

# THE CHILD CARE QUALITY RATING SYSTEM (QRS) ASSESSMENT



## Miami-Dade Quality Counts

**QRS Profile**

**April 2010**



**MATHEMATICA**  
Policy Research, Inc.



# Miami-Dade Quality Counts

## QRS Profile

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

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

**Project Officers:**

Ivelisse Martinez-Beck  
Kathleen Dwyer

**Prepared by:****Child Trends**

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

**Subcontractor to:****Mathematica Policy Research**

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

**Project Director:**

Gretchen Kirby, Mathematica

**Co-Principal Investigators:**

Kimberly Boller, Mathematica  
Kathryn Tout, Child Trends



**MATHEMATICA**  
Policy Research, Inc.



## Child Care Quality Rating System (QRS) Assessment Study

### PROFILE

<b>Site:</b>	<b>Miami Dade County, Florida</b>
<b>Program Name:</b>	<b>Miami-Dade Quality Counts</b>
<b>Respondents:</b>	<b>Pam Hollingsworth, Early Learning Coalition</b> <b>Jesse Leinfelder, The Children's Trust</b> <b>Abby Thorman, Thorman Strategy Group</b>
<b>Information Reviewed and Finalized:</b>	<b>March 17, 2010</b>

## Miami-Dade, Florida - Quality Counts

### 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.

<b>Site name:</b>	Florida, Miami-Dade
<b>Program name:</b>	Quality Counts
<b>Service area:</b>	Counties
<b>Details about other geographic area:</b>	Miami-Dade County
<b>Pilot:</b>	No
<b>Date full program launched:</b>	January 2008
<b>Voluntary:</b>	Yes
<b>Website:</b>	<a href="http://www.elcmdm.org/Quality Counts/index.htm">http://www.elcmdm.org/Quality Counts/index.htm</a>
<b>Eligible programs:</b>	Center-based programs, Head Start/Early Head Start, pre-kindergarten / comprehensive early childhood programs, licensed family child care, migrant programs, license-exempt centers and family child care
<b>Source of funds for eligible public program:</b>	State
<b>Total numbers of programs participating:</b>	395
<b>Number of participating child care centers:</b>	233
<b>Number of participating family child care programs:</b>	70
<b>Number of other programs participating:</b>	Head Start: 72, Public school voluntary pre-K: 20
<b>Percent of total programs enrolled in QRS:</b>	33.3% centers, 20% family child care, 100% Head Start, 10% schools
<b>Percent of programs at each rating level:</b>	Centers: Star 1-14%, Star 2-35%, Star 3-40%, Star 4-9%, Star 5-1% Family care homes: Star 1-27%, Star 2-44%, Star 3-20%, Star 4-8%, Star 5-2% Head Start: Star 2-17%, Star 3-48%, Star 4-26%, Star 5-9% Public school pre-K: Star 2-28%, Star 3-44%, Star 4-28%
<b>Additional details about programs in the QRS:</b>	None

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<b>Goals:</b>	To improve the quality of early care and education programs in Miami-Dade County.
<b>Language from statute:</b>	No applicable statute.

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## Rating Details

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

<b>Rating structure:</b>	Combination
<b>Number of levels:</b>	5
<b>Length of time rating is valid:</b>	More than 2 years. A baseline rating occurs at the outset, and then there is a rating cycle of 3 years. Programs showing 1 star or more growth on an annual self-study (called the Update Report) may apply for a formal assessment on any anniversary.
<b>Rating Process:</b>	Programs apply to Quality Counts and are selected based on size, location, and percentage of subsidized children served (The selection process is designed to include a representative cross section of programs). Following selection, programs are linked with a technical assistant and career advisor who help programs through rating process and assist with the Self-Study. Providers attend training on completing the Self-Study, which focuses on the quality standards, the use of Environment Rating Scales, and strategies for completing the Self-Study forms. Following completion of the Self-Study, programs receive their first formal assessment and written report. During the assessment, the assessor will validate the self-study by reviewing the documentation for each item included on the self-study checklist and evaluate the learning environment using the Environment Rating Scales.
<b>Method of combining points:</b>	Within each component or quality category, criteria are specified under 5 levels (worth 1-5 points, respectively). A program must meet all the criteria under point level 1 before it can be considered for point level 2, then all of the criteria under point level 2 before it can be considered for point level 3, and so on. The total points from each component are summed to determine the appropriate Star level.

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For Child Care Centers, the maximum score for each of 4 components (Staff Qualifications, Ratio-Group Sizes, Family Engagement and Program Administration) is 5 points (20 possible points – note that Curriculum is not yet included in the rating calculation). The Learning Environment component (ECERS-R and ITERS-R) is weighted twice as heavily as the other components (a total of 20 possible points). Programs may also earn up to 6 bonus points (1 bonus point is awarded for each teacher and/or curriculum specialist with a Bachelor’s degree or higher with 18 credits in ECE working full time in the program). Programs may also earn a “plus” on their Star rating if they hold a current Gold Seal designation (accreditation by an approved accrediting body). The maximum subtotal of points available is 40 and the maximum total points (which includes bonus points) is 46.

Point range per Star level:

Star 1: 4-12 points

Star 2: 13-20 points

Star 3: 21-28 points

Star 4: 29-35 points

Star 5: 36-40 points

For Family Child Care Homes, the maximum score for 2 of the components (Provider Qualifications and Program Administration) is 5 points. The Learning Environment component (FCCERS-R) is weighted four times as much as the other components (a total of 20 possible points). Programs may earn a maximum of 2 bonus points (for full-time teachers and curriculum specialists with bachelor’s degrees or higher). Programs may also earn a “plus” on their Star rating if they hold a current Gold Seal designation (accreditation by an approved accrediting body). The maximum subtotal of points is 30 and the maximum total points (including bonus points) is 32.

	<p>Point range per Star level:</p> <p>Star 1: 2-7 points</p> <p>Star 2: 8-14 points</p> <p>Star 3: 15-20 points</p> <p>Star 4: 21-26 points</p> <p>Star 5: 27-30 points</p>
<b>Method used to assess programs for infants/toddlers:</b>	Yes. The method used to address infants and toddlers is use of the Infant Toddler Environment Rating Scale - Revised.
<b>Method used to assess programs for school-aged children:</b>	No
<b>Different process used to assess family child care:</b>	Yes. Family child care programs have a different set of indicators.
<b>Different process used to assess Head Start/Early Head Start:</b>	No
<b>Different process used to assess accredited programs:</b>	No
<b>Events that trigger re-rating:</b>	New director, change of location, teacher licensing violation, or "red flags" in a program's Update Report (such as multiple staff turnovers or no forward movement on their self-study).
<b>Appeal process:</b>	Yes
<b>Availability of technical assistance for rating process:</b>	Yes
<b>Description of technical assistance for rating process:</b>	Providers have access to a Technical Assistance Specialist from the point of acceptance into Quality Counts. The Technical Assistant Specialist assists with completion of a Self-Study Packet that must be submitted prior to the formal assessment.
<b>Availability of technical assistance for preparatory process:</b>	Yes
<b>Description of technical assistance for preparatory process:</b>	Providers have access to a Technical Assistance Specialist from the point of acceptance into Quality Counts. Providers typically meet their Technical Assistance Specialist at a reception held by the Early Learning Coalition. After this reception, providers begins the initial self study process and have an opportunity to build a working relationship with their Technical Assistance Specialist as they navigate Quality Counts.

