Missouri Quality Assurance Report Framework

Program Structure

Level 1
Exempt Programs –

Standard - Health, Safety, Policies and Practices

Indicator - Written policy and procedures:

Program goals
Admission, care and discharge of children
Child practices and concepts
Discipline and guidance
Job responsibilities and lines of administrative authority

Sources of Evidence –

Provide evidence of compliance with annual: local fire, local safety, and local health and sanitation inspections.
Family handbook, written agreement or contract
Staff handbook, written agreement or contract
Level 2  
Licensed-Exempt Programs-
Provide evidence of compliance of fire, safety, health and sanitation inspections as required by Department of Health and Senior Services, Section for Child Care Regulation for licensed-exempt programs.

**Standard** - Health, Safety, Policies and Practices

**Indicator** - Written policy and procedures:
- Program goals
- Admission, care and discharge of children
- Child practices and concepts
- Discipline and guidance
- Job responsibilities and lines of administrative authority

**Sources of Evidence** –
- Provide evidence of compliance with annual: fire, safety, health and sanitation inspections.
- Documentation of license-exempt compliance
- Family handbook, written agreement or contract
- Staff handbook, written agreement or contract
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Level 3
Licensed Programs-

Provide evidence of compliance of fire, safety, health and sanitation inspections as required by Department of Health and Senior Services, Section for Child Care Regulation for licensed programs.

Standard – Health, Safety, Policies and Practices

Indicator - Written policy and procedures:

Program goals and philosophy
Admission, care and discharge of children
Child practices and concepts
Discipline and guidance
Job responsibilities and lines of administrative authority

Sources of Evidence –

Provide evidence of compliance with annual: fire, safety, health and sanitation inspections.
Documentation of licensed compliance
Family handbook, written agreement or contract
  Including: communication plan, family-teacher conferences, transition plan within the program, transition plan out of the program, educational workshops for families, information about community resources
Staff handbook, written agreement or contract
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Level 4
Accredited programs or Head Start programs in good standing with the current federal review

Accreditation shall be from one of the Department of Social Services list of accreditation systems.

Standard - Health, Safety, Policies and Practices

Indicator - Written policy and procedures:
- Program goals and philosophy
- Admission, care and discharge of children
- Child practices and concepts
- Discipline and guidance
- Job responsibilities and lines of administrative authority

Policies and procedures are reviewed annually and updated as needed

Sources of Evidence –
- Provide evidence of compliance with annual: fire, safety, health and sanitation inspections.
- Documentation of accreditation status
- Family handbook, written agreement or contract
  - Including: communication plan, family-teacher conferences, transition plan within the program, transition plan out of the program, educational workshops for families, information about community resources
- Staff handbook, written agreement or contract
- Documentation of policy review and updates
Missouri Quality Assurance Report Framework

Family Engagement

Level 1

**Standard** – Family Communication and Engagement

**Indicator**- Program communicates with families

- Daily communication
- Educational workshops
- Community resources

**Source of evidence**-

- Family handbook for communication policy
- Documentation of daily communication
- Documentation of workshop announcement, attendance, handouts, etc.
- Documentation of connecting families to community resources to include but not limited to home visiting, food security, supplemental supports, etc.
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Level 2

Standard – Family Communication

Indicator- Program communicates with families

Daily communication
Educational workshops
Community resources
Family Advisory/Policy Committee

Source of evidence –
Family handbook for communication policy
Documentation of daily communication
Documentation of workshop announcements, attendance, handouts, etc.
Documentation of connecting families to community resources to include but not limited to home visiting, food security, supplemental supports, etc.
Documentation of Advisory/Policy Committee announcements, attendance, agendas, handouts, etc.
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Level 3

**Standard** – Family Communication

**Indicator**- Program communicates with families

Daily communication
Educational workshops
Community resources
Family Advisory/Policy Committee

