

# Program Structure

	Health
Level 4	<ul style="list-style-type: none"><li>○ Provide evidence of compliance with annual health and sanitation inspections</li><li>○ All staff are trained in Pediatric CPR and First Aid</li><li>○ All children have updated immunization (if not exempt)</li><li>○ Documentation of NAEYC, MO Accreditation, Head Start Policies or written documentation of the programs Health Policies and Procedures that include the following:<ul style="list-style-type: none"><li>○ Follows USDA meal guidelines</li><li>○ Allergies and family dietary preferences posted in kitchen and classroom</li><li>○ Sanitary requirements for meals</li><li>○ Family style meals served</li><li>○ Staff sits with children at meals and engages in pleasant conversation</li><li>○ Toileting and diapering schedule is individualized</li><li>○ Sanitary requirements for diapering and toileting</li><li>○ Toileting is supervised and pleasant</li><li>○ Hands are washed properly and at appropriate times</li><li>○ Proper napping supervision for the age of the child (safe sleep)</li><li>○ Proper napping sanitation procedures for the age of the child</li><li>○ Medication safety requirements followed</li><li>○ Documentation of ill child policy</li><li>○ Environment follows sanitation guidelines for all ages</li></ul></li></ul>
Level 3	<ul style="list-style-type: none"><li>○ Provide evidence of compliance with annual health and sanitation inspections</li><li>○ At least one staff for every 20 children of the facility capacity are trained in Pediatric CPR and First Aid</li><li>○ All children have updated immunization (if not exempt)</li><li>○ Written documentation of the programs Health Policies and Procedures that include the following:<ul style="list-style-type: none"><li>○ Follows USDA meal guidelines</li><li>○ Allergies and family dietary preferences posted in kitchen and classroom</li><li>○ Sanitary requirements for meals</li><li>○ Family style meals served</li><li>○ Staff sits with children at meals and engages in pleasant conversation</li><li>○ Toileting and diapering schedule is individualized</li><li>○ Sanitary requirements for diapering and toileting</li><li>○ Toileting is supervised and pleasant</li><li>○ Hands are washed properly and at appropriate times</li><li>○ Proper napping supervision for the age of the child (safe sleep)</li><li>○ Proper napping sanitation procedures for the age of the child</li><li>○ Medication safety requirements followed</li><li>○ Documentation of ill child policy</li><li>○ Environment follows sanitation guidelines for all ages</li></ul></li></ul>

<p><b>Level 2</b></p>	<ul style="list-style-type: none"> <li>○ Provide evidence of compliance with annual health and sanitation inspections</li> <li>○ At least one staff for every 20 children of the facility capacity are trained in Pediatric CPR and First Aid</li> <li>○ All children have updated immunization (if not exempt)</li> <li>○ Written documentation of the programs Health Policies and Procedures that include the following: <ul style="list-style-type: none"> <li>○ Follows USDA meal guidelines</li> <li>○ Allergies and family dietary preferences posted in kitchen and classroom</li> <li>○ Sanitary requirements for meals</li> <li>○ Family style meals served</li> <li>○ Staff sits with children at meals and engages in pleasant conversation</li> <li>○ Toileting and diapering schedule is individualized</li> <li>○ Sanitary requirements for diapering and toileting</li> <li>○ Toileting is supervised and pleasant</li> <li>○ Hands are washed properly and at appropriate times</li> <li>○ Proper napping supervision for the age of the child (safe sleep)</li> <li>○ Proper napping sanitation procedures for the age of the child</li> <li>○ Medication safety requirements followed</li> <li>○ Documentation of ill child policy</li> <li>○ Environment follows sanitation guidelines for all ages</li> </ul> </li> </ul>
<p><b>Level 1</b></p>	<ul style="list-style-type: none"> <li>○ Provide evidence of compliance with local annual health and sanitation inspections</li> <li>○ Staff are trained in Pediatric CPR and First Aid (if applicable)</li> <li>○ All children have updated immunization (if not exempt)</li> <li>○ Written documentation of the programs Health Policies and Procedures that include the following: <ul style="list-style-type: none"> <li>○ Follows USDA meal guidelines</li> <li>○ Allergies and family dietary preferences posted in kitchen and classroom</li> <li>○ Sanitary requirements for meals</li> <li>○ Toileting and diapering schedule is individualized</li> <li>○ Sanitary requirements for diapering and toileting</li> <li>○ Toileting is supervised and pleasant</li> <li>○ Hands are washed properly and at appropriate times</li> <li>○ Proper napping supervision for the age of the child (safe sleep)</li> <li>○ Proper napping sanitation procedures for the age of the child</li> <li>○ Medication safety requirements followed</li> <li>○ Documentation of ill child policy</li> <li>○ Environment follows sanitation guidelines for all ages</li> </ul> </li> </ul>
	<p style="text-align: right;">Meets requirements for level    1    2    3    4</p>