## 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.

<b>Number of site-specific indicator categories:</b>	5
<b>Site-specific names of categories used in the QRS:</b>	Learning Environment Staff Qualifications Ratios and Group Sizes Family Engagement Program Administration (Curriculum- not yet included in the rating calculation)

### 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>.

<b>Licensing compliance included:</b>	Yes
<b>Licensing required for enrollment:</b>	No. Licensing is not required at the first level for license-exempt programs. (There are no license-exempt programs presently participating in Quality Counts)
<b>Licensing is equivalent to the first level:</b>	No. Child Care Centers must earn 4-12 points across the indicators in order to reach Star 1.
<b>Licensing compliance referred to within:</b>	N/A
<b>Source of evidence:</b>	Self report, verified
<b>Comments:</b>	All licensed and license-exempt centers and family child care home that serve children under the age of 5 in Miami-Dade County can participate in Quality Counts.

## 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>.

<b>Ratio and group size indicators included:</b>	Yes
<b>Description:</b>	<p><b>2 Points:</b></p> <p>Infants-1:4 (maximum group of 12)  Ones-1:6 (maximum group of 12)  Twos-1:9 (maximum group of 18)  Threes-1:13 (maximum group of 26)  Fours/Fives: 1:16 (maximum group of 32)</p> <p><b>3 Points:</b></p> <p>Infants-1:4 (maximum group of 8)  Ones-1:6 (maximum group of 12)  Twos-1:8 (maximum group of 16)  Threes-1:12 (maximum group of 24)  Fours/Fives: 1:13 (maximum group of 26)</p> <p><b>4 Points:</b></p> <p>Infants-1:4 (maximum group of 8)  Ones-1:5 (maximum group of 10)  Twos-1:7 (maximum group of 14)  Threes-1:10 (maximum group of 20)  Fours/Fives: 1:10 (maximum group of 20)</p> <p><b>5 Points:</b></p> <p>Infants-1:4 (maximum group of 8)  Ones-1:4 (maximum group of 12)  Twos-1:6 (maximum group of 12)  Threes-1:9 (maximum group of 18)  Fours/Fives: 1:10 (maximum group of 20)</p>
<b>Ratio and group size referred to within:</b>	Ratios-Group Sizes
<b>Source of evidence:</b>	Documentation submitted; self-report, unverified

### 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.

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

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

<b>Curriculum indicators included:</b>	Yes
<b>Description:</b>	<p><b>1 point:</b></p> <p>-Programs must have a developmentally appropriate curriculum (aligned with the Early Learning Coalition process of approving curriculum) adopted for all age groups.</p> <p><b>2 points:</b></p> <p>-Lead teachers must have received a minimum of 6 hours/year training on implementation of the curriculum (may be on-site and/or director-led training).</p> <p><b>3 points:</b></p> <p>-All teaching staff employed 6 months or longer must have received a minimum of 6 hours/year training on implementation of the curriculum (may be on-site and/or director-led training).</p> <p><b>4 points:</b></p> <p>-A developmentally appropriate curriculum must be fully implemented and a system must be in place for ongoing child observations.</p> <p><b>5 points:</b></p>

	Programs must have a child assessment that guides individualized program planning and communicating with families.
<b>Curriculum review process:</b>	Yes
<b>Description of curriculum review process:</b>	Florida Early Learning Coalitions are directed by the state Office of Early Learning to establish lists of appropriate curricula and to establish a procedure for reviewing-approving other curricula.
<b>Approved curricula identified:</b>	Yes
<b>List of approved curricula:</b>	<p>There are 14 Early Learning Coalition approved curricula.</p> <p>Comprehensive Curricula  Creative Curriculum  HighScope  Beyond Centers and Circle Time  Beyond Cribs and Rattles  WEE Learn: Weekday Early Education  Literacy Add-ons  ELLM Plus: Early Language and Literacy Model  Houghton Mifflin  Literacy Express  OWL: Opening the World of Learning  Scholastic Early Childhood Program  Breakthrough to Literacy  Letter People  Ready, Set, Leap!  Scholastic: Building Language for Literacy  Wright Skills (formerly BELL)  Social-Emotional  Conscious Discipline  AL's Pals  Peace Foundation (Peaceworks)</p>
<b>Curriculum referred to within:</b>	Curriculum
<b>Curriculum source of evidence:</b>	Documentation submitted; observation; self-report, verified

## Environment (centers)

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

<b>Environment indicators included:</b>	Yes
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<b>Environment Rating Scales (ERS) included:</b>	Yes
<b>Range of Recognized ERS Scores</b>	ECERS-R and ITERS-R <b>1 Point:</b> 3.0-3.49 <b>2 Points:</b> 3.49-3.99 <b>3 Points:</b> 4.0-4.49 <b>4 Points:</b> 4.5-5.49 <b>5 Points:</b> 5.5-7.0
<b>Additional Indicators related to the environment (e.g., activity schedule, interactions, specific features):</b>	None
<b>Environment referred to within:</b>	Learning Environment
<b>Environment source of evidence:</b>	Observation; self report, verified

### 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>.

<b>Child assessment indicators included:</b>	Yes
<b>Description:</b>	<b>5 Points:</b> -Developmental screening and referral process must be in place for 90% of all children and results must be shared with staff and families.  -Child assessment guides individualized program planning and communicating with families.
<b>Child assessment review process:</b>	No
<b>Approved child assessments identified:</b>	No
<b>Child assessment referred to within:</b>	Family Engagement & Curriculum
<b>Child assessment source of evidence:</b>	Documentation submitted; self report, verified

### Staff Qualifications (centers)

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

<b>Staff qualification indicators included:</b>	Yes
<b>Indicators for teachers include:</b>	Education, training, and a Department of Children and Families Staff Credential (DCF Credential).
<b>Indicators for directors include:</b>	Education, years of experience, and a Florida Director Credential.
<b>Directors qualifications related to administration</b>	Yes

**and management****Bachelors degree indicator for director:** No**Bachelors degree indicator for teacher:** Yes**Bachelors degree indicator for assistant teacher:** No**Description:****2 Points:**

- Lead teachers: All have HS diploma- GED, and 50% have DCF Staff Credential\* or higher
- Assistant teachers: 25% have or are currently enrolled in DCF Staff Credential\* or higher
- Director holds FL Director Credential
- 50% of all teaching staff complete 15 hours total annual inservice training