**Source of evidence**-

Family handbook for communication policy
Documentation of daily communication
Documentation of workshop announcements, attendance, handouts, etc.
Documentation of connecting families to community resources to include but not limited to home visiting, food security, supplemental supports, etc.
Documentation of Advisory/Policy Committee announcements, attendance, agendas, handouts, etc.
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Level 4

**Standard** – Family Communication

**Indicator**- Program communicates with families

- Daily communication
- Educational workshops
- Community resources
- Family Advisory/Policy Committee

All communication is provided to families in a culturally and linguistically responsive manner

**Source of evidence**-

- Family handbook for communication policy
- Documentation of daily communication
- Documentation of workshop announcements, attendance, handouts, etc.
- Documentation of connecting families to community resources to include but not limited to home visiting, food security, supplemental supports, etc.
- Documentation of Advisory/Policy Committee announcements, attendance, agendas, handouts, etc.
- Documentation of culturally and linguistically responsive communication
Missouri Quality Assurance Report Framework

Classroom Environment Assessment

Level 1
Standard – Classroom Environment

Indicator – Environmental Rating Scale Overall Score (ERS) or Classroom Assessment Scoring System (CLASS)

Source of Evidence- All classrooms have an ERS Overall Score of 3.0 -3.99 by inter-rater reliable assessors. OR
All classrooms have a CLASS scores –Emotional support- 1.0-1.99; Classroom organization- 1.0-1.99; Instructional support- 1.0-1.99 by interrater reliable assessors.

Level 2
Standard – Classroom Environment

Indicator – Environmental Rating Scale Overall Score (ERS) or Classroom Assessment Scoring System (CLASS)

Source of Evidence- All classrooms have an ERS Overall Score of 4.0-4.99 by inter-rater reliable assessors. OR
All classrooms have a CLASS scores –Emotional support- 2.0-3.99; Classroom organization- 2.0-3.99; Instructional support- 2.0-3.99 by interrater reliable assessors.
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Level 3

**Standard** – Classroom Environment

**Indicator** – Environmental Rating Scale Overall Score (ERS) or Classroom Assessment Scoring System (CLASS)

**Source of Evidence** - All classrooms have an ERS Overall Score of 5.0-5.99 by inter-rater reliable assessors. OR

All classrooms have a CLASS scores – Emotional support- 4.0-5.99; Classroom organization- 4.0-5.99; Instructional support- 4.0-5.99 by interrater reliable assessors.

Level 4

**Standard** – Classroom Environment

**Indicator** – Environmental Rating Scale Overall Score (ERS) or Classroom Assessment Scoring System (CLASS)

**Source of Evidence** - All classrooms have an ERS Overall Score of 6.0-7.0 by inter-rater reliable assessors. OR

All classrooms have a CLASS scores – Emotional support- 6.0-7.0; Classroom organization- 6.0-7.0; Instructional support- 6.0-7.0 by interrater reliable assessors.
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Child Screening and Assessment

Level 1

**Standard** – Child Screening and Assessment

**Indicator**-
Developmentally appropriate, culturally and linguistically appropriate, authentic, reliable and valid general development and social/emotional screening tools are used with all children.

Children are assessed with authentic, reliable and valid formative and summative assessments that are used for the intended purpose.

**Source of evidence**-
All children are screened with general development and social/emotional tools within 90 days of the child entering the program. Screening protocols and summaries are available for review.

Initial formative assessments are administered with all children within 90 days of the child entering the program. Assessment documentation is available for review.
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Level 2

**Standard** – Child Screening and Assessment

**Indicator**-
Developmentally appropriate, culturally and linguistically appropriate, authentic, reliable and valid general development and social/emotional screening tools are used with all children.

Children are assessed with authentic, reliable and valid formative and summative assessments that are used for the intended purpose.

**Source of evidence**-
All children are screened with general development and social/emotional tools within 60 days of the child entering the program. Screening protocols and summaries are available for review.

