

Quality First Points Scale



QUALITYFIRST!
Arizona's Quality Improvement & Rating System
A FIRST THINGS FIRST INITIATIVE



Directions:

1. The Quality First Points Scale will be reviewed and assessed for programs that meet the 3, 4 and 5 Star Rating scores for the ERS and CLASS assessments (see Quality First Rating Scale).
2. If all indicators in one row are “yes”, continue to the next row.
3. If any indicator is “no”, stop.
4. All indicators in each row must be marked “yes” in order to earn the points indicated at the end of each row.

Staff Qualifications – OFFICE OF CHILD CARE LICENSING REQUIREMENTS (regulations are paraphrased)

One Administrator (Director or Assistant Director) has the following education and experience:	Teachers have the following education and experience:	Assistant Teachers have the following education and experience:	Family Child Care Providers have the following education and experience:	Points Earned
<p>R9-5-401</p> <p>1. At least 24 months of child care experience, a high school or high school equivalency diploma, and:</p> <ul style="list-style-type: none"> • Six credit hours or more in early childhood, child development, or a closely-related field from an accredited college or university <p>OR</p> <ul style="list-style-type: none"> • At least 60 hours of training in early childhood, child development, or a closely-related field, and an additional 12 hours of training in program administration, planning, development, or management; <p>2. At least 18 months of child care experience and:</p> <ul style="list-style-type: none"> • An N.A.C., C.D.A., or C.C.P. credential <p>OR</p> <ul style="list-style-type: none"> • At least 24 credit hours from an accredited college or university, including at least six credit hours in early childhood, child development, or a closely-related field; <p>3. At least six months of child care experience and:</p> <ul style="list-style-type: none"> • An AA or AAS in ECE, child development or closely related field. <p>4. At least three months of child care experience and:</p> <ul style="list-style-type: none"> • A BA or BS in ECE, child development or a closely-related field. 	<p>R9-5-401</p> <p>1. Six months of child care experience and:</p> <ul style="list-style-type: none"> • A high school diploma or high school equivalency diploma <p>OR</p> <ul style="list-style-type: none"> • At least 12 credit hours from an accredited college or university, including at least six credit hours in early childhood, child development, or a closely-related field; <p>2. Associate or bachelor degree from an accredited college or university in early childhood, child development, or a closely-related field</p> <p>OR</p> <p>N.A.C., C.D.A., or C.C.P. credential;</p>	<p>R9-5-401</p> <p>1. Current and continuous enrollment in high school or a high school equivalency class;</p> <p>2. High school or high school equivalency diploma</p> <p>3. Enrollment in vocational rehabilitation, as defined in A.R.S. § 23-501</p> <p>4. Employment as a teacher-caregiver aide for 12 months</p> <p>5. Service as a volunteer in a child care facility for 12 months;</p>	<p>R9-3-303</p> <p>1. If the staff member will work with enrolled children only while supervised by the provider or assistant provider, be at least 16 years of age or registered as a Level I with S*CCEEDS;</p> <p>2. If the staff member will work with enrolled children without being supervised by the provider or assistant provider:</p> <ul style="list-style-type: none"> • Be at least 18 years of age and have a high school diploma, high school equivalency diploma, associate degree, or bachelor degree <p>OR</p> <ul style="list-style-type: none"> • Be registered as a Level II-A with S*CCEEDS 	<p>N/A</p>

Staff Qualifications (must meet standards in all columns of each row to receive points)			Points Earned
Administrators (Director and Assistant director) and Teachers* have the following education and experience:	Assistant Teachers have the following education and experience:	Family Child Care Providers have the following education and experience:	
<p>2a. July 1, 2011 25% have <u>Education:</u> 12 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR Certificate of completion in ECE or child development from a community college</p> <p>OR CDA</p> <p>AND <u>Experience:</u> 1 year of teaching in or administration of an early care and education program</p>	<p>2b. 50% have <u>Experience:</u> 6 months of experience working in an early care and education program</p>	<p>2c. <u>Education:</u> 6 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR Certificate of completion in ECE or child development from a community college</p> <p>OR CDA</p> <p>AND <u>Experience</u> 1 year of experience in an early care and education program</p>	2 points
<p style="text-align: center;">Education Requirements Starting July 1, 2015</p> <p><u>A total of 50% have the following education</u> 25% have 12 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR Certificate of completion in ECE or child development from a community college</p> <p>OR CDA</p> <p>AND 25% have AA or AAS in ECE</p> <p>OR AA or AAS that includes at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR BA in any field w/at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p>			

**Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.*

Staff Qualifications (must meet standards in all columns of each row to receive points)			Points Earned
Administrators (Director and Assistant director) and Teachers* have the following education and experience:	Assistant Teachers have the following education and experience:	Family Child Care Providers have the following education and experience:	
<p>4a. A total of 75% have the following education</p> <p><u>Education:</u></p> <p>25% have 12 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR Certificate of completion in ECE or child development from a community college</p> <p>OR CDA</p> <p>AND 50% have AA or AAS in ECE</p> <p>OR AA or AAS that includes at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR BA in any field w/at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>AND <u>Experience:</u> 1 year of teaching in or administration of an early care and education program</p>	<p>4b. 50% have</p> <p><u>Experience:</u> 6 months of experience working in an early care and education program</p>	<p>4c.</p> <p><u>Education:</u> 12 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR Certificate of completion in ECE or child development from a community college</p> <p>OR CDA</p> <p>AND <u>Experience</u> 1 year of experience in an early care and education program</p>	<p>4 points</p>

**Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.*

Staff Qualifications (must meet standards in all columns of each row to receive points)			Points Earned
Administrators (Director and Assistant director) and Teachers* have the following education and experience:	Assistant Teachers have the following education and experience:	Family Child Care Providers have the following education and experience:	
<p>6a. 25%** have **50% starting July 1, 2015, 75% starting July 1, 2020</p> <p><u>Education:</u> BA or BS in ECE or related field</p> <p>OR State of AZ Provisional/Standard Teaching Certificate in Early Childhood Education</p> <p>OR State of AZ Provisional / Standard Teaching Certificate in Early Childhood Special Education with ECE endorsement.</p> <p>OR State of AZ Provisional/Standard Teaching Certificate in Elementary Education with ECE endorsement.</p> <p>AND <u>Experience:</u> 6 months of teaching in an early care and education program</p> <p>AND The remaining percentage of teachers meets the requirements at the 2 point level.</p>	<p>6b. 50% have</p> <p><u>Experience:</u> 6 months of experience working in an early care and education program</p>	<p>6c.</p> <p><u>Education:</u> AA or AAS in ECE</p> <p>OR AA or AAS that includes at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR BA or BS in any field w/at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>AND <u>Experience:</u> 1 year of experience in an early care and education program</p> <p style="text-align: center;">July 1, 2020</p> <p>BA or BS in ECE or related field</p> <p>OR State of AZ Provisional/Standard Teaching Certificate in Early Childhood Education</p> <p>OR State of AZ Provisional / Standard Teaching Certificate in Early Childhood Special Education with ECE endorsement.</p> <p>OR State of AZ Provisional/Standard Teaching Certificate in Elementary Education with ECE endorsement.</p> <p>AND <u>Experience:</u> 1 year of experience in an early care and education program</p>	<p>6 points</p>

**Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.*

STAFF QUALIFICATIONS - Documentation Requirements

Official Transcripts for all staff with college credits or diplomas. **Only courses with a grade of C or better will be accepted.**

Complete staffing tab in the Quality First Dashboard, for each employee. ****coach verifies**

Enter each staff using the [Add new row](#) link.

Enter Director, Assistant Director, Teacher, and Assistant Teachers are included. **Do not include staff who do not work directly in the classroom with children.**

Click on [Edit Details](#) for each staff member and enter the information required. **Do not enter college credits or degrees.**

The related fields below are considered for college credits and degrees:

- Child and Family Studies
- Human Development
- Elementary Education
- Special Education
- Developmental Psychology
- Social Work
- Consumer Studies
- Human Services

Administrative Practices - OFFICE OF CHILD CARE LICENSING REQUIREMENTS (regulations are paraphrased)			Points Earned
Ratios and Group Sizes – Center Based <i>Age of youngest child determines ratio of group. All classrooms will be assessed.</i>	Ratios and Group Sizes – Home Based	Retention	
R9-5-404.A Infants 1:5 or 2:11 1-year-old children 1:6 or 2:13 2-year-old children 1:8 3-year-old children 1:13 4-year-old children 1:15 5-year-old children not school-age 1:20	R9-3-306 1. The provider or the assistant provider is present and actively involved at the child care group home when one to five enrolled children are at the child care group home 2. At least one adult staff member in addition to the provider or the assistant provider is present and actively involved at the child care group home when six to 10 enrolled children are at the child care group home.	None	N/A

