

DRAFT Framework for a Quality Assurance Report

The Department of Elementary and Secondary Education in collaboration with the Missouri Head Start State Collaboration Office, Departments of Health and Senior Services, Mental Health and Social Services have been reviewing quality rating and improvement systems. The following are elements of early learning that we would like to consider including in a quality assurance report pilot for Missouri. We value input from families and early learning professionals from all aspects of the field. Opportunities to get involved in contributing to the elements, process and participation in the pilot will be available on the Department of Elementary and Secondary website.

I. Family and Community Engagement

a. Engagement

- i. Family Advisory Committee
- ii. Communication plan to include program philosophy, policies, procedures, and daily written and verbal communication
- iii. Program has written policy and procedures for transitioning children into the program, which includes providing information on separation and attachment to families
- iv. Program has written policy and procedures to support children and families during transitions within the program
- v. Program has written policy and procedures to support children and families during transitions out of the program
- vi. Family -Teacher conferences conducted at least twice a year and more frequently as needed

b. Policy and procedure

- i. Program offers family social gatherings that intentionally include other family members, in addition to parents
- ii. Program provides workshops, training or other events for families on educational topics
- iii. Program collaborates with school district's program to provide parent education and other community resources

II. Learning Environment

a. Environmental Rating Scale (ERS)

- i. Self-assessment using appropriate scales
- ii. Expert assessment using appropriate scales

b. Improvement plan for subscale(s) less than 3

III. Child Screening and Assessment

a. Screening

- i. Developmentally appropriate authentic, reliable and valid general and social/emotional screening tools are used with all children. All children are

screened with general and social/emotional tools within 45 days of the child entering the program.

- b. Formative and Summative Assessment
 - i. Children are assessed with authentic, reliable and valid assessments that are used for the intended purpose
 - ii. Children are assessed with authentic, reliable and valid assessment and the results are used to inform classroom instruction

IV. Regulatory and Accreditation

(Rate at the highest level achieved only)

- a. Exempt – a child care program that qualifies for a statutory exemption from licensure and is not required to be inspected or regulated. These include:
 - an individual providing care to four or fewer children who are not related to them;
 - a school system that operates a child care program;
 - a business establishment which provides child care as a convenience for its customers or its employees for no more than four hours per day;
 - a summer camp;
 - any private or religious organization elementary or secondary school; and
 - a religious organization academic preschool or kindergarten for four- and five-year-old children;
- b. License-exempt – a child care program that is not required by statute to be licensed, but is required to be inspected pursuant to Section 210.252, RSMo. These include:
 - Nursery schools; and
 - Child care programs operated by a religious organization
- c. Licensed – a child care program that is required by statute to be licensed by the Department of Health and Senior Services.
- d. Head Start Performance Standards OR
- e. Accreditation by National Association for Family Child Care OR
- f. Accreditation by Missouri Accreditation OR
- g. Accreditation by National Association for the Education of Young Children

V. Professional Development

- a. Professional Development Plan
- b. Health and Safety Training
 - i. Age appropriate First Aid training
 - ii. Age appropriate CPR training
 - iii. Prevention of sudden infant death syndrome and safe sleeping (if caring for children 2.5 years of age and younger) training
 - iv. Prevention of shaken baby syndrome and abusive head trauma (if caring for children 2.5 years of age and younger) training
 - v. Child Care Development Fund (CCDF) Health & Safety Training

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- vi. CCDF annual training requirements
 - c. Curriculum and Assessment Training
 - i. Creative Curriculum
 - ii. Emerging Language & Literacy Curriculum
 - iii. High/Scope
 - iv. Project Construct
 - v. Teaching Strategies Gold training from the source
 - vi. COR Advantage training from the source
 - vii. Desired Results Developmental Profile training from a certified Missouri trainer
 - d. Implementation
 - (Rate at the highest level achieved only)
 - i. Number of hours received by all staff annually
 - ii. Number of Department of Health and Senior Services (DHSS) approved hours received by all staff annually
- VI. Teaching Staff Qualifications
 - a. Percent of staff licensed/trained
 - i. Child Development Associate (CDA) credential Preschool for staff members working with preschool age children, Infant/Toddler for staff members working with infants and/or toddlers. The credential must be current.
 - ii. College course work
 - iii. Associate Degree in ECE
 - iv. Associate Degree plus additional college coursework
 - v. Four year college degree in child development, early childhood education or early childhood special education
 - vi. Early Childhood or Early Childhood Special Education Teacher Certification