**3 Points:**

- Lead teachers: All have DCF Staff Credential\* or higher
- Assistant teachers: 50% have or are currently enrolled in DCF Staff Credential\* or higher
- Director holds FL Director Credential 50% of all teaching staff complete 20 hours total annual inservice training

**4 Points:**

- Lead teachers: 25% have Associate degree (or 60 credits) or higher with 18 credits in ECE
- Assistant teachers: 75% have HS diploma-GED, and 25% have DCF Staff Credential\* or higher
- Director holds FL Advanced level Director Credential 50% of all teaching staff complete 25 hours total annual inservice training

**5 Points:**

- Lead teachers: 50% have Associate degree (or 60 credits) or higher with 18 credits in ECE
- Assistant teachers: All have HS diploma- GED, and 50% have DCF Staff Credential\* or higher
- Director holds FL Advanced level credential plus associate degree (or 60 credits) or higher with 18 credits in ECE
- 50% of all teaching staff complete 30 hours total annual inservice training

*\* DCF Staff Credential requirement includes the Birth-Five and School-Age Florida Child Care Professional Credentials (FCCPC)—formerly the FL CDA Equivalent, the DOE Early Childhood and School-Age Professional Certificates (ECPC or SAPC) or the Child Care Apprenticeship Certificate (CCAC), national CDA or*

*equivalent national early childhood credential, Associate degree or higher in ECE or related field, Associate degree or higher out of field with 6 credits in ECE plus 480 hrs experience. See the website of the Department of Children and Families-DCF child care training: [www.myflorida.com/childcare/training](http://www.myflorida.com/childcare/training)*

<b>Staff qualifications referred to within:</b>	Staff Qualifications
<b>Staff qualifications source of evidence</b>	Documentation submitted
<b>Comments:</b>	1 bonus point is awarded for each teacher and/or curriculum specialist with a Bachelor's Degree or higher with 18 credits in Early Childhood Education working full time in the program (up to 6 points).

## Family Partnership (centers)

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

<b>Family partnership indicators included:</b>	Yes
<b>Description:</b>	<p><b>1 Point:</b></p> <ul style="list-style-type: none"> <li>-A Family Handbook is written and includes parental rights and responsibilities.</li> <li>-There is signed acknowledgement of receipt of the handbook by parent.</li> </ul> <p><b>2 Points:</b></p> <ul style="list-style-type: none"> <li>-Minimum of 3 modes of communication are used to share child and program information with families.</li> </ul> <p><b>3 Points:</b></p> <ul style="list-style-type: none"> <li>-At least 2 family activities per year provided.</li> </ul> <p><b>4 Points:</b></p> <ul style="list-style-type: none"> <li>- Families are invited to schedule family-teacher conferences to review child's progress and needs and to set goals, 2 times per year.</li> <li>- Activities provided for children and families to assist with transition to new settings within the child care program and/or to kindergarten.</li> </ul> <p><b>5 Points:</b></p> <ul style="list-style-type: none"> <li>-Families have opportunity to evaluate the provider in writing at least annually.</li> <li>-Resources are available to communicate with families in the family's primary language.</li> </ul>

-Developmental screening and referral process is in place for 90% of all children and results are shared with staff and families.  
 -Activity suggestions are developed with staff and families for children identified with potential delays.

<b>Family partnership referred to within:</b>	Family Engagement
<b>Family partnership source of evidence:</b>	Self-report, verified; 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>.

<b>Administration and management indicators included:</b>	Yes
<b>Description:</b>	<p><b>1 Point:</b>                  -Risk management plan is in place (written action plan for emergencies such as hurricanes, fire, flood, etc. including evacuation routes identified and practice drills).</p> <p><b>2 Points:</b>                  -Personnel policy manual includes written staff orientation procedures and job descriptions.</p> <p><b>3 Points:</b>                  -Staff meetings are held at least quarterly.                  -Written performance evaluations are completed annually.</p> <p><b>4 Points:</b>                  -Written operating policies and procedures include standard business and fiscal management practices.                  -Marketing plan is in place to maximize full enrollment.                  -Performance evaluations include classroom observation.</p> <p><b>5 Points:</b>                  -Salary scale is in place and is differentiated by education, experience.                  -Financial record-keeping system provides quarterly reports and analysis and 1 year projected budget.                  -Performance evaluations include professional</p>

	development plans.
<b>Administration and management referred to within:</b>	Program Administration
<b>Administration and management source of evidence:</b>	Documentation submitted; self report, verified

## 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.

<b>Cultural/linguistic diversity indicators included:</b>	Yes
<b>Comments:</b>	At the 5 point level in the Family Engagement indicator, programs must have resources available to communicate with families in the family's primary language.

## 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.

<b>Accreditation included:</b>	Yes
<b>If yes, accreditation is:</b>	Programs holding current Gold Seal designation (accreditation by an approved accrediting body, identified by the Department of Children and Families) earn a "plus" on their Star Rating.

## Community Involvement (centers)

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

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

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality

indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Indicators that specify provisions for children with special needs included:</b>	Yes
<b>Comments:</b>	At the 5 point level in the Family Engagement indicator, activity suggestions must be developed with staff and families for children identified with potential delays.

## Indicators for Family Child Care Programs

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

<b>Number of site-specific indicator categories:</b>	3
<b>Site-specific names of categories used in the QRS:</b>	Learning Environment Provider Qualifications Program Administration

## Licensing Compliance (family child care)

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

<b>Licensing compliance included:</b>	Yes
<b>Licensing required for enrollment:</b>	No. License-exempt programs may enroll in Quality Counts.
<b>Licensing equivalent to the first level:</b>	No. To be at Star 1, Family Child Care Homes must earn 2-7 points.
<b>Licensing compliance referred to within:</b>	N/A
<b>Source of evidence:</b>	Self-report, verified
<b>Comments:</b>	All licensed and license-exempt centers and family

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child care homes that serve children under the age of 5 in Miami-Dade County can participate in Quality Counts.

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## Ratio and Group Size (family child care)

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

<b>Ratio and group size requirements included:</b>	No
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## 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>.

<b>Health and safety requirements included:</b>	No
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## Curriculum (family child care)

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

<b>Curriculum requirements included:</b>	No
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## Environment (family child care)

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

<b>Environment requirements included:</b>	Yes
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<b>Environment Rating Scales (ERS) included:</b>	Yes
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<b>Range of Recognized ERS Scores:</b>	FCCERS-R
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**1 Point:** 3.0-3.49

**2 Points:** 3.49-3.99

**3 Points:** 4.0-4.49

**4 Points:** 4.5-5.49

**5 Points:** 5.5-7.0

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<b>Additional Indicators related to the environment (e.g., activity schedule, interactions, specific features):</b>	None
<b>Environment referred to within:</b>	Environment
<b>Environment source of evidence:</b>	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>.

