratio and Group size
Source of evidence:	Documentation submitted

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

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

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
Environment Rating Scales (ERS) included:	Yes
Range of recognized ERS scores:	4.45-5.27
Description:	**At all Levels:** -Selected rooms or groups were assessed by trained observers using a scale that indicates the level of quality in the room or group as being either "Inadequate," "Minimal," "Average," "Good" or "Excellent". -Following the annual agency assessment, has developed an improvement plan based upon the agency's Assessment Results. **Level 1:** -This agency received a score of 4.0-4.49. This score indicates a level of quality was observed in this care agency that was AVERAGE as compared to national findings. **Level 2:** -This agency received a score of 4.5-4.99. This score indicates a level of quality was observed in this care agency that was between AVERAGE and GOOD as compared to national findings. **Level 3:** -This agency received a score of 5.0 or above. This score indicates a level of quality was observed in this care agency that was at least GOOD as compared to national findings.
Additional indicators related to the environment (e.g. activities, interactions, specific features)	None
Environment referred to within:	Program Assessment
Environment source of evidence:	Documentation submitted; observation.

Comments:	The overall program assessment score is calculated by finding the average of the observation scores (with no rounding). However, if the lowest rated classroom observation score is below 3.0, the lowest score will be used as the overall program assessment score.

Child Assessment (centers)

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

Child assessment indicators included:	No

Staff Qualifications (centers)

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

Staff qualification indicators included:	Yes
Indicators for teachers include:	Education, training, 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:	Directors are required to have a Program Administration Credential. Experience in administration is an option.
Bachelors degree indicator for director:	Yes
Bachelors degree indicator for director at level:	Option at level 2
Bachelors degree indicator for teacher:	Yes
Bachelors degree indicator for teacher at level:	Option at level 3
Bachelors degree indicator for assistant teacher:	No
Description:	**Director Qualifications** **Level 1:** -High school diploma or its equivalent. -30 hours pre-service orientation training, including age specific training, inclusion of children with special needs and business management/administration. -Annually updated Professional Development Plan. - One of the following: 5 years experience in early care and/or education, with 4 years experience administering an early care and/or education

program.
-Beginning October 2009, a Program
Administrator Credential.

Level 2:
-One of the following: 8 years experience in early
care and/or education, with 4 years experience
administering an early care and/or education
program.
-A Bachelor's Degree or higher in relevant area
and 5 years of experience in early care and/or
education.
-Beginning October 2009, a Program
Administrator Credential.

Level 3:
-20 hours training every year.

1 of the following:
-High School Diploma, or equivalent, with a Child
Development Associate credential or early
Childhood Technical Certificate or equivalent, and
7 years experience administering an early care
and/or education program; or
– Associate's Degree in a relevant area and 4
years experience administering an early care
and/or education program; or
– Bachelor's Degree or higher in a relevant area
and 2 years experience administering an early
care and/or education program.

Professional Development

Level 1:
-All teaching staff have high school diploma or its
equivalent.
-50% of teaching staff have a Professional
Development Plan that includes training hours
that support the goals of the plan.
-10% of teaching staff have 30 hours training
through TECTA, a Tennessee Technology Center,
or equivalent training.
-All teaching staff receive annually a minimum of
3 hours training in addition to the training hours
required by licensing regulations.

Level 2:
-75% of teaching staff have an annually updated
Professional Development Plan that includes

training hours that support the goals of the plan.

25% of teaching staff have 1 of the following:
-3 years experience in early care and/or education and 30 hours training through TECTA, a Tennessee Technology Center, or equivalent training on an approved standardized curriculum.
-Documentation of enrollment in a Child Development Associate credential or Early Childhood Technical Certificate program.

-All teaching staff receive annually a minimum of 3 hours training in addition to the training hours required by licensing regulations.

Level 3:
-All teaching staff have an annually updated Professional Development Plan that includes training hours that support the goals of the plan.
-Written plan for transitioning children affected by teaching staff turnover.
-All teaching staff receive at least 6 hours annual training in addition to the training required by licensing regulations.

50% of teaching staff have 1 of the following:
-4 years experience in an early care and/or education program and documented enrollment in TECTA orientation, or equivalent training;
-3 years experience in an early care and/or education program and documented enrollment in Child Development Associate credential or Early Childhood Technical Certificate program or equivalent;
-2 years experience in an early care and/or education program and a current Child Development Associate credential or Early Childhood Technical Certificate program or equivalent;
-1 year experience in an early care and/or education program and Associate's Degree in relevant field;
-Bachelor's Degree or higher in relevant field.

Learning Environment
Level 1: Director and 50% of teaching staff

participate in 3 hours of DHS approved training on the applicable developmental learning standards.

Level 2: Director and 75% of teaching staff participate in 3 hours of DHS approved training on the applicable developmental learning standards.

Level 3: Director and 100% of teaching staff participate in 3 hours of DHS approved training on the applicable developmental learning standards.