Initial formative assessments are administered with all children within 60 days of the child entering the program. Assessment documentation is available for review.
Level 3

**Standard** – Child Screening and Assessment

**Indicator** -
Developmentally appropriate, culturally and linguistically appropriate, authentic, reliable and valid general development and social/emotional screening tools are used with all children.

Children are assessed with authentic, reliable and valid formative and summative assessments that are used for the intended purpose.

Information from formative assessment is used to inform classroom instruction.

**Source of evidence** -
All children are screened with general development and social/emotional tools within 45 days of the child entering the program. Screening protocols and summaries are available for review.

Initial formative assessments are administered with all children within 60 days of the child entering the program. Assessment documentation is available for review.
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Level 4

Standard – Child Screening and Assessment

Indicator- Developmentally appropriate, culturally and linguistically appropriate, authentic, reliable and valid general
development and social/emotional screening tools are used with all children.

Children are assessed with authentic, reliable and valid formative and summative assessments that are used
for the intended purpose.

Information from formative assessment is used to inform classroom instruction.

Source of evidence-

All children are screened with general development and social/emotional tools within 30 days of the
child entering the program. Screening protocols and summaries are available for review.

Initial formative assessments are administered with all children within 60 days of the child entering the
program and six months after the initial assessment. Summative assessments are administered within
30 days of the child exiting the program. Assessment documentation is available for review.
Missouri Quality Assurance Report Framework

Staff Qualifications and Professional Development

Level 1

**Standard** – Leadership Qualifications
Directors, managers, principals, coordinators, program administrators, etc.

**Indicator**-
All members of the leadership must have at least: Sixty (60) college semester hours with 12 or more hours in child related courses.

**Source of evidence**-
Qualifications will be verified through the Opportunities in a Professional Education Network (OPEN) Registry

**Standard** – Professional Development

**Indicator**-
All staff working with children will have:
Preservice training to include orientation to the program policies and procedures
At least 15 clock hours of training annually (January –December)

**Source of evidence**-
Documentation will be verified through the OPEN Registry

**Standard** – Lead Teacher/Provider Qualifications

**Indicator**-
At least 50% of the Lead Teachers/Providers must have at least: Nine college semester hours in child related classes or Child Development Associate (CDA) for the age group they predominately work with on a regular basis.

**Source of evidence**-
Missouri Quality Assurance Report Framework

Qualifications will be verified through the OPEN Registry

**Standard – Professional Development**

**Indicator-**
All staff working with children will have:
- Preservice training to include orientation to the program policies and procedures
- At least 15 clock hours of training annually (January – December)

**Source of evidence-**
Documentation will be verified through the OPEN Registry

**Standard – Teacher Assistant/Paraprofessional Qualifications**

**Indicator-**
At least 50% of the Teacher Assistant/Paraprofessional must have at least: Nine college semester hours in child related classes or Child Development Associate (CDA) for the age group they predominately work with on a regular basis.

**Source of evidence-**
Qualifications will be verified through the OPEN Registry

**Standard – Professional Development**

**Indicator-**
All staff working with children will have:
- Preservice training to include orientation to the program policies and procedures
- At least 15 clock hours of training annually (January – December)

**Source of evidence-**
Documentation will be verified through the OPEN Registry
Missouri Quality Assurance Report Framework

Level 2

Standard – Leadership Qualifications
Directors, managers, principals, coordinators, program administrators, etc.

Indicator-
All members of the leadership must have at least: Ninety (90) college semester hours with 18 or more hours in child related courses.

Source of evidence-
Qualifications will be verified through the OPEN Registry

Standard – Professional Development

Indicator-
All staff working with children will have:
Preservice training to include orientation to the program policies and procedures
Individualized professional development plans,
Age appropriate First Aid and CPR training,
Prevention of sudden infant death syndrome and safe sleeping (If caring for children 2.5 years of age and younger) training,
Prevention of shaken baby syndrome and abusive head trauma (If caring for children 2.5 years of age and younger) training,
Child Care Development Fund (CCDF) Health & Safety Training
At least 20 clock hours of training annually (January-December)

Source of evidence-
Missouri Quality Assurance Report Framework

Documentation will be verified through the OPEN Registry

**Standard** – Lead Teacher/Provider Qualifications

**Indicator**-
At least 50% of the Lead Teachers/Providers must have at least: Sixty (60) college semester hours with 9 or more hours in child related courses.