<b>Child assessment requirements included:</b>	No
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### Staff qualifications (family child care)

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

<b>Staff qualification indicators included:</b>	Yes
<b>Indicators for family child care providers include:</b>	Education, training, and a Department of Children and Families Staff Credential
<b>Family child care qualifications related to administration and management</b>	Yes
<b>Bachelors degree indicator for family child care provider:</b>	Yes
<b>Description:</b>	<p><b>2 Points:</b> -Provider has completed 15 hours total annual inservice Training</p> <p><b>3 Points:</b> -Provider is enrolled in training for a DCF Staff Credential* -Provider has completed 20 hours total annual inservice Training</p> <p><b>4 Points:</b> -Provider has a DCF Staff Credential* or higher - Provider has completed 25 hours total annual inservice Training</p> <p><b>5 Points:</b> - Provider has a national CDA or at least 9 college credits in ECE -Provider has completed 30 hours total annual inservice training</p>

*\* DCF Staff Credential requirement includes the Birth Five and School-Age Florida Child Care Professional Credentials (FCCPC)—formerly the FL CDA Equivalent, the DOE Early Childhood and School-Age Professional Certificates (ECPC or SAPC) or the Child Care Apprenticeship Certificate (CCAC), national CDA or equivalent national early childhood credential, Associate degree or higher in ECE or related field, Associate degree or higher out of field with 6 credits in ECE plus 480 hrs experience. See the website of the Department of Children and Families-DCF child care training: [www.myflorida.com/childcare/training](http://www.myflorida.com/childcare/training)*

<b>Staff qualifications referred to within:</b>	Provider Qualifications
<b>Staff qualifications source of evidence</b>	Documentation submitted
<b>Comments:</b>	2 bonus points awarded for the provider holding a Bachelor's degree or higher with 18 credits in Early Childhood Education working full time in the program.  Training in the Business Administration Scale (BAS) is available to Family Child Care providers as annual training.

## 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>.

<b>Family partnership indicators included:</b>	Yes
<b>Description:</b>	<p><b>3 Points:</b> -Families have an opportunity to evaluate the provider annually.</p> <p><b>4 Points:</b> -Family handbook includes: philosophy, schedule, payment policies, nutrition and medication policies, and emergency procedures.</p>
<b>Family partnership referred to within:</b>	Program Administration
<b>Family partnership source of evidence:</b>	Observation
<b>Comments:</b>	For Family Child Care Homes, Quality Counts uses the Parents and Provider subscale of the Environmental Rating Scale (FCCERS-R) to account for aspects of family partnerships.

## Administration and Management (family child care)

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

<b>Administration and management indicators included:</b>	Yes
<b>Description:</b>	<p><b>1 Point:</b></p> <ul style="list-style-type: none"> <li>-Provider maintains children's records.</li> <li>-Discipline policy is given to parents.</li> <li>-Risk managements plan is in place.</li> </ul> <p><b>2 Points:</b></p> <ul style="list-style-type: none"> <li>-Provider-parent agreement is in place.</li> <li>-Accurate financial record-keeping system.</li> <li>-Provider is member of professional organization.</li> </ul> <p><b>3 Points:</b></p> <ul style="list-style-type: none"> <li>-Annual business plan and budget are written.</li> </ul> <p><b>4 Points:</b></p> <ul style="list-style-type: none"> <li>-Family handbook includes: philosophy, schedule, payment policies, nutrition and medication policies, and emergency procedures. (Also noted under family partnerships)</li> </ul> <p><b>5 Points:</b></p> <ul style="list-style-type: none"> <li>-Provider maintains up-to-date portfolio including program information, trainings completed and letters of recommendation.</li> </ul>
<b>Administration and management referred to within:</b>	Program Administration
<b>Administration and management source of evidence:</b>	Documentation submitted; self report, verified

## Cultural/Linguistic Diversity (family child care)

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

<b>Cultural/linguistic diversity indicators included:</b>	No
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## Accreditation (family child care)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early

childhood program accreditation. Accreditation by the National Association of Family Child Care is a commonly included accreditation used in QRSs for family child care programs.

<b>Accreditation included:</b>	Yes
<b>If yes, accreditation is:</b>	Programs holding current Gold Seal designation (accreditation by an approved accrediting body) earn a "plus" on their Star Rating.

## Community Involvement (family child care)

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

<b>Community involvement indicators included:</b>	No
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## Provisions for Children with Special Needs (family child care)

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

<b>Indicators that specify provisions for children with special needs included:</b>	No
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## Application Process

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

<b>Requires self-assessment tool:</b>	Yes
<b>Describe self-assessment tool:</b>	A self-assessment (included within the Self-Study) is used after the Quality Counts application and selection processes. Once a program is accepted into Quality Counts, the Self-Study provides a snapshot of the program at the beginning of their involvement with Quality Counts.
<b>Availability of preparatory process:</b>	Yes
<b>Describe preparatory process:</b>	Programs apply and, if accepted, receive a baseline rating. During this baseline process, programs complete a Self-Study and have an initial formal assessment. The first year formal assessment gives a "baseline assessment score." This score is not publicly available; however, it is used to inform continuous program improvements

	during the first year preparation for the formal Star Rating. During the second year and thereafter a Star Rating is determined.
<b>Requires orientation:</b>	Yes
<b>Describe orientation :</b>	There is a 2 hour standard overview orientation and an estimated 6 hour Self-Study training/orientation.
<b>Time from application to rating:</b>	3-6 months
<b>Can apply for particular rating:</b>	No

## Outreach

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

<b>Outreach to parents:</b>	Yes
<b>Method of outreach to parents:</b>	Website
<b>Outreach to providers:</b>	Yes
<b>Method of outreach to providers:</b>	Website, information in languages other than English, written materials disseminated through partners
<b>Outreach to public:</b>	Yes
<b>Method of outreach to public:</b>	Website
<b>Percent of budget dedicated to marketing:</b>	There is no consumer campaign underway yet for Quality Counts.

## Use of Observational Tools

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

<b>Observational tools used:</b>	ECERS-R, FCCERS-R, ITERS-R
<b>Describe how scores are used in the rating:</b>	1 Point: 3.0-3.49
	2 Points: 3.5-3.99
	3 Points: 4.0-4.49
	4 Points: 4.5-5.49
	5 Points: 5.5-7.0
	For Child Care Centers, ECERS-R and ITERS-R

	<p>scores are weighed X2 with maximum points of 10 for ERS.</p> <p>For Family Child Care Homes, FCCERS-R scores are weighted X4 with maximum points of 20 for ERS.</p>
<b>Frequency of observational assessment:</b>	Baseline rating occurs at outset, and then a rating cycle of 3 years begins. Programs showing 1 star or more growth on annual self-study (Update Report) may apply for formal assessment on any anniversary.
<b>Method for choosing classrooms to observe:</b>	The method for choosing classrooms is random selection.
<b>Percent of classrooms observed in child care centers:</b>	<p>If there are 1-3 classrooms (ages 0-5): 1 ITERS-R and 1 ECERS-R are administered</p> <p>If there are 1-3 classrooms (ages 3-5): 1 ECERS-R is administered</p> <p>If there are 4+ classrooms (ages 0-5): 1/3 of all classrooms have both ITERS-R and ECERS-R administered</p> <p>If there are 4+ Classrooms (ages 3-5): 1/3 of all classrooms have ECERS-R administered</p>
<b>Training for observers:</b>	Observers must meet and maintain inter-rater reliability as set by the Environmental Rating Scale authors.
<b>Initial reliability required:</b>	Observers must attend training and achieve 85% inter-rater reliability with an anchor for 3 consecutive ratings before beginning to serve as assessor.
<b>Ongoing reliability required:</b>	Inter-rater reliability checks occur every 6-10 assessments.
<b>Observational tool comments:</b>	The Parent and Staff subscales of the FCCERS-R are included in the scoring.