Staff qualifications referred to within:	Director Qualifications, Professional Development, and Learning Environment
Staff qualifications source of evidence	Documentation submitted

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:	**Level 1:** -Provides a quarterly bulletin board for communications/announcements to parents. -Provides written communication to parents quarterly. -Offers and documents 1 group parent meeting per licensing year for all parents of enrolled children. -Offers and documents 1 individual parent conference per licensing year that focuses on the child's developmental status or needs. -Completes 1 additional item from the 3 star category. **Level 2:** -Provides a quarterly updated bulletin board for communications/announcements to parents. -Provides written communication to parents every two months. -Provides parent education handouts to all parents. -Completes 2 additional items from the 3 star category.

Level 3:
-Provides written communication to parents monthly.
-Offers and documents 1 group parent meeting per licensing year for all parents of enrolled children.
-Offers and documents 1 project or activity for families per licensing year.
-Offers 1 parent educational training per licensing year for all families receiving service.
-Provides list of current community resources for enrolling parents.
-Offers parents an annual opportunity to evaluate the curriculum, structure-and parent involvement aspects of-the program.
-Maintains a Parent Advisory Council with documented meetings at least 2 times per year.

Family partnership referred to within:	Parent/Family Involvement
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:	**Level 1:** -Maintain copies of applicable developmental standards on site and available to staff. -Director shall observe and document the use of the applicable developmental standards. -Provides an employee pay scale for all teaching staff Provides at least 2 of the following employee benefits: -Payment of individual professional membership or association fees -Insurance supplement -Paid leave -Reduced fee to staff for child care services -Money or cash equivalent bonuses -Insurance -Tuition for academic education -Paid participation in staff development/training

-Retirement fund
-Flextime
-Differential shift pay

Level 2:
-Provides at least 3 benefits listed above.

Level 3:
-Provides at least 4 benefits listed above.
-Provides a pay scale for teaching staff that is related to the employee's education, training, and/or experience in early care and/or education.

Administration and management referred to within:	Staff Compensation
Administration and management source of evidence:	Documentation submitted

Cultural/Linguistic Diversity (centers)

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

Cultural/linguistic diversity indicators included:	No

Accreditation (centers)

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

Accreditation included:	Yes
If yes, accreditation is:	A standard for which points are awarded
Comments:	Program can receive 1 additional point for accreditation

Community Involvement (centers)

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

Community involvement indicators included:	No

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

Indicators for Family Child Care Programs

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

Number of site-specific indicator categories:	5
Site-specific names of categories used in the QRS:	Professional Development Developmental Learning Parent/Family Involvement Business Management Program Assessment

Licensing Compliance (family child care)

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

Licensing compliance included:	Yes
Licensing required for enrollment:	Yes
Licensing equivalent at the first level:	Yes
Licensing compliance referred to within:	Compliance History
Source of evidence:	Licensing, documentation submitted, observation

Ratio (family child care)

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

Ratio and group size indicators included:	No

Health and Safety (family child care)

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

Health and safety Indicators included:	No

Curriculum (family child care)

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

Curriculum indicators included:	No

Environment (family child care)

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

Environment requirements included:	Yes
Environment Rating Scales (ERS) included:	Yes
Range of recognized ERS scores:	4.0-5.0
Description	**At all Levels:** -Selected rooms or groups were assessed by trained observers using a scale that indicates the level of quality in the room or group as being either "Inadequate," "Minimal," "Average," "Good" or "Excellent". -Following the annual agency assessment, has developed an improvement plan based upon the agency's Assessment Results. **Level 1:** -This agency received a score of 4.0-4.49. This score indicates a level of quality was observed in this care agency that was AVERAGE as compared to national findings. **Level 2:**

	-This agency received a score of 4.5-4.99. This score indicates a level of quality was observed in this care agency that was between AVERAGE and GOOD as compared to national findings.
	Level 3:
	-This agency received a score of 5.0 or above. This score indicates a level of quality was observed in this care agency that was at least GOOD as compared to national findings.
Additional indicators related to the environment (e.g. activities, interactions, specific features) :	None
Environment referred to within:	Program Assessment
Environment source of evidence:	Documentation submitted; observation.

Child Assessment (family child care)

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

| **Child assessment indicators included:** | No |

Staff qualifications (family child care)

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

Staff qualification indicators included:	Yes
Indicators for family child care providers include:	Education, training
Family child care qualifications related to administration and management	No
Bachelors degree indicator for family child care provider:	No
Description:	**Level 1:** -Primary caregivers and administrators have an annually updated Professional Development Plan that includes training hours that support the goals of the plan. -The primary caregiver shall have 30 hours family child care training, or documented enrollment therein, through TECTA, a Tennessee Technology Center, National Association for Family Child Care Foundation accreditation training, or other training as approved by the Department.

Completes 1 of the following:
-10 hours of annual training in addition to the 30 hours of training required above and the minimum training hours required by Department regulations.
-30 cumulative hours toward the Child Development Associate credential.
-6 cumulative credit hours toward an Early Childhood Technical certificate.

Level 2:
- Each year the primary caregiver shall complete 10 hours of annual training in addition to the 30 hours of training required above and the minimum training hours required by Department regulations.