**Source of evidence**-
Qualifications will be verified through the OPEN Registry

**Standard** – Professional Development

**Indicator**-
All staff working with children will have:
- Preservice training to include orientation to the program policies and procedures
- Individualized professional development plans,
- Age appropriate First Aid and CPR training,
- Prevention of sudden infant death syndrome and safe sleeping (If caring for children 2.5 years of age and younger) training,
- Prevention of shaken baby syndrome and abusive head trauma (If caring for children 2.5 years of age and younger) training,
- Child Care Development Fund (CCDF) Health & Safety Training
- At least 20 clock hours of training annually (January-December)

**Source of evidence**-
Documentation will be verified through the OPEN Registry
Missouri Quality Assurance Report Framework

**Standard –** Teacher Assistant/Paraprofessional Qualifications  
**Indicator-**  
At least 50% of the Teacher Assistant/Paraprofessional must have at least: Twelve college semester hours in child related classes or Child Development Associate (CDA) for the age group they predominately work with on a regular basis. 
**Source of evidence-**  
Qualifications will be verified through the OPEN Registry

**Standard –** Professional Development  
**Indicator-**  
All staff working with children will have:  
Preservice training to include orientation to the program policies and procedures  
Individualized professional development plans,  
Age appropriate First Aid and CPR training,  
Prevention of sudden infant death syndrome and safe sleeping (If caring for children 2.5 years of age and younger) training,  
Prevention of shaken baby syndrome and abusive head trauma (If caring for children 2.5 years of age and younger) training,  
Child Care Development Fund (CCDF) Health & Safety Training  
At least 20 clock hours of training annually (January-December)  
**Source of evidence-**  
Documentation will be verified through the OPEN Registry
Missouri Quality Assurance Report Framework

Level 3

**Standard – Leadership Qualifications**
Directors, managers, principals, coordinators, program administrators, etc.

**Indicator**-

All members of the leadership must have at least: One hundred and twenty (120) college semester hours with 24 or more hours in child related courses.

**Source of evidence**-
Qualifications will be verified through the OPEN Registry

**Standard – Professional Development**

**Indicator**-

All staff working with children will have:
- Preservice training to include orientation to the program policies and procedures
- Individualized professional development plans,
- Age appropriate First Aid and CPR training,
- Prevention of sudden infant death syndrome and safe sleeping (If caring for children 2.5 years of age and younger) training,
- Prevention of shaken baby syndrome and abusive head trauma (If caring for children 2.5 years of age and younger) training,
- Child Care Development Fund (CCDF) Health & Safety Training,
- Curriculum and Assessment training
- At least 25 clock hours of training annually (January-December)

**Source of evidence**-
Documentation will be verified through the OPEN Registry
Missouri Quality Assurance Report Framework

**Standard – Lead Teacher/Provider Qualifications**

**Indicator-**
At least 50% of the Lead Teachers/Providers must have at least: Ninety (90) college semester hours with 18 or more hours in child related courses.