Administrative Practices (must meet standards in all columns of each row to receive points)			Points Earned
Ratios and Group Sizes*** – Center Based <i>Age of youngest child determines ratio of group. All classrooms will be assessed.</i>	Ratios and Group Sizes*** – Home Based	Retention	
2a. Group sizes are a maximum of no more than two times the ratio of children per a single adult <ul style="list-style-type: none"> • Infants 1:5, max of 10 children • 12-24 months 1:6, max of 12 children • 2 year olds 1:8, max of 16 children • 3 year olds 1:13, max of 26 children • 4-5 year olds 1:15 max of 30 children 	2b. Ratios and group sizes are the following: Up to 5 children enrolled <ul style="list-style-type: none"> • 1:5, max of 5 children 6 – 10 children enrolled <ul style="list-style-type: none"> • 1:5, max of 10 children 	2c. In the past 2 years, the retention rate for Director, Assistant Director and Lead Teachers does not fall below 60%. If a program falls below 60%, 2 points will be earned with a written retention plan to address barriers and propose recommendations to be implemented.	2 points

Administrative Practices (must meet standards in all columns of each row to receive points)			Points Earned
Ratios and Group Sizes*** – Center Based <i>Age of youngest child determines ratio of group. All classrooms will be assessed.</i>	Ratios and Group Sizes*** – Home Based	Retention	
4a. Group Sizes are the following: <ul style="list-style-type: none"> • Infants 1:5, max of 10 children • 12-24 month 1:6, max of 12 children • 2 Year Olds 1:8, max of 16 children • 3 Year Olds 1:12, max of 24 children • 4-5 Year Olds 1:13, max of 26 children 	4b. Ratios and group sizes are the same as the previous level.	4c. In the past 2 years, the retention rate for Director, Assistant Director and Lead Teachers does not fall below 65%. If a program falls below 65%, 4 points will be earned with a written retention plan to address barriers and propose recommendations to be implemented.	4 points

Administrative Practices (must meet standards in all columns of each row to receive points)

Ratios and Group Sizes*** – Center Based <i>Age of youngest child determines ratio of group. All classrooms will be assessed.</i>	Ratios and Group Sizes*** – Home Based	Retention	Points Earned
<p>6a. Ratios and Group Sizes meet the following:</p> <ul style="list-style-type: none"> • Infants 1:4, max of 8 children • 12-24 months 1:4, max of 8 children • 2 year olds 1:6, max of 12 children • 3 year olds 1:9, max of 18 children • 4-5 year olds 1:10, max of 20 children <p>Ratios and groups sizes at the 6 point level are based on NAEYC Accreditation Standards.</p>	<p>6b. Ratios and group sizes are the following:</p> <p>Up to 5 children enrolled</p> <ul style="list-style-type: none"> • 1:4, max of 5 children <p>6 – 10 children enrolled</p> <ul style="list-style-type: none"> • 1:4 max of 10 children 	<p>6c. In the past 3 years, the retention rate for all classroom staff does not fall below 65%.</p> <p>If a program falls below 65%, 6 points will be earned with a written retention plan to address barriers and propose recommendations to be implemented.</p>	<p>6 points</p>

ADMINISTRATIVE PRACTICES – Documentation Requirements

- Complete staffing tab in the Quality First Dashboard, for each employee.
 - Ensure that hire date and termination date is accurately reflected for each employee, including those that are no longer employed.
 - Do not remove any employees that are no longer employed. The “Active?” checkbox should be empty for people no longer employed.
- Complete the classroom ratios and group sizes form.

*****Group Size.** There may be more than one group in a particular room. When more than one group occupies the same classroom, staff must be able to identify which children they are responsible for supervising at any time during the day. The ratios and group sizes at each point level will be assessed for each group that occupies the same classroom.

Curriculum and Child Assessment - OFFICE OF CHILD CARE LICENSING REQUIREMENTS (regulations are paraphrased)			
State Standards and Program Guidelines	Curriculum	Child Assessment	Points Earned
None	<p>R9-5-501.C.5</p> <p>1. Prepares and posts a dated lesson plan in each indoor activity area for each calendar week, which is maintained on facility premises for 12 months after the lesson plan date and provides opportunities for each child to:</p> <ul style="list-style-type: none"> • Gain a positive self-concept • Develop and practice social skills • Think, reason, question, and experiment • Acquire language skills • Develop physical coordination skills • Participate in structured large muscle physical activity • Develop habits that meet health, safety, and nutritional needs • Express creativity • Learn to respect cultural diversity of children and staff • Learn self-help skills • Develop a sense of responsibility and independence 	None	N/A