Completes 1 of the following:
-Maintain membership in a family care support group and/or local, state or national association; or
-90 cumulative classroom hours toward the Child Development Associate credential.
– 12 cumulative credit hours toward an Early Childhood Technical certificate.

Level 3:
-Completes 20 hours training each year in addition to the Department's annual training requirements.
-The primary caregiver maintains membership and documented participation in a family care support group and/or local, state or national association.

Complies with 1 of the following:
-The primary caregiver holds a current Child Development Associate credential and/or an Early Childhood Technical Certificate or equivalent; or an Associate's Degree or higher and 2 years experience in early care and/or other education program.
-The primary caregiver completed all Child Development Associate credential course work and has applied for testing or has completed testing and is awaiting the results.

-The primary caregiver has completed and submitted all renewal requirements and is

	awaiting renewal from the Child Development Associate Credential Council.
Staff qualifications referred to within:	Professional Development
Staff qualifications source of evidence	Documentation submitted

Family Partnership (family child care)

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

Family partnership indicators included:	Yes
Description:	**Level 1:** -Provides an orientation meeting for parents/families/children new to the agency. - Provides written communication to parents quarterly. -Offers and documents 1 individual parent conference per licensing year that focuses upon the child's developmental status or needs. -Effective January 1, 2010, provides a quarterly updated bulletin board for communications/ announcements to parents. -Effective January 1, 2010, completes 1 additional item from the 3 star category. -Provides a parent packet that includes: personalized contracts between the child care agency and the parent; agency policy; agency philosophy; parent resources; and if children with special needs are enrolled or applying for enrollment, information on resources for such children. **Level 2:** -Provides written communication to parents every two months. -Offers and documents 1 group parent meeting per licensing year for all parents of enrolled children. -Provides parent education handouts to all parents. -Effective January 1, 2010, completes 2 additional items from the 3 star category. **Level 3:** -Provides written communication to parents monthly. -Provides a list of current community resources

	for enrolling parents. -Offers parents an annual opportunity to evaluate the curriculum, structure, and parent involvement aspects of the program.
Family partnership referred to within:	Parent/Family Involvement, Business Management
Family partnership source of evidence:	Documentation submitted

Administration and Management (family child care)

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

Administration and management indicators included:	Yes
Description:	**Level 1:** -Provides a parent packet that includes: personalized contracts between the child care agency and the parent; agency policy; agency philosophy; parent resources; and if children with special needs are enrolled or applying for enrollment, information on resources for such children. **Level 2:** -Maintains a financial and program record-keeping system. **Level 3:** -Maintains documentation of orientation for staff substitutes.
Administration and management referred to within:	Business Management
Administration and management source of evidence:	Documentation submitted

Cultural/Linguistic Diversity (family child care)

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

Cultural/linguistic diversity indicators included:	No

Accreditation (family child care)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a

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

Accreditation included:	Yes
If yes, accreditation is:	A standard for which points are awarded
Comments:	Program can receive 1 additional point for accreditation

Community Involvement (family child care)

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

Community involvement indicators included:	No

Provisions for Children with Special Needs (family child care)

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

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

Application Process

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

Requires self-assessment tool:	No
Availability of preparatory process:	No
Requires orientation:	No
Time from application to rating:	N/A
Can apply for particular rating:	No
Describe apply for particular rating:	Tennessee does not have a separate application process for the Star-Quality Child Care Program. During a program's annual licensing renewal process (the Child Care Evaluation and Report Card), the program can qualify to enter the voluntary rating system.

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, written materials disseminated through partners
Outreach to providers:	Yes
Method of outreach to providers:	Website, written materials disseminated through partners, written materials mailed
Outreach to public:	Yes
Method of outreach to public:	Website, information disseminated through partners
Percent of budget dedicated to marketing:	None

Use of Observational Tools

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

Observational tools used:	ECERS-R, FDCRS, ITERS-R, SACCERS
Describe how scores are used in the rating:	For centers, program assessment is one of seven components. For family and group providers, program assessment is one of five components. **Level 1:** 4.0-4.49 **Level 2:** 4.5-4.99 **Level 3:** 5.0 or above
Frequency of observational assessment:	1 year
Method for choosing classrooms to observe:	Random selection
Percent of classrooms observed in child care centers:	At least one classroom for each age group in care is observed. If there are multiple classrooms for each age group, one third of each type of classroom is observed; and one third of the total classrooms at the facility are observed.
Training for observers:	Yes. Training for observers is conducted through a series of workshops at the University of Tennessee College of Social Work. Trainees then complete practice observations under the supervision of Assessment Specialists. Reliability checks are performed periodically; an observer and an Assessment Specialist simultaneously conduct an assessment and compare ratings to establish reliability in scoring.
Initial reliability required:	Yes. Trained assessors must maintain an average

	85% or higher reliability with a gold standard assessor across their three most recent scores.
Ongoing reliability required:	Yes. Assessors and field supervisors are checked for reliability by a Social Work Office of Research and Public Service (SWORPS) staff about every sixth time they use one of the environment rating scales, unless they are eligible for extended reliability checks.
	Assessors and others who lose their reliability on a scale (*average* falls below 85%) will not be able to conduct observations until their reliability is regained.