## Improvement Process

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

<b>Training available that is linked to QRS:</b>	Yes
<b>Content of linked training:</b>	Specific curriculum, language and literacy, business practices, child assessment, social and

	emotional development, safety, and environment assessment.
<b>Total duration of training:</b>	Quality Counts-funded in-service training is limited to 30 hours per year, and there are many free trainings.
<b>Trainer approval process:</b>	No
<b>Target population for training:</b>	All providers
<b>Onsite assistance available that is linked to QRS:</b>	Yes
<b>Content of linked onsite assistance:</b>	Specific curriculum, business practices, safety, environment assessment, and support and navigating QRS.
<b>Onsite assistance frequency</b>	Varies based on Quality Improvement Plan; On-site assistance tends to decrease over time for programs over time as they reach higher quality levels.
<b>Length of onsite sessions</b>	1.1-4 hours
<b>Total duration of onsite assistance:</b>	Ongoing
<b>Formal approval for onsite assistance provider:</b>	No
<b>Target population for onsite assistance:</b>	All providers (more intensive for lower quality programs, less intensive for higher quality programs)
<b>Comments about improvement process:</b>	<p>The Quality Improvement Plan helps programs create goals based on the results of the self-study and formal assessment. It also helps identify overall training needs within programs and establishes timelines for working on goals.</p> <p>Professional Development activities often stem from a program's Quality Improvement Plan and vary by individual. However, these activities are not considered requirements, but come highly recommended.</p>

## 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.

<b>Tiered reimbursement:</b>	The amount of support grants and achievement awards is related to program size and the number of subsidized children served (if any) and /or location in a high poverty zip code. (The state of Florida prohibits the setting of subsidy reimbursement rates according to anything but the "Gold Seal accreditation" program—20% higher reimbursement to centers achieving one of
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14 approved accreditation types).

**Quality award/bonus:**

Programs that score 29 points or more (equivalent to 4 and 5 Star) may apply for an Achievement Award for specific goals identified in the Quality Improvement Plan. Programs that receive achievement awards must serve as model sites and share their expertise with the community through tours, professional development or other activities (Only 1 grant or award per program is awarded each year).

**Startup award:**

No

**Scholarship (T.E.A.C.H)**

Funding is available to help staff complete trainings and credentials such as GED classes, the Florida Child Care Professional Certificate-FCCPC, and associate or bachelor's degrees.

**Wage enhancement**

WAGE\$ Supplements are bi-annual stipends provided directly to the staff person based on their education. Participants must work in the center for 6 months and have achieved at least a Florida staff credential to be eligible to receive WAGE\$ incentives.

**Retention bonus:**

No. However, WAGE\$ is considered an incentive for retention.

**Improvement grants:**

Support Grants are available to all programs for materials and equipment to address issues identified in the Quality Improvement Plan. The materials and equipment will be delivered based on meeting the goals in the QIP (Only 1 grant or award per program is awarded each year).

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## Administration Details

This section provides details about the QRS administration and funding.

**QRS lead :**

Early Learning Coalition of Miami-Dade/Monroe (county-level administrative unit of the state Office of Early Learning) and The Children's Trust (children's special taxing district as per government statute).

**QRS lead type:**

Other. The Early Learning Coalition responded to a solicitation by the Children's Trust to operate the QRS.

<b>Overall funding amount for most recent fiscal year:</b>	Early Learning "Quality Dollars" from block grant- \$2.5 million; Early Childhood Initiative Foundation- \$0.5 million; The Children's Trust- \$7 million
<b>Overall funding sources:</b>	Child Care Development Fund, Foundation, Other
<b>Administration funding for most recent fiscal year:</b>	\$1 million
<b>Administration funding source:</b>	The Children's Trust
<b>Quality improvement funding for most recent fiscal year:</b>	Child Care Development Fund- \$2.5 million; The Children's Trust- \$2 million
<b>Quality improvement funding source:</b>	Child Care and Development Fund and The Children's Trust
<b>Evaluation funding for most recent fiscal year:</b>	The Children's Trust for formal rating- \$900,000; For independent evaluation with University of North Carolina FPG \$350,000 (per year for 3 years)
<b>Evaluation funding source:</b>	The Children's Trust

## Partners

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

<b>Partner 1 type :</b>	University
<b>Partner 1 name:</b>	Florida International University, College of Education (for centers south of Flagler)
<b>Partner 1 function:</b>	Provide technical assistance and quality improvement services, and provide system navigation support.
<b>Work plan in place:</b>	Yes
<b>Partner 2:</b>	University
<b>Partner 2 name:</b>	University of Miami, Mailman Center for Child Development (for Family Child Care Homes)
<b>Partner 2 function:</b>	Provide technical assistance and quality improvement services, and provide system navigation support.
<b>Work plan in place:</b>	Yes
<b>Partner 3 type :</b>	Community College
<b>Partner 3 name:</b>	Miami Dade College
<b>Partner 3 function:</b>	Provide relevant Early Childhood Education trainings (funded by tuition scholarships from the Quality Counts Career Center fund); Develop new and revamp other Early Childhood Education offerings (funded by Trust at \$325,000 and more in recent years).
<b>Work plan in place:</b>	Yes
<b>Partner 4 type :</b>	Local Agency