Curriculum and Child Assessment (must meet all columns of each row to receive points)			
State Standards and Program Guidelines	Curriculum	Child Assessment****	Points Earned
<p>2a.</p> <p>Teachers*, Directors and Assistant Directors have completed the approved 2 hour training on the Introduction to the Arizona Early Learning Standards (AZELS)* and Infant – Toddler Developmental Guidelines (ITDG) within 6 months of the date of hire. <i>The Infant-Toddler Developmental Guidelines will be required when written and available.</i></p> <p><i>*A valid Arizona Early Childhood Teaching Certificate or Endorsement is accepted in lieu of training.</i></p>	<p>2b.</p> <p>The Arizona Early Learning Standards and Infant-Toddler Developmental Guidelines (when complete) are clearly reflected in the written activity plans.</p> <p>AND</p> <p>There is a written process for sharing curriculum with families.</p>	<p>2c.</p> <p>Assessment of children’s growth and development is an ongoing process and is conducted during children’s daily activities and routines to assess progress in the 4 domain areas of social, emotional, cognitive and physical development.</p> <p>AND</p> <p>Parent Teacher conferences are offered once per year.</p>	2 points

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Curriculum and Child Assessment (must meet all columns of each row to receive points)			Points Earned
State Standards and Program Guidelines	Curriculum	Child Assessment****	
<p>4a. Programs follow the Arizona Guidelines for Early Care and Education Programs (Birth through age 5) recommendations for transitions between environments.</p>	<p>4b. Written curriculum plans include specific learning objectives for children based on each child's documented or observed assessment information.</p>	<p>4c. Assessment of children's growth and development includes gathering and documenting information received from families either from child information surveys, daily communications with families, or formal conferences held with the families.</p> <p>AND Programs use a variety of methods that include observation/anecdotal notes, children's work samples, developmental checklists.</p>	4 points

Curriculum and Child Assessment (must meet all columns of each row to receive points)			Points Earned
State Standards and Program Guidelines	Curriculum	Child Assessment****	
<p>6a. Teachers*, Directors and Assistant. Directors have completed the approved training on at least two of the modules of the Arizona early Learning Standards or Infant – Toddler Development Guidelines (when written and available).</p>	<p>6b. Written activity plans include strategies, modifications, and/or adaptations to fully involve all children with special health and/or developmental needs, including gifted and talented (e.g. adaptive materials are listed to be gathered, wide range of materials allow for individual use based on development, etc.).</p> <p><i>This item may be N/A</i></p>	<p>6c. Additional child assessment strategies include developmental and sensory screening activities (either provided directly or arranged for by the provider) and, when necessary, families are referred to appropriate health or intervention agencies.</p> <p>AND Parent teacher conferences are offered twice per year.</p>	6 points

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CURRICULUM AND CHILD ASSESSMENT – Documentation Requirements

- AZELS and/or ITDG training certificates for all Lead Teachers, Directors, and Assistant Directors.
 - Certificates for the Introduction to the standards.
 - Certificates for individual modules.
- Curriculum plans for each classroom for the most recent full month (4 weeks of plans per classroom).
 - (2 points) AZELS or ITDG is indicated on each curriculum plan.
 - (4 points) individual children's goals are reflected on the curriculum plan or documented and linked to the curriculum plan.
 - (6 points) Modifications for children with special health and/or developmental needs are indicated on the curriculum plan or documentation is provided that links to the curriculum plan.

CURRICULUM AND CHILD ASSESSMENT – Documentation Requirements

- Five child assessments including at least one child in each classroom in the program. **Assessor will choose randomly.**
 - Documentation of social development is included in each child's assessment.
 - Documentation of emotional development is included in each child's assessment.
 - Documentation of cognitive development is included in each child's assessment.
 - Documentation of physical development is included in each assessment.
 - Parent-teacher conference schedule which indicates how many time per year conferences are offered.
 - Observation/anecdotal records are included in each child's assessment.
 - Children's work samples are included in each child's assessment.
 - Developmental checklists are included in each child's assessment.
 - Information received from families is included in each child's assessment. Documentation includes, but is not limited to the following:
 - Family surveys about child's growth and development.
 - Documentation of communications with families about child's growth and development.
 - Documentation of formal conferences that include the family's perspective.
 - Documentation of parent interviews to understand the child's development from the family perspective.
- Developmental Screening and/or referral forms for families to receive screenings.

****Recommendations have been made to First things First to designate a standardized, statewide child assessment tool. First things First will consider this recommendation for future implementation in the Quality First Points Scale.