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:	Specific curriculum, language and literacy, business practices, social and emotional development, safety, environment assessment
Total duration of training:	2-30 hours
Trainer approval process:	Yes
Target population for training:	All providers
Onsite assistance available that is linked to QRS:	Yes
Content of linked onsite assistance:	Specific curriculum, language and literacy, business practices, child assessment, social and emotional development, safety, environment assessment, support and navigating QRS
Onsite assistance frequency	Varies
Length of onsite sessions	1 hour
Total duration of onsite assistance:	Varies
Formal approval for onsite assistance provider:	Yes
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. Rates paid by the state for children who receive subsidized child care assistance are as follows:
	One Star Rates equal the State rate plus a 5%

	quality bonus payment for licensed providers.
	Two Star Rates equal the State rate plus a 15% quality bonus payment for licensed providers.
	Three Star Rates equal the State rate plus a 20% quality bonus payment for licensed providers.
Quality award/bonus:	No
Startup award:	No
Scholarship (T.E.A.C.H)	Yes. Scholarships are available for those who want to work on a Child Development Associate credential or other higher education degree.
Wage enhancement	No
Retention bonus:	No
Improvement grants:	Yes. TN Department of Human Services offers grants, technical assistance, and training to help child care providers achieve higher quality and more stars.

Administration Details

This section provides details about the QRS administration and funding.

QRS lead :	Tennessee Department of Human Services
QRS lead type:	State government agency
Overall funding amount for most recent fiscal year:	$44 million
Overall funding sources:	Child Care and Development Fund
Administration funding for most recent fiscal year:	$3.3 million for research and data; $9.6 million for licensing
Administration funding source:	Child Care and Development Fund
Quality improvement funding for most recent fiscal year:	$3.7 million for program assessments, $9.4 million for provider quality supports, training, technical assistance, $18 million for Star Quality bonuses
Quality improvement funding source:	Child Care and Development Fund
Evaluation funding for most recent fiscal year:	N/A
Evaluation funding source:	N/A

Partners

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

Partner 1 type :	University
Partner 1 name:	University of Tennessee at Knoxville and Tennessee State University
Partner 1 function:	Collect/validate information to assign the rating,

	conduct observational assessments, provide technical assistance and quality improvement services, provide system navigation support
Work plan in place:	Yes
Partner 2:	Community college
Partner 2 name:	Tennessee Community College System
Partner 2 function:	Provide technical assistance and quality improvement services, provide system navigation support, manage communication/information dissemination
Work plan in place:	No
Partner 3 type :	State agency
Partner 3 name:	Tennessee Department of Education
Partner 3 function:	Provide system navigation support
Work plan in place:	No
Partner 4 type :	Resource and referral
Partner 4 name:	Tennessee Child Care Resource and Referral Statewide Network
Partner 4 function:	Collect/validate information to assign the rating, provide technical assistance and quality improvement services, provide system navigation support, manage communication/information dissemination
Work plan in place:	No
Partner 5 type :	Non-profit agency
Partner 5 name:	Tennessee Family Child Care Alliance
Partner 5 function:	Provide technical assistance and quality improvement services, provide system navigation support, manage communication/information dissemination
Work plan in place:	No

Linkage of QRS with Other Systems

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

Child care subsidies :	Yes
Description:	Programs receive a subsidy bonus depending on their star level.
Professional development:	No

Incorporation of other standards:	Yes
Description:	Tennessee Early Childhood Early Learning Developmental Standards guidelines

Evaluation

Status of evaluation :	Periodic
List research questions for periodic evaluation:	Does Tennessee's child care monitoring program encourage the improvement of child care? Is the program helping parents make informed decisions when choosing child care? Have new state regulations governing child care transportation improved children's safety?
Evaluator type:	External
Evaluator name (if external)	University of TN Knoxville State Controllers Office of Research
If external, was RFP issued:	No
Published reports to date :	**"**Who Cares for Tennessee's Children? A Review of Tennessee's Child Care Evaluation Report Card Program**"** (University of Tennessee College of Social Work, Office of Research and Public Service) "Child Care Evaluation and Report Card Program Legislative Report "(2003) (Tennessee Dept. of Human Services and Tennessee Commission on Children and Youth) "Evaluating Quality in State Child Care Licensing: The Tennessee Report Card and Star-Quality Child Care Program"(2005) (University of Tennessee College of Social Work, Office of Research and Public Service)

Key Contacts

Category :	**Overall management**
Contact name:	Barbara Wall
Title:	Director, Child Care Services
Organization:	Tennessee Department of Human Services
Email:	Barbara.wall@tn.gov