# Program Structure

## Level 4

### Safety

- Provide evidence of compliance with annual fire and safety inspections
- Written documentation of the programs Safety Policies and Procedures

#### Fire- detailed plan including-

- Posted evacuation diagram at each exit
- Monthly log (recorded date, time and number present)
- Meeting place
- Fire extinguisher checked annually

#### Disaster & Emergency Preparedness-

- Monthly at least one of the following drills conducted and documented
  - Could include but not limited to:
    - Earthquake
    - Tornado
    - Intruder
    - Flooding
    - Exposure to carbon monoxide
    - Chemical spill
    - Gas leak
    - Power failure
    - Kidnapping
    - Missing child
    - Shooting
    - Hostage incident
    - Intruder
    - Trespassing
    - Bomb threat drills...

#### Playground Safety-

- Daily visual check of playground with documentation (checklist)

## Level 3

- Provide evidence of compliance with annual fire and safety inspections

### Fire- detailed plan including

- Posted evacuation diagram at each exit
- Monthly log (recorded date, time and number present)
- Meeting place
- Fire extinguisher checked annually

### Disaster & Emergency Preparedness-

- Every three months at least one of the following drills conducted and documented
  - Could include but not limited to:
    - Earthquake
    - Tornado
    - Intruder
    - Flooding
    - Exposure to carbon monoxide
    - Chemical spill
    - Gas leak
    - Power failure
    - Kidnapping
    - Missing child
    - Shooting
    - Hostage incident
    - Intruder
    - Trespassing
    - Bomb threat drills...

### Playground Safety-

- Daily visual check of playground with documentation (checklist)

## Level 2

- Provide evidence of compliance with annual fire and safety inspections

### Fire plan includes-

- Meets regulations for licensed exempt programs
- Emergency plan for fire shall be posted including route diagram
- Written records of dates and times of drills (every 3 months)
- Fire extinguisher checked annually

### Disaster & Emergency Preparedness-

- Every three months at least one of the following drills conducted and documented
- Could include but not limited to:
  - Earthquake
  - Tornado
  - Intruder
  - Flooding
  - Exposure to carbon monoxide
  - Chemical spill
  - Gas leak
  - Power failure
  - Kidnapping
  - Missing child
  - Shooting
  - Hostage incident
  - Intruder
  - Trespassing
  - Bomb threat drills...

### Playground Safety-

- visual check of playground with documentation (checklist)

## Level 1

- Provide evidence of compliance with local annual fire and safety inspections

### Fire plan includes-

- Emergency plan for fire shall be posted including route diagram
- Written records of dates and times of drills (every 3 months)
- Fire extinguisher checked annually

### Disaster & Emergency Preparedness-

- Emergency plan for tornado shall be posted including route diagram
- Written records of dates and times of drills (every 3 months)

### Playground Safety-

- Visual check of playground with documentation (checklist)

Meets requirements for level    1    2    3    4

# Program Structure

## Policy & Procedures

### Level 4

- Documentation of accreditation status and/or Head Start programs in good standing with the current federal review

#### **Program Goals and Philosophy-**

- Written philosophy
- Written educational program goals
- Written family goals

Above items could be included in family handbook

- Implement a developmentally appropriate and research based curriculum and staff is trained from the publisher authorized source.