<b>Partner 4 name:</b>	Early Learning Coalition of Miami-Dade/Monroe
<b>Partner 4 function:</b>	(administrative) Collect/validate information to assign the rating, manage communication/information dissemination, provide system navigation support, and provide financial incentives.
<b>Work plan in place:</b>	Yes
<b>Partner 5 type :</b>	Non-Profit Agency
<b>Partner 5 name:</b>	The Children's Trust (Lead administrative)
<b>Partner 5 function:</b>	Manage communication/information dissemination; provide financial incentives, functions as the lead agency, designer, and a major funder.
<b>Work plan in place:</b>	N/A
<b>Partner 6 type :</b>	Non-Profit Agency
<b>Partner 6 name:</b>	Quality Counts Career Center, the Children's Forum
<b>Partner 6 function:</b>	Collect/validate information to assign the rating, provide technical assistance and quality improvement services, provide system navigation support, provide financial incentives, manage communication/information dissemination, and other. Other functions include career advising, managing the training registry, the scholarships, and the WAGES program.
<b>Work plan in place:</b>	Yes
<b>Partner 7 type :</b>	Non-Profit Agency
<b>Partner 7 name:</b>	United Way Center for Excellence in Early Education
<b>Partner 7 function:</b>	Provide professional development and training.
<b>Work plan in place:</b>	Yes
<b>Partner 8 type :</b>	Non-Profit Agency
<b>Partner 8 name:</b>	Devereux Florida Inc.
<b>Partner 8 function:</b>	Collect/validate information to assign the rating and conduct observational assessments.
<b>Work plan in place:</b>	Yes

<b>Partner 9 type :</b>	Non-Profit Agency
<b>Partner 9 name:</b>	Family Central Inc. (for centers north of Flagler)
<b>Partner 9 function:</b>	Provide technical assistance and quality improvement services and provide system navigation support.
<b>Work plan in place:</b>	Yes
<b>Partner 10 type :</b>	University
<b>Partner 10 name:</b>	Frank Porter Graham Child Development Institute at University of North Carolina-Chapel Hill
<b>Partner 10 function:</b>	Evaluation
<b>Work plan in place:</b>	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.

<b>Child care subsidies :</b>	Yes
<b>Description:</b>	Grants and Achievement Awards are related to number of subsidized children served and/or location in a high poverty zip code.

<b>Professional development:</b>	Yes
<b>Description</b>	<p>A Professional Development system in conjunction with Quality Counts is currently being created.</p> <p>Quality Counts also uses a Training Registry. Staff qualification documentation for every member of the teaching staff and the program director is recorded in the Training Registry. The Registry is an extensive database of information about the early childhood workforce.</p> <p>The Department of Children and Families Staff Credential and the Florida Director Credential are included in Staff and Provider Qualification indicators.</p>

<b>Incorporation of other standards:</b>	Yes
<b>Description:</b>	Florida Early Learning Standards

## Evaluation

<b>Status of evaluation :</b>	Ongoing
<b>List research questions for ongoing evaluation:</b>	The present evaluation is asking formative questions about the implementation process, adequacy of benefits-supports, what mix of supports works to raise quality, and whether or not poverty predicts scores. Evaluations in Year 3 will focus on whether or not higher quality predicts better child outcomes.
<b>Evaluator type:</b>	External
<b>Evaluator name (if external)</b>	University of North Carolina Frank Porter Graham Child Development Institute
<b>If external, was RFP issued:</b>	Yes
<b>Published reports to date :</b>	Year 1 Final Report of Stakeholder Interviews: Evaluation of Quality Counts. August 15, 2009 (full report October, 2009)
	Submitted by:
	Iheoma Iruka, Ph.D., Noreen Yazejian, Ph.D., Kelly Maxwell, Ph.D.
	FPG Child Development Institute University of North Carolina at Chapel Hill
	105 Smith Level Road, CB 8180
	Chapel Hill, NC 27599

## Key Contacts

<b>Category :</b>	<b>Overall management</b>
<b>Contact name:</b>	Jesse Leinfelder
<b>Title:</b>	Administrator of Quality Counts,
<b>Organization:</b>	The Children's Trust
<b>Email:</b>	jesse@thechildrenstrust.org
<b>Phone:</b>	305-571-5700
<b>Category :</b>	<b>Overall management</b>
<b>Contact name:</b>	Pam Hollingsworth
<b>Title:</b>	Director of Quality Counts, Early Learning Coalition.
<b>Organization:</b>	

<b>Email:</b>	phollingsworth@elcmdm.org
<b>Phone:</b>	305-346-7220
<b>Category :</b>	<b>Rating process (including on-site observations)</b>
<b>Contact name:</b>	Michele Kaplan
<b>Title:</b>	Early Childhood Program Manager,
<b>Organization:</b>	Devereux Florida Inc.
<b>Email:</b>	mkaplan@devereux.org
<b>Phone:</b>	954-962-1225 Ext. 205 Office
<b>Category :</b>	<b>Tiered reimbursement and connections with subsidy</b>
<b>Contact name:</b>	Pam Hollingsworth
<b>Category :</b>	<b>Distribution of financial incentives</b>
<b>Contact name:</b>	Pam Hollingsworth
<b>Category :</b>	<b>Quality improvements and support</b>
<b>Contact name:</b>	Saralyn Grass
<b>Title:</b>	Director of Programs and Research
<b>Organization:</b>	The Children's Forum
<b>Email:</b>	sgrass@thechildrensforum.com
<b>Phone:</b>	850-681-7002
<b>Category :</b>	<b>Data systems, monitoring and evaluation</b>
<b>Contact name:</b>	Lisa Pittman
<b>Title:</b>	Sr. Research and Evaluation Analyst
<b>Organization:</b>	The Children's Trust
<b>Email:</b>	lisa@thechildrenstrust.org
<b>Phone:</b>	305-571-5700

## References

The Children's Trust Website:

[http://www.thechildrenstrust.org/index.php?option=com\\_content&view=article&id=138&Itemid=212](http://www.thechildrenstrust.org/index.php?option=com_content&view=article&id=138&Itemid=212)

Quality Counts Center Manual (October 2008)

<http://www.elcmdm.org/QualityCounts/PDFs/2008%20downloads/CenterManual010909.pdf>

Quality Counts Family Child Care Home Manual

<http://www.elcmdm.org/QualityCounts/PDFs/2008%20downloads/FCC%20Manual111609.pdf>

Self Study Packet for Centers [http://www.thechildrenstrust.org/images/stories/providers/initiatives/qc/Center\\_Self-Study\\_051009.pdf](http://www.thechildrenstrust.org/images/stories/providers/initiatives/qc/Center_Self-Study_051009.pdf)

Self Study Packet for Family Child Care Homes

[http://www.thechildrenstrust.org/images/stories/providers/initiatives/qc/FCCH\\_Self-Study\\_051009.pdf](http://www.thechildrenstrust.org/images/stories/providers/initiatives/qc/FCCH_Self-Study_051009.pdf)

The Children's Trust- Quality Counts excerpt Board briefing packet 9-1-09 (Sent by client)

# Quality Standards for Child Care Centers

## Learning Environment – Environment Rating Scales-Revised (ECERS, ITERS)

- Subscales: Space-Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, Program Structure
- Based on average scores of sample of classrooms
- Scored on 7-point scale: 1=Inadequate, 3=Minimal, 5=Good, 7=Excellent

1	2	3	4	5
ECERS-R 3.0-3.49	ECERS-R 3.5-3.99	ECERS-R 4.0-4.49	ECERS-R 4.5-5.49	ECERS-R 5.5-7.0
ITERS-R 3.0-3.49	ITERS-R 3.5-3.99	ITERS-R 4.0-4.49	ITERS-R 4.5-5.49	ITERS-R 5.5-7.0