Phone:	**615-313-4770**
Category :	**Rating process (including on-site observations) and quality improvements and support**
Contact name:	Gary Smith
Title:	Director, Child Care Planning and Development
Organization:	Tennessee Department of Human Services
Email:	Gary.A.Smith@tn.gov
Phone:	Phone: (615) 313-4781
Category :	**Tiered reimbursement and connections with subsidy**
Contact name:	Paul Lefkowitz
Title:	Director of Child Care Policy
Organization:	Tennessee Department of Human Services
Email:	paul.lefkowitz@tn.gov
Phone:	615-313-2275
Category :	**Distribution of financial incentives**
Contact name:	Jeff Roberts
Title:	Asst. Commissioner, Fiscal Services
Organization:	Tennessee Department of Human Services
Email:	jeff.roberts@tn.gov
Phone:	615-313-4705
Category :	**Data systems, monitoring and evaluation**
Contact name:	Maryanne Cunningham
Title:	Associate Director, Research, Evaluation, and Software Engineering
Organization:	University of Tennessee, Knoxville
Email:	mcunningham@utk.edu

Phone: Phone: 865-974-7514

References

Tennessee Department of Human Services (ND). Report Card for Child Care Centers.
http://www.state.tn.us/humanserv/adfam/ccrcsq.html.

Tennessee Department of Human Services (ND). Report Card for Family and Group Child Care Homes.
http://www.state.tn.us/humanserv/adfam/ccrcsq.html.

University of Tennessee College of Social Work Office of Research and Public Service. "Who Cares for Tennessee's Children? A Review of Tennessee's Child Care Evaluation Report Card Program."