#### **Admission, care and discharge of children-**

- Written documentation of admission policies, such as; child enrollment form, immunizations, medical exam...
- New family orientation
- Written discharge policies

#### **Child practices and concepts-**

- Written documentation that curriculum is linked to Missouri Early Learning Standards or Early Learning Outcome Framework or curriculum goals
- Curriculum covers all areas of learning development (approaches to learning; social/emotional; language and literacy; math; science; physical development, health and safety; expressive arts, understanding the world)
- Children spend a substantial part (at least 1/3 of the day) of the day in individualized play based learning (daily schedule)
- Program includes culturally responsive practices and is designed to promote the inclusion of children with special needs.

#### **Discipline and Guidance-**

- Written and implemented discipline and guidance policy
- 50% of staff is trained in a developmentally appropriate guidance program, such as Conscious Discipline

#### **Job Responsibilities and lines of administrative authority**

Staff handbook with a written agreement or contract including:

- Job descriptions
- Administrative Flow Chart

Also may include but not limited to:

- Signed confidentiality agreement
- Description of child abuse/neglect policies and procedures for mandated reporting
- Staff orientation
- Code of ethics
- Benefits

Provides an employee pay scale for all staff.

- Provides a pay scale for the teaching staff that is related to the employee's education, training, and/or experience in child care/ education.

## Level 4 Cont'd

- Provides **at least 4** of the following employee benefits listed below:
  - payment of individual professional membership or association fees
  - insurance supplement; – paid leave (e.g. sick, vacation, holiday, personal, family, bereavement)
  - reduced fee to staff for child care services
  - money or cash equivalent bonuses (e.g. gift cards)
  - insurance (e.g. health, life, accident, disability, dental, vision)
  - tuition reimbursement
  - paid participation in staff development/ training
  - retirement fund (e.g. 401k or 403k)
  - flextime
  - differential shift pay
  - meals provided at no cost

### **Policies and procedures are implemented and reviewed annually and updated as needed-**

Family handbook with written agreement or contract including:

- Communication plan
- Family-teacher conferences
- Transition plan for entering, moving within and exiting the program
- Educational workshops for families
- Information about community resources
- Date that the Family Handbook was updated, which should be displayed on the front cover (updated annually).
- Signed confidentiality agreement
- Days and hours of operation
- Program's goals and objectives, which reflects the Program's philosophy
- Description of Program's guidelines & policies regarding fees
- Description for parent to understand how behavior will be handled
- Description of policy regarding ill children and when they can return to the Program
- Written action plan for identifying and addressing children suspected of having developmental delays
- Description of injury/accident guidelines outlining step-by-step procedures
- Description of child abuse/neglect policies and procedures for mandated reporting
- Description of how parent can have access to State Licensing compliance/inspection reports and licensing regulation handbook
- Policy for how parents can have access to their child's personal file.

## Level 3

- Documentation of licensed programs

### **Program Goals and Philosophy-**

- Written philosophy
- Written educational program goals
- Written family goals

Above items could be included in family handbook

- Implement a developmentally appropriate and research based curriculum.

### **Admission, care and discharge of children-**

- Written documentation of admission policies, such as; child enrollment form, immunizations, medical exam...
- Written discharge policies

### **Child practices and concepts-**

- Curriculum covers all areas of learning development (approaches to learning; social/emotional; language and literacy; math; science; physical development, health and safety; expressive arts, understanding the world)
- Children spend a substantial part (at least 1/3 of the day) of the day in individualized play based learning (daily schedule)
- Program includes culturally responsive practices and is designed to promote the inclusion of children with special needs.

### **Discipline and Guidance-**

- Written and implemented discipline and guidance policy
- 25% of staff is trained in a developmentally appropriate guidance program, such as Conscious Discipline

### **Job Responsibilities and lines of administrative authority-**

Staff handbook with a written agreement or contract including:

- Job descriptions
- Administrative Flow Chart

Also may include but not limited to:

- Signed confidentiality agreement
- Child abuse and neglect mandate
- Staff orientation
- Benefits

Provides an employee pay scale for all staff.

