






# Star-Quality Rating and Improvement System



The Star-Quality Rating and Improvement System provides clear, comparable information about quality in early childhood education programs and provides a means to document incremental improvements in quality. This rating system is based on the Early Childhood Environmental Rating Scale – Revised, 2005 (ECERS), Infant/Toddler Environmental Rating Scale (ITERS), Program Administration Scale (PAS) and National Association for the Education of Young Children Accreditation. The system recognizes incremental improvements between enhanced Title 22 licensing standards (1 star) and NAEYC Accreditation (5 stars). Centers in good standing with Community Care Licensing and meet some additional minimal requirements would be eligible to receive 1 star. Centers currently NAEYC Accredited and that document specified policies regarding serving children with special needs would be eligible to receive 5 stars. All quality-rated centers will be recognized as a “Star-Quality Center,” which demonstrates a exceptional commitment to continual program improvement and quality early childhood education.

Stars	Star-Quality Rating Criteria
<p>1 </p>	<ul style="list-style-type: none"> <li>● Current compliance with all licensing criteria</li> <li>● No serious licensing violations (Type A) for 12 months prior to application</li> <li>● Compliance with the following additional requirements:                             <ul style="list-style-type: none"> <li>○ Supervision of children at all times</li> <li>○ No use of physical punishment or other forms of physical or psychological abuse or coercion</li> <li>○ Infants placed to sleep on their back unless otherwise ordered by a physician</li> <li>○ At least one staff who has current certification in age-appropriate pediatric first aid is always present with any group of children</li> </ul> </li> <li>● Staff:                             <ul style="list-style-type: none"> <li>○ At least one staff with minimum licensing requirements of 12 ECE units and 6 months experience per classroom</li> <li>○ At least one staff with 3 units in infant/toddler development and 6 months experience in each infant/toddler classroom</li> </ul> </li> </ul>
<p>2 </p>	<p><b><u>Level 1 plus</u></b></p> <ul style="list-style-type: none"> <li>● ECERS average of 4 with no less than 3 (minimal) on any subscale</li> <li>● Program Administration Scale (PAS) average of 3.</li> <li>● Program must meet these additional requirements:                             <ul style="list-style-type: none"> <li>○ Written child abuse and neglect reporting policy and procedures requiring staff to report all suspected incidents with immunity.</li> <li>○ Written procedures if a staff member is accused of abuse or neglect that protect both staff and children.</li> </ul> </li> <li>● Staff qualifications:                             <ul style="list-style-type: none"> <li>○ At least one staff with an <i>Associate Child Development Teacher Permit</i> in each room</li> </ul> </li> </ul>
<p>3 </p>	<p><b><u>ALL previous levels, plus</u></b></p> <ul style="list-style-type: none"> <li>● ECERS average of 5 (good) with no less than 4 on any subscale</li> <li>● Program Administration Scale (PAS) average of 4</li> <li>● Program must meet this additional requirement:                             <ul style="list-style-type: none"> <li>○ Assessment: All children are screened at least twice a year using a valid and reliable screening tool.</li> </ul> </li> <li>● Staff qualifications:                             <ul style="list-style-type: none"> <li>○ At least one staff with <i>Child Development Teacher Permit</i> in each room (<i>degree requirement effective as of 2010</i>). For all staff who have not yet attained AA or BA degree, an appropriate college-developed education plan is in place, OR a plan is provided by the staff member’s Professional Growth Advisor.</li> <li>○ At least one staff (or 25% of teachers and administrators in schools with 5 or more classrooms) with specialized inclusion training (Examples: workshop, WestEd series)</li> <li>○ Center has a written plan for ongoing staff development to assist staff to attain at least 21 hours per year of professional development</li> </ul> </li> </ul>
<p>4 </p>	<p><b><u>ALL previous levels, plus</u></b></p> <ul style="list-style-type: none"> <li>● At least 5 (good) on all ECERS subscales</li> <li>● Program Administration Scale (PAS) average of 5 with no less than 3 on any subscale</li> <li>● Program must meet these additional requirements:                             <ul style="list-style-type: none"> <li>○ Assessment: individual assessment results regarding child outcomes are utilized in curriculum planning</li> <li>○ Program has and implements policies regarding children with special needs, including possession of existing IEP/IFSP, awareness of its objectives and classroom responses in alignment with specific identified strategies</li> </ul> </li> <li>● Staff qualifications:                             <ul style="list-style-type: none"> <li>○ At least one staff with <i>Associate’s Degree &amp; Child Development Teacher Permit</i> in each room (<i>degree requirement effective as of 2015</i>). For all staff who have not yet attained AA or BA degree, an appropriate college-developed education plan is in place.</li> <li>○ At least one staff with ongoing <i>infant/toddler training</i> in each Infant/Toddler classroom (one workshop/training per year)</li> <li>○ At least one staff (or 25% of staff in schools with 5 or more classrooms) with 2 or more units of college-level coursework on inclusion/special education in early childhood</li> </ul> </li> </ul> <p>Director with <i>Site Supervisor Permit</i> (<i>requirement effective as of 2008</i>)</p>
<p>5 </p>	<p><b><u>NAEYC Accreditation</u></b></p> <ul style="list-style-type: none"> <li>● Program must meet this additional requirement:                             <ul style="list-style-type: none"> <li>○ Program has and implements policies regarding children with special needs, including possession of existing IEP/IFSP, awareness of its objectives and classroom responses in alignment with specific identified strategies</li> </ul> </li> </ul>