TENNESSEE DEPARTMENT OF HUMAN SERVICES

Report Card
For Child Care Centers

Facility Name: _____   Date: _____

Accredited by: _____

	DIRECTOR QUALIFICATIONS	PROFESSIONAL DEVELOPMENT Qualifications of Teaching Staff* * Exception for supervised students in a co-op program	DEVELOPMENTAL LEARNING Effective January 2010	PARENT/FAMILY INVOLVEMENT	RATIO AND GROUP SIZE Adult:child ratios in multi-age grouping*	STAFF COMPENSATION	PROGRAM ASSESSMENT
HIGHER QUALITY STANDARDS	__ 20 hours training every year. __ Annually updated Professional Development Plan. __ 1 of the following: – High School Diploma, or equivalent, with a Child Development Associate credential or early Childhood Technical Certificate or equivalent, and 7 years experience administering an early care and/or education program; or – Associate's Degree in a relevant area and 4 years experience administering an early care and/or education program; or – Bachelor's Degree or higher in a relevant area and 2 years experience administering an early care and/or education program. – Beginning October 2009, a Program Administrator Credential.	__ All teaching staff have high school diploma or its equivalent. __ All teaching staff have an annually updated Professional Development Plan that includes training hours that support the goals of the plan. __ Written plan for transitioning children affected by teaching staff turnover. __ All teaching staff receive at least 6 hours annual training in addition to the training required by licensing regulations. __ 50% of teaching staff have 1 of the following: – 4 years experience in an early care and/or education program and documented enrollment in TECTA orientation, or equivalent training; – 3 years experience in an early care and/or education program and documented enrollment in Child Development Associate credential or Early Childhood Technical Certificate program or equivalent; – 2 years experience in an early care and/or education program and a current Child Development Associate credential or Early Childhood Technical Certificate program or equivalent; – 1 year experience in an early care and/or education program and Associate's Degree in relevant field; – Bachelor's Degree or higher in relevant field.	__ Maintain copies of applicable developmental standards on site and available to staff. __ Director and 100% of teaching staff participate in 3 hours of DHS approved training on the applicable developmental learning standards. __ Director shall observe and document the use of the applicable developmental standards.	__ Provides a quarterly updated bulletin board for communications/ announcements to parents. __ Provides written communication to parents monthly. __ Offers and documents 1 group parent meeting per licensing year for all parents of enrolled children. __ Offers and documents 1 individual parent conference per licensing year that focuses on the child's developmental status or needs. __ Provides parent education handouts to all parents. __ Offers and documents 1 project or activity for families per licensing year. __ Offers 1 parent educational training per licensing year for all families receiving service. __ Provides list of current community resources for enrolling parents. __ Offers parents an annual opportunity to evaluate the curriculum, structure and parent involvement aspects of the program. __ Maintains a Parent Advisory Council with documented meetings at least 2 times per year.	__ Meets the following ratios and group sizes: (Single Age Grouping): Age / A:C Ratio / Group Size Infant 1:4 8 Toddler 1:4 12 2 yrs. 1:5 10 3 yrs. 1:8 16 4 yrs. 1:13 20 5 yrs. (not in kindergarten) 1:15 20 K-8 yrs. 1:17 25 9-12 yrs. 1:19 25 *The adult:child ratio in a multi-age grouping shall be determined by the age of the majority of the children in the group unless the group contains an infant, in which case the adult:child ratio for infants shall always be maintained. If the ages of the children are evenly divided, and thus, there is no majority age, the adult:child ratio for the group shall be set by the adult:child ratio required in a single age grouping of the youngest child in the group.	__ Provides an employee pay scale for all staff. __ Provides a pay scale for the teaching staff that is related to the employee's education, training, and/or experience in child care/ education. __ Provides at least 4 of the following employee benefits listed below: – payment of individual professional membership or association fees; – insurance supplement; – paid leave (e.g. sick, vacation, holiday, personal, family, bereavement); – reduced fee to staff for child care services; – money or cash equivalent bonuses (e.g. gift cards); – insurance (e.g. health, life, accident, disability, dental, vision); – tuition for academic education; – paid participation in staff development/ training; – retirement fund (e.g. 401k); – flextime; – differential shift pay.	__ Selected rooms or groups were assessed by trained observers using a scale that indicates the level of quality in the room or group as being either "Inadequate," "Minimal," "Average," "Good" or "Excellent." __ This agency received a score of ____. This score indicates a level of quality observed in this child care agency that was at least GOOD or higher as compared to national findings. __ Following the annual agency assessment, has developed an improvement plan based upon the agency's Assessment Results.
BETTER	__ High school diploma or its equivalent. __ 30 hours pre-service orientation training, including age specific training, inclusion of children with special needs and business management/administration. __ Annually updated Professional Development Plan. __ One of the following: – 8 years experience in early care and/or education, with 4 years experience administering an early care and/or education program. – A Bachelor's Degree or higher in relevant area and 5 years of experience in early care and/or education. – Beginning October 2009, a Program Administrator Credential.	__ All teaching staff have high school diploma or its equivalent. __ 75% of teaching staff have an annually updated Professional Development Plan that includes training hours that support the goals of the plan. __ 25% of teaching staff have 1 of the following: – 3 years experience in early care and/or education and 30 hours training through TECTA, a Tennessee Technology Center, or equivalent training on an approved standardized curriculum. – Documentation of enrollment in a Child Development Associate credential or Early Childhood Technical Certificate program. __ All teaching staff receive annually a minimum of 3 hours training in addition to the training hours required by licensing regulations.	__ Maintain copies of applicable developmental standards on site and available to staff. __ Director and 75% of teaching staff participate in 3 hours of DHS approved training on the applicable developmental learning standards. __ Director shall observe and document the use of the applicable developmental standards.	