- Provides a pay scale for the teaching staff that is related to the employee's education, training, and/or experience in child care/ education.
- Provides at least 3 of the following employee benefits listed below:
  - payment of individual professional membership or association fees
  - insurance supplement; – paid leave (e.g. sick, vacation, holiday, personal, family, bereavement)
  - reduced fee to staff for child care services
  - money or cash equivalent bonuses (e.g. gift cards)
  - insurance (e.g. health, life, accident, disability, dental, vision)
  - tuition reimbursement
  - paid participation in staff development/ training
  - retirement fund (e.g. 401k or 403k)

## Level 3 Cont'd

- flextime
- differential shift pay
- meals provided at no cost

Family handbook with written agreement or contract including:

- Communication plan
- Family-teacher conferences
- Transition plan for entering, moving within and exiting the program
- Educational workshops for families
- Information about community resources
- Date that the Family Handbook was updated, which should be displayed on the front cover (updated annually).
- Signed confidentiality agreement
- Days and hours of operation
- Program's goals which reflects the Program's philosophy
- Description of Program's guidelines & policies regarding fees

May include but not limited to:

- Description for parent to understand how behavior will be handled
- Description of policy regarding ill children and when they can return to the Program
- Written action plan for identifying and addressing children suspected of having developmental delays
- Description of injury/accident guidelines outlining step-by-step procedures
- Description of child abuse/neglect policies and procedures for mandated reporting
- Description of how parent can have access to State Licensing compliance/inspection reports and licensing regulation handbook
- Policy for how parents can have access to their child's personal file.

<p><b>Level 2</b></p>	<ul style="list-style-type: none"> <li>○ Documentation of licensed-exempt compliance</li> </ul> <p><b>Program Goals-</b></p> <ul style="list-style-type: none"> <li>○ Written program goals</li> <li>○ Documentation of a daily schedule</li> </ul> <p><b>Admission, care and discharge of children-</b></p> <ul style="list-style-type: none"> <li>○ Written documentation of admission policies</li> <li>○ Individual file on each child should include child enrollment form but may also include medical exam immunizations...</li> <li>○ Written discharge policies</li> </ul> <p><b>Child practices and concepts-</b></p> <ul style="list-style-type: none"> <li>○ Children spend a substantial part (at least 1/3 of the day) of the day in individualized play based learning (daily schedule)</li> </ul> <p><b>Discipline and Guidance-</b></p> <ul style="list-style-type: none"> <li>○ Written and implemented discipline and guidance policy</li> </ul> <p><b>Job Responsibilities and lines of administrative authority-</b></p> <ul style="list-style-type: none"> <li>○ Staff handbook with a written agreement or contract</li> <li>○ Family handbook with written agreement or contract</li> </ul>
<p><b>Level 1</b></p>	<ul style="list-style-type: none"> <li>○ Documentation of exempt program status (DC-20)</li> </ul> <p><b>Program Goals-</b></p> <ul style="list-style-type: none"> <li>○ Written program goal</li> </ul> <p><b>Admission, care and discharge of children-</b></p> <ul style="list-style-type: none"> <li>○ Written documentation of admission policies</li> <li>○ Individual file on each child should include child enrollment form but may also include medical exam immunizations...</li> <li>○ Written discharge policies</li> </ul> <p><b>Child practices and concepts-</b></p> <ul style="list-style-type: none"> <li>○ Children spend time in play</li> </ul> <p><b>Discipline and Guidance-</b></p> <ul style="list-style-type: none"> <li>○ Written and implemented discipline and guidance policy</li> </ul> <p><b>Job Responsibilities and lines of administrative authority-</b></p> <ul style="list-style-type: none"> <li>○ Staff handbook or written agreement or contract</li> <li>○ Family handbook or written agreement or contract</li> </ul>
	<p style="text-align: right;">Meets requirements for level    1    2    3    4</p>