## Staff Qualifications (All of the previous levels required)

1	2	3	4	5
<b>Same as FL Licensing:</b> - All staff have completed 40-hour DCF training and 5-hour Early Literacy (in allowed timeframe) - 1 staff per 20 enrolled children have DCF Staff Credential* or higher - Director holds FL Director Credential	- Lead teachers: All have HS diploma-GED, and 50% have DCF Staff Credential* or higher - Assistant teachers: 25% have or are currently enrolled in DCF Staff Credential* or higher - Director holds FL Director Credential	- Lead teachers: All have DCF Staff Credential* or higher - Assistant teachers: 50% have or are currently enrolled in DCF Staff Credential* or higher - Director holds FL Director Credential	- Lead teachers: 25% have Associate degree (or 60 credits) or higher with 18 credits in ECE - Assistant teachers: 75% have HS diploma-GED, and 25% have DCF Staff Credential* or higher - Director holds FL Advanced level Director Credential	- Lead teachers: 50% have Associate degree (or 60 credits) or higher with 18 credits in ECE - Assistant teachers: All have HS diploma-GED, and 50% have DCF Staff Credential* or higher - Director holds FL Advanced level credential plus associate degree (or 60 credits) or higher with 18 credits in ECE
All teaching staff complete DCF required 10 hours annual in-service training	50% of all teaching staff complete 15 hours total annual in-service training	50% of all teaching staff complete 20 hours total annual in-service training	50% of all teaching staff complete 25 hours total annual in-service training	50% of all teaching staff complete 30 hours total annual in-service training

\* DCF Staff Credential requirement includes the Birth-Five and School-Age Florida Child Care Professional Credentials (FCCPC)—formerly the FL CDA-Equivalent, the DOE Early Childhood and School-Age Professional Certificates (ECPC or SAPC) or the Child Care Apprenticeship Certificate (CCAC), national CDA or equivalent national early childhood credential, Associate degree or higher in ECE or related field, Associate degree or higher out of field with 6 credits in ECE plus 480 hrs experience. See the website of the Department of Children and Families-DCF child care training: [www.myflorida.com/childcare/training](http://www.myflorida.com/childcare/training)

## Ratios - Group Sizes

Age	1		2		3		4		5	
	Ratio	Group								
Infants	1:4	n/a	1:4	12	1:4	8	1:4	8	1:4	8
Ones	1:6	n/a	1:6	12	1:6	12	1:5	10	1:4	12
Twos	1:11	n/a	1:9	18	1:8	16	1:7	14	1:6	12
Threes	1:15	n/a	1:13	26	1:12	24	1:10	20	1:9	18
Fours/ Fives	1:20	n/a	1:16	32	1:13	26	1:10	20	1:10	20

**Family Engagement** (All of the previous levels required)

1	2	3	4	5
<ul style="list-style-type: none"> <li>- Family Handbook is written and includes parental rights and responsibilities</li> <li>- Signed acknowledgment of receipt of handbook by parent</li> </ul>	<p>Minimum of 3 modes of communication are used to share child and program information with families</p>	<p>At least 2 family activities per year provided</p>	<ul style="list-style-type: none"> <li>- Families are invited to scheduled family-teacher conferences to review child's progress and needs and to set goals, x2/ year</li> <li>- Activities provided for children and families to assist with transition to new settings within the child care program and/or to kindergarten</li> </ul>	<ul style="list-style-type: none"> <li>- Families have opportunity to evaluate the provider in writing at least annually</li> <li>- Resources are available to communicate with families in the family's primary language</li> <li>- Developmental screening and referral process is in place for 90% of all children, and results are shared with staff and families</li> <li>- Activity suggestions are developed with staff and families for children identified with potential delays</li> </ul>

**Program Administration** (All of the previous levels required)

1	2	3	4	5
<p>Risk management plan is in place (written action plan for emergencies such as hurricanes, fire, flood, etc. including evacuation routes identified and practice drills)</p>	<p>Personnel policy manual includes written staff orientation procedures and job descriptions</p>	<ul style="list-style-type: none"> <li>- Staff meetings are held at least quarterly</li> <li>- Written performance evaluations are completed annually</li> </ul>	<ul style="list-style-type: none"> <li>- Written operating policies &amp; procedures include standard business and fiscal management practices</li> <li>- Marketing plan is in place to maximize full enrollment</li> <li>- Performance evaluations include classroom observation</li> </ul>	<ul style="list-style-type: none"> <li>- Salary scale is in place and is differentiated by education, experience</li> <li>- Financial record-keeping system provides quarterly reports and analysis and 1-year projected budget</li> <li>- Performance evaluations include professional development plans</li> </ul>

**Curriculum** (All of the previous levels required)

1	2	3	4	5
<p>Developmentally appropriate curriculum (aligned with Early Learning Coalition process of approving curriculum) has been adopted for all age groups</p>	<p>Lead teachers have received minimum 6 hours/year training on implementation of the curriculum (may be on-site and/or director-led training)</p>	<p>All teaching staff employed 6 months or longer have received minimum 6 hours/year training on implementation of the curriculum (may be on-site and/or director-led training)</p>	<p>Developmentally appropriate curriculum is fully implemented A system is in place for ongoing child observations</p>	<p>Child assessment guides individualized program planning and communicating with families</p>

Florida Early Learning Coalitions are directed by the state Office of Early Learning to establish lists of appropriate curricula and to establish a procedure for reviewing-approving other curricula.

### Calculating the Star Rating

For each component, a score from 1 to 5 is compiled. This component score is multiplied by the weight to achieve total points for each component. Points are then summed, and the total point score is placed on a pre-determined range to identify the program's overall Star quality rating.

	Component	Maximum Points & Weight	Recognition and Extra Points Overall
1	Learning Environment (Environment Rating Scales) ECERS-R, ITERS-R, as applicable to age groups.	5 X 2 = 10 5 X 2 = 10	<ul style="list-style-type: none"> <li>Programs holding current Gold Seal designation earn a "plus" on the Star rating</li> <li>1 bonus point is awarded for each teacher and/or curriculum specialist with a Bachelor's degree or higher with 18 credits in ECE working full time in the program (up to 6 points)</li> </ul>
2	Staff Qualifications	5	
3	Ratios-Group Sizes	5	
4	Family Engagement	5	
5	Program Administration	5	
6	Curriculum (not included in rating Year One)		
	<b>TOTAL</b>	<b>40</b>	

### Point range per Star level

Star 1	Star 2	Star 3	Star 4	Star 5
4-12 points	13-20 points	21-28 points	29-35 points	36-40 points