__ Provides a quarterly updated bulletin board for communications/ announcements to parents. __ Provides written communication to parents every two months. __ Offers and documents 1 group parent meeting per licensing year for all parents of enrolled children. __ Offers and documents 1 individual parent conference per licensing year that focuses on the child's developmental status or needs. __ Provides parent education handouts to all parents. __ Completes 2 additional items from the 3 star category.	__ Meets the following ratios and group sizes: (Single Age Grouping): Age / A:C Ratio / Group Size Infant 1:4 8 Toddler 1:5 10 2 yrs. 1:6 12 3 yrs. 1:9 18 4 yrs. 1:13 20 5 yrs. (not in kindergarten) 1:16 20 K-8 yrs. 1:18 25 9-12 yrs. 1:20 25 *The adult:child ratio in a multi-age grouping shall be determined by the age of the majority of the children in the group unless the group contains an infant, in which case the adult:child ratio for infants shall always be maintained. If the ages of the children are evenly divided, and thus, there is no majority age, the adult:child ratio for the group shall be set by the adult:child ratio required in a single age grouping of the youngest child in the group.	__ Provides an employee pay scale for the teaching staff. __ Provides at least 3 of the following employee benefits listed below: – payment of individual professional membership or association fees; – insurance supplement; – paid leave (e.g. sick, vacation, holiday, personal, family, bereavement); – reduced fee to staff for child care services; – money or cash equivalent bonuses (e.g. gift cards); – insurance (e.g. health, life, accident, disability, dental, vision); – tuition for academic education; – paid participation in staff development/ training; – retirement fund (e.g. 401k); – flextime; – differential shift pay.	__ Selected rooms or groups were assessed by trained observers using a scale that indicates the level of quality in the room or group as being either "Inadequate," "Minimal," "Average," "Good" or "Excellent." __ This agency received a score of ____. This score indicates a level of quality observed in this child care agency that was between AVERAGE and GOOD as compared to national findings. __ Following the annual agency assessment, has developed an improvement plan based upon the agency's Assessment Results.
MINIMUM STANDARDS	__ High school diploma or its equivalent. __ 30 hours pre-service orientation training, including age specific training, inclusion of children with special needs and business management/administration. __ Annually updated Professional Development Plan. __ One of the following: – 5 years experience in early care and/or education, with 4 years experience administering an early care and/or education program. – Beginning October 2009, a Program Administrator Credential.	__ All teaching staff have high school diploma or its equivalent. __ 50% of teaching staff have a Professional Development Plan that includes training hours that support the goals of the plan. __ 10% of teaching staff have 30 hours training through TECTA, a Tennessee Technology Center, or equivalent training. __ All teaching staff receive annually a minimum of 3 hours training in addition to the training hours required by licensing regulations.	__ Maintain copies of applicable developmental standards on site and available to staff. __ Director and 50% of teaching staff participate in 3 hours of DHS approved training on the applicable developmental learning standards. __ Director shall observe and document the use of the applicable developmental standards.	__ Provides a quarterly bulletin board for communications/ announcements to parents. __ Provides written communication to parents quarterly. __ Offers and documents 1 group parent meeting per licensing year for all parents of enrolled children. __ Offers and documents 1 individual parent conference per licensing year that focuses on the child's developmental status or needs. __ Completes 1 additional item from the 3 star category.	__ Meets the following ratios and group sizes: (Single Age Grouping): Age / A:C Ratio / Group Size Infant 1:4 8 Toddler 1:6 12 2 yrs. 1:7 14 3 yrs. 1:9 18 4 yrs. 1:13 20 5 yrs. (not in kindergarten) 1:16 20 K & Above 1:20 25 *The adult:child ratio in a multi-age grouping shall be determined by the age of the majority of the children in the group unless the group contains an infant, in which case the adult:child ratio for infants shall always be maintained. If the ages of the children are evenly divided, and thus, there is no majority age, the adult:child ratio for the group shall be set by the adult:child ratio required in a single age grouping of the youngest child in the group.	__ Provides an employee pay scale for the teaching staff. __ Provides at least 2 of the following employee benefits listed below: – payment of individual professional membership or association fees; – insurance supplement; – paid leave (e.g. sick, vacation, holiday, personal, family, bereavement); – reduced fee to staff for child care services; – money or cash equivalent bonuses (e.g. gift cards); – insurance (e.g. health, life, accident, disability, dental, vision); – tuition for academic education; – paid participation in staff development/ training; – retirement fund (e.g. 401k); – flextime; – differential shift pay.	__ Selected rooms or groups were assessed by trained observers using a scale that indicates the level of quality in the room or group as being either "Inadequate," "Minimal," "Average," "Good" or "Excellent." __ This agency received a score of ____. This score indicates a level of quality observed in this child care agency that was AVERAGE as compared to national findings. __ Following the annual agency assessment, has developed an improvement plan based upon the agency's Assessment Results.
	__ High school diploma and 4 years full-time work experience with young children. __ 4 hours pre-employment training. __ 30 hours TECTA or comparable training, or 4 years college and 1 year full-time work experience with young children in a group setting; or 2 years college with at least 30 hours in business or management, child or youth development, early childhood education or related field, and 2 years full-time work experience with young children in a group setting; or was employed as an on-site director or child care agency owner as of July 1, 2000.	__ First year: Completion of 18 hours in-service training including 2 hours pre-service training within the first 30 days, an additional 6 hours within the first 6 months, and the remaining 10 hours before the end of the first year. __ After first year: Completion of 12 hours training annually.	__ No minimum licensing standard.	__ Provides written policies and procedures at time of admission. __ Requires preenrollment visit by parent or designee. __ Maintains a plan for regular and ongoing communication with parents concerning curriculum, changes in personnel, planned changes affecting children's routine care. __ Conducts an awareness program for parents once a year that includes a child abuse prevention component, with information on the detection, reporting, and prevention of child abuse in centers and in the home.	__ Complies with licensing regulations.	__ No minimum licensing standard.	__ No minimum licensing standard.