**Source of evidence-**
Qualifications will be verified through the OPEN Registry

**Standard – Professional Development**

**Indicator-**
All staff working with children will have:
Preservice training to include orientation to the program policies and procedures
Individualized professional development plans,
Age appropriate First Aid and CPR training,
Prevention of sudden infant death syndrome and safe sleeping (If caring for children 2.5 years of age and younger) training,
Prevention of shaken baby syndrome and abusive head trauma (If caring for children 2.5 years of age and younger) training,
Child Care Development Fund (CCDF) Health & Safety Training,
Curriculum and Assessment training
At least 25 clock hours of training annually (January-December)

**Source of evidence-**
Documentation will be verified through the OPEN Registry

**Standard – Teacher Assistant/Paraprofessional Qualifications**

**Indicator-**
At least 50% of the Teacher Assistant/Paraprofessional must have at least: Sixty (60) college semester hours with 9 or more hours in child related courses.
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Source of evidence-
Qualifications will be verified through the OPEN Registry

Standard – Professional Development
Indicator-
All staff working with children will have:
Preservice training to include orientation to the program policies and procedures
Individualized professional development plans,
Age appropriate First Aid and CPR training,
Prevention of sudden infant death syndrome and safe sleeping (If caring for children 2.5 years of age and younger) training,
Prevention of shaken baby syndrome and abusive head trauma (If caring for children 2.5 years of age and younger) training,
Child Care Development Fund (CCDF) Health & Safety Training,
Curriculum and Assessment training
At least 25 clock hours of training annually (January-December)
Source of evidence-
Documentation will be verified through the OPEN Registry

Level 4

Standard – Leadership Qualifications
Directors, managers, principals, coordinators, program administrators, etc.
Indicator-
All members of the leadership must have at least: One hundred and twenty (120) college semester hours with 24 or more hours in child related courses and six college semester hours in management related courses.
Source of evidence-
Missouri Quality Assurance Report Framework

Qualifications will be verified through the OPEN Registry

**Standard – Professional Development**

**Indicator:**
All staff working with children will have:
- Preservice training to include orientation to the program policies and procedures
- Individualized professional development plans,
- Age appropriate First Aid and CPR training,
- Prevention of sudden infant death syndrome and safe sleeping (if caring for children 2.5 years of age and younger) training,
- Prevention of shaken baby syndrome and abusive head trauma (if caring for children 2.5 years of age and younger) training,
- Child Care Development Fund (CCDF) Health & Safety Training,
- Curriculum and Assessment training from the publisher authorized source.
At least 35 clock hours of training annually (January-December)

**Source of evidence:**
Documentation will be verified through the OPEN Registry

**Standard – Lead Teacher/Provider Qualifications**

**Indicator:**
At least 50% of the Lead Teachers/Providers must have at least: Early Childhood Education Certification, Early Childhood Special Education Certification or four year Child Development degree.

**Source of evidence:**
Qualifications will be verified through the OPEN Registry
Standard – Professional Development

Indicator-
All staff working with children will have:
Preservice training to include orientation to the program policies and procedures
Individualized professional development plans,
Age appropriate First Aid and CPR training,
Prevention of sudden infant death syndrome and safe sleeping (If caring for children 2.5 years of age and younger) training,
Prevention of shaken baby syndrome and abusive head trauma (If caring for children 2.5 years of age and younger) training,
Child Care Development Fund (CCDF) Health & Safety Training,
Curriculum and Assessment training from the publisher authorized source.
At least 35 clock hours of training annually (January-December)

Source of evidence-
Documentation will be verified through the OPEN Registry

Standard – Teacher Assistant/Paraprofessional Qualifications

Indicator-
At least 50% of the Teacher Assistant/Paraprofessional must have at least: Ninety (90) college semester hours with 18 or more hours in child related courses.

Source of evidence-
Qualifications will be verified through the OPEN Registry

Standard – Professional Development

Indicator-
All staff working with children will have:
Preservice training to include orientation to the program policies and procedures
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Individualized professional development plans,
Age appropriate First Aid and CPR training,
Prevention of sudden infant death syndrome and safe sleeping (If caring for children 2.5 years of age and younger) training,
Prevention of shaken baby syndrome and abusive head trauma (If caring for children 2.5 years of age and younger) training,
Child Care Development Fund (CCDF) Health & Safety Training,
Curriculum and Assessment training from the publisher authorized source.
At least 35 clock hours of training annually (January-December)

Source of evidence-

   Documentation will be verified through the OPEN Registry