The Quality Standards for center-based child care programs were developed by the "Multi-County QRIS Collaborative" and adopted for use in the Quality Counts Quality Rating Improvement System of Miami-Dade County. The Collaborative includes representatives from Early Learning Coalitions and Children's Services Councils from the following Florida communities: Miami-Dade, Broward, Palm Beach, Hillsborough, Pinellas, Duval, Orange, Leon-Big Bend. Other participants: Office of Early Learning, Department of Children and Families

### VISION

- Align the quality standards of the several existing and emerging Quality Rating initiatives in Florida
- Support statewide Quality Rating Improvement System activities of the Florida Office of Early Learning

*The QRIS Collaborative quality standards were endorsed by the Florida Office of Early Learning's Early Learning Advisory Council-ELAC on September 28, 2007. ELAC members are the Governor-appointed chairs of the 31 Early Learning Coalitions.*

# Quality Standards for Family Child Care Homes

## Learning Environment – Environment Rating Scale-Revised (FCCERS-R)

- Subscales: Space-Furnishings, Personal Care Routines, Listening and Talking, Activities, Interaction, Program Structure, Parents and Provider
- Scored on 7-point scale: 1=Inadequate, 3=Minimal, 5=Good, 7=Excellent

1	2	3	4	5
FCCERS-R 3.0-3.49	FCCERS-R 3.5-3.99	FCCERS-R 4.0-4.49	FCCERS-R 4.5-5.49	FCCERS-R 5.5-7.0

## Provider Qualifications (All of the previous levels required)

1	2	3	4	5
Meets Licensing Requirements	Meets Licensing Requirements	Provider is enrolled in training for a DCF Staff Credential*	Provider has a DCF Staff Credential* or higher	Provider has a national CDA or at least 9 college credits in ECE
Meets Licensing Requirements	Provider has completed 15 hours total annual in-service training	Provider has completed 20 hours total annual in-service training	Provider has completed 25 hours total annual in-service training	Provider has completed 30 hours total annual in-service training

\* DCF Staff Credential requirement includes the Birth-Five and School-Age Florida Child Care Professional Credentials (FCCPC)—formerly the FL CDA-Equivalent, the DOE Early Childhood and School-Age Professional Certificates (ECPC or SAPC) or the Child Care Apprenticeship Certificate (CCAC), national CDA or equivalent national early childhood credential, Associate degree or higher in ECE or related field, Associate degree or higher out of field with 6 credits in ECE plus 480 hrs experience. See the website of the Department of Children and Families-DCF child care training: [www.myflorida.com/childcare/training](http://www.myflorida.com/childcare/training)

## Program Administration (All of the previous levels required)

1	2	3	4	5
- Provider maintains children's records. - Discipline policy is given to parents. - Risk management plan is in place.	- Provider-Parent agreement is in place. - Accurate financial record-keeping system. - Provider is member of professional organization.	- Families have an opportunity to evaluate the provider annually. - Annual business plan and budget are written.	- Family handbook includes: philosophy, schedule, payment policies, nutrition and medication policies, and emergency procedures.	- Provider maintains up-to-date portfolio including program information, trainings completed and letters of recommendation.

## Calculating the Star Rating

For each component, a score from 1 to 5 is compiled. This component score is multiplied by the weight to achieve total points for each component. Points are then summed, and the total point score is placed on a pre-determined range to identify the program's overall Star quality rating.

	Component	Maximum Points & Weight	Recognition and Extra Points Overall
1	Learning Environment (Environment Rating Scale) FCCERS-R.	5 X 4 = 20	<ul style="list-style-type: none"> <li>• Programs holding current Gold Seal designation earn a "plus" on the Star rating</li> <li>• 2 bonus points are awarded for the provider holding a Bachelor's Degree or higher with 18 credits in ECE working full time in the program.</li> </ul>
2	Provider Qualifications	5	
3	Program Administration	5	
	<b>TOTAL</b>	<b>30</b>	

## Point range per Star level

Star 1	Star 2	Star 3	Star 4	Star 5
2-7 points	8-14 points	15-20 points	21-26 points	27-30 points

## Director Credential Certification Requirements

### Core Requirements for all Levels:

1. High School Diploma or GED;
2. The [30 hour Part I Department of Children and Families' Introductory Child Care Training](#).  
-FOR SCHOOL-AGE APPLICANTS ONLY: School-age training from a national organization as outlined in 65C-22.008(4)(b) may substitute for the Child Growth and Development and Behavioral Observation and Screening components of the 30 hour Part I Department of Children and Families' training.
3. A minimum of eight (8) hours of in-service training on children with disabilities or the department's Special Needs Appropriate Practices course.
4. An [active Staff Credential](#) outlined in 65C-22.003(7)(a), F.A.C., **excluding Employment History Recognition Exemption**.

### Level I Requirements:

**Core Requirements:** Must meet all core requirements listed above.

**Education:** An "Overview of Child Care Management" course approved by the department for vocational credit, CEU's or college credit; or a Director Credential from another state, subject to approval by the Florida Child Care Director Credential Program.

### Level II Requirements:

**Core Requirements:** Must meet all core requirements listed above.

**Education:** An "Overview of Child Care Management" course approved by the department for vocational credit, CEU's or college credit; or a Director Credential recognized by another state, subject to approval by the Florida Child Care Director Credential Program.

**Experience:** A minimum of one (1) year experience as an on-site child care director\* in a licensed child care facility or facility that is legally exempt from licensure.

\* Experience may be gained as a director, co-director, assistant director or lead teacher in a Head Start program.

### Advanced Level Requirements:

1. Meet all core requirements listed above **and**
2. Meet the requirements of **one (1)** of the following categories:
  - a. An associate's degree or higher; a minimum of two (2) years experience as an on-site child care director\*\* in a licensed child care facility or facility that is legally exempt from licensure; and an "Overview of Child Care Management" course approved by the department for vocational credit, CEU's or college credit.\*\*
  - b. A minimum of two (2) years experience as an on-site child care director\* in a licensed child care facility or facility that is legally exempt from licensure; an "Overview of Child Care Management" course approved by the department for vocational credit, CEU's or college credit; \*\*\*and at least two (2) three (3) credit courses in the following curriculum areas:
    - Child Care and Education Organizational Leadership
    - Child Care and Education Financial and Legal Issues
    - Child Care and Education Programming
  - c. Five (5) years experience as an administrator or director\* in a licensed child care facility or facility that is legally exempt from licensure and an "Overview of Child Care Management" course approved by the department for vocational credit, CEU's or college credit. \*\*\*

\* Experience may be gained from the positions of director, co-director, assistant director or lead teacher in a Head Start program.

\*\* The "Overview of Child Care Management" requirement may be substituted by successfully passing a corresponding child care competency exam with a minimum score of 70; by completing a three (3) credit college level course in Child Care Administration, Business Administration, or Education Administration; or a copy of a Director Credential from another state.

\*\*\* The "Overview of Child Care Management" requirement may be substituted by successfully completing a three (3) credit college level course in Child Care administration, Business Administration, or Education Administration or a copy of a Director Credential from another state.