Report Card
For Family & Group Child Care Homes

TENNESSEE DEPARTMENT OF HUMAN SERVICES

Facility Name: _____ Date: _____

Accredited by: _____

	PROFESSIONAL DEVELOPMENT	DEVELOPMENTAL LEARNING (Effective January 2010)	PARENT/FAMILY INVOLVEMENT	BUSINESS MANAGEMENT	PROGRAM ASSESSMENT
HIGHER QUALITY STANDARDS	___ Primary caregivers and administrators have an annually updated Professional Development Plan that includes training hours that support the goals of the plan. ___ Completes 20 hours training each year in addition to the Department's annual training requirements. ___ The primary caregiver maintains membership and documented participation in a family care support group and/or local, state or national association. ___ Complies with 1 of the following: – The primary caregiver holds a current Child Development Associate credential and/or an Early Childhood Technical Certificate or equivalent; or an Associate's Degree or higher and 2 years experience in early care and/or other education program. – The primary caregiver completed all Child Development Associate credential course work and has applied for testing or has completed testing and is awaiting the results. – The primary caregiver has completed and submitted all renewal requirements and is awaiting renewal from the Child Development Associate Credential Council.	___ Maintain copies of applicable developmental standards on site and available to staff. ___ 100% of teaching staff, including the primary caregiver, shall participate in 3 hours of DHS approved training on the applicable developmental learning standards. ___ The primary caregiver shall observe and document the use of the applicable developmental standards. ___ In programs with a single caregiver, the use of the applicable developmental standards shall be documented annually.	___ Provides an orientation meeting for parents/families/children new to the agency. ___ Provides written communication to parents monthly. ___ Offers and documents 1 group parent meeting per licensing year for all parents of enrolled children. ___ Offers and documents 1 individual parent conference per licensing year that focuses upon the child's developmental status or needs. ___ Provides parent education handouts to all parents. ___ Offers and documents 1 project or activity for families. ___ Provides a list of current community resources for enrolling parents. ___ Offers parents an annual opportunity to evaluate the curriculum, structure, and parent involvement aspects of the program. ___ Effective January 1, 2010, provides a quarterly updated bulletin board for communications/announcements to parents.	___ Provides a parent packet that includes: – personalized contracts between the child care agency and the parent; – agency policy; – agency philosophy; – parent resources; and – if children with special needs are enrolled or applying for enrollment, information on resources for such children. ___ Maintains a financial and program record-keeping system. ___ Maintains documentation of orientation for staff substitutes.	___ The agency was assessed by trained observers using a scale that indicates the level of quality in the room or group as being either "Inadequate," "Minimal," "Average," "Good" or "Excellent." ___ This agency received a score of _____. This score indicates a level of quality observed in this child care agency that was at least GOOD or higher as compared to national findings. ___ Following the annual agency assessment, has developed an improvement plan based upon the agency's Assessment Results.
BETTER	___ Primary caregivers and administrators have an annually updated Professional Development Plan that includes training hours that support the goals of the plan. ___ The primary caregiver shall have 30 hours family child care training, or documented enrollment therein, through TECTA, a Tennessee Technology Center, National Association for Family Child Care Foundation accreditation training, or other training as approved by the Department. ___ Each year the primary caregiver shall complete 10 hours of annual training in addition to the 30 hours of training required above and the minimum training hours required by Department regulations. ___ Completes 1 of the following: – maintain membership in a family care support group and/or local, state or national association; or – 90 cumulative classroom hours toward the Child Development Associate credential. – 12 cumulative credit hours toward an Early Childhood Technical certificate.	___ Maintain copies of applicable developmental standards on site and available to staff. ___ 75% of teaching staff, including the primary caregiver, shall participate in 3 hours of DHS approved training on the applicable developmental learning standards. ___ The primary caregiver shall observe and document the use of the applicable developmental standards. ___ In programs with a single caregiver, the use of the applicable developmental standards shall be documented annually.	___ Provides an orientation meeting for parents/families/children new to the agency. ___ Provides written communication to parents every two months. ___ Offers and documents 1 group parent meeting per licensing year for all parents of enrolled children. ___ Offers and documents 1 individual parent conference per licensing year that focuses upon the child's developmental status or needs. ___ Provides parent education handouts to all parents. ___ Effective January 1, 2010, provides a quarterly updated bulletin board for communications/announcements to parents. ___ Effective January 1, 2010, completes 2 additional items from the 3 star category.	___ Provides a parent packet that includes: – personalized contracts between the child care agency and the parent; – agency policy; – agency philosophy; – parent resources; and – if children with special needs are enrolled or applying for enrollment, information on resources for such children. ___ Maintains a financial and program record-keeping system.	___ The agency was assessed by trained observers using a scale that indicates the level of quality in the room or group as being either "Inadequate," "Minimal," "Average," "Good" or "Excellent." ___ This agency received a score of _____. This score indicates a level of quality observed in this child care agency that was between AVERAGE and GOOD as compared to national findings. ___ Following the annual agency assessment, has developed an improvement plan based upon the agency's Assessment Results.
MINIMUM STANDARDS	___ Primary caregivers and administrators have an annually updated Professional Development Plan that includes training hours that support the goals of the plan. ___ The primary caregiver shall have 30 hours family child care training, or documented enrollment therein, through TECTA, a Tennessee Technology Center, National Association for Family Child Care Foundation accreditation training, or other training as approved by the Department. ___ Completes 1 of the following: – 10 hours of annual training in addition to the 30 hours of training required above and the minimum training hours required by Department regulations. – 30 cumulative hours toward the Child Development Associate credential. – 6 cumulative credit hours toward an Early Childhood Technical certificate.	___ Maintain copies of applicable developmental standards on site and available to staff. ___ 50% of teaching staff, including the primary caregiver, shall participate in 3 hours of DHS approved training on the applicable developmental learning standards. ___ The primary caregiver shall observe and document the use of the applicable developmental standards. ___ In programs with a single caregiver, the use of the applicable developmental standards shall be documented annually.	___ Provides an orientation meeting for parents/families/children new to the agency. ___ Provides written communication to parents quarterly. ___ Offers and documents 1 individual parent conference per licensing year that focuses upon the child's developmental status or needs. ___ Effective January 1, 2010, provides a quarterly updated bulletin board for communications/announcements to parents. ___ Effective January 1, 2010, completes 1 additional item from the 3 star category.	___ Provides a parent packet that includes: – personalized contracts between the child care agency and the parent; – agency policy; – agency philosophy; – parent resources; and – if children with special needs are enrolled or applying for enrollment, information on resources for such children.	___ The agency was assessed by trained observers using a scale that indicates the level of quality in the room or group as being either "Inadequate," "Minimal," "Average," "Good" or "Excellent." ___ This agency received a score of _____. This score indicates a level of quality observed in this child care agency that was AVERAGE as compared to national findings. ___ Following the annual agency assessment, has developed an improvement plan based upon the agency's Assessment Results.
	___ All caregivers complete: • training in detection, reporting and prevention of child abuse; • 2 hours in-service training each year. ___ The primary caregiver completes: • Family Home – 4 hours in-service training each year, • Group Home – 8 hours in-service training each year.	___ No minimum licensing standard.	___ Provides parent with a copy of the policy statement signed by both the parent and the primary caregiver. ___ Maintains a written plan of how the primary caregiver intends to communicate daily with parents of every child below 31 months of age.	___ Maintains adequate financing of the child care operation.	___ No minimum licensing standard.