# Family Engagement

<b>Level 4</b>	<ul style="list-style-type: none"> <li>○ Provides a family communication board</li> <li>○ Provides written communication to parents monthly, such as newsletters, social media, documentation boards, etc.</li> <li>○ Provides daily verbal communication</li> <li>○ Documentation of workshops announcements, attendance, handouts, etc.</li> <li>○ Offers and documents 4 family advisory or policy meetings per year</li> <li>○ Offers and documents 2 individual family conference</li> <li>○ Provides list of current community resources for enrolling parent</li> <li>○ Offers parents an annual opportunity to evaluate the parent involvement opportunities</li> <li>○ Maintains a Parent Advisory Council with documented meeting</li> <li>○ All communication is offered in a culturally and/or linguistically responsive manner</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>○ Provides a family communication board</li> <li>○ Provides written communication to parents quarterly, such as newsletters, social media, documentation boards, etc.</li> <li>○ Provides daily verbal communication</li> <li>○ Documentation of workshops announcements, attendance, handouts, etc.</li> <li>○ Offers and documents 3 family advisory or policy committee meetings per year</li> <li>○ Offers and documents 1 individual family conference</li> <li>○ Provides list of current community resources for enrolling parents</li> <li>○ Offers parents an annual opportunity to evaluate the parent involvement opportunities</li> <li>○ Maintains a Parent Advisory Council with documented meeting</li> <li>○ All communication is offered in a culturally and/or linguistically responsive manner</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>○ Provides family communication such as notes posted</li> <li>○ Provides daily verbal communication</li> <li>○ Documentation of workshops announcements, attendance, handouts, etc.</li> <li>○ Offers and documents 1 family advisory or policy committee meetings per year</li> <li>○ Offers and documents 1 individual family conference</li> <li>○ Provides list of current community resources for enrolling parents</li> </ul>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>○ Provides family communication such as notes posted</li> <li>○ Provides daily verbal communication</li> <li>○ Documentation provided of workshops announcements or handouts, etc.</li> <li>○ Provides list of current community resources for enrolling parents</li> </ul>
	<p style="text-align: right;">Meets requirements for level    1    2    3    4</p>

# Classroom Environment Assessment

	Environmental Rating Scale Overall Score (ERS) or Class Assessment Scoring System (CLASS)	
	ERS	CLASS
<b>Level 4</b>	<ul style="list-style-type: none"> <li>○ All classrooms have an ERS Overall Score of 6.0 to 7.0 by inter-rater reliable assessors</li> </ul>	<ul style="list-style-type: none"> <li>○ All classrooms have a CLASS scores- by inter-rater reliable assessors               <ul style="list-style-type: none"> <li>- Emotional support 6.0 to 7.0</li> <li>- Classroom organization 6.0 to 7.0</li> <li>- Instructional support 6.0 to 7.0</li> </ul> </li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>○ All classrooms have an ERS Overall Score of 5.0 to 5.99 by inter-rater reliable assessors</li> </ul>	<ul style="list-style-type: none"> <li>○ All classrooms have a CLASS scores- by inter-rater reliable assessors               <ul style="list-style-type: none"> <li>- Emotional support 4.0 to 5.99</li> <li>- Classroom organization 4.0 to 5.99</li> <li>- Instructional support 4.0 to 5.99</li> </ul> </li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>○ All classrooms have an ERS Overall Score of 4.0 to 4.99 by inter-rater reliable assessors</li> </ul>	<ul style="list-style-type: none"> <li>○ All classrooms have a CLASS scores- by inter-rater reliable assessors               <ul style="list-style-type: none"> <li>- Emotional support 2.0 to 3.99</li> <li>- Classroom organization 2.0 to 3.99</li> <li>- Instructional support 2.0 to 3.99</li> </ul> </li> </ul>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>○ All classrooms have an ERS Overall Score of 3.0 to 3.99 by inter-rater reliable assessors</li> </ul>	<ul style="list-style-type: none"> <li>○ All classrooms have a CLASS scores- by inter-rater reliable assessors               <ul style="list-style-type: none"> <li>- Emotional support 1.0 to 1.99</li> <li>- Classroom organization 1.0 to 1.99</li> <li>- Instructional support 1.0 to 1.99</li> </ul> </li> </ul>
	Meets requirements for level    1    2    3    4	

# Child Screening and Assessment

	Screening
<b>Level 4</b>	<ul style="list-style-type: none"> <li>○ All children are screened with a general development tool and a social/emotional tool within 30 days of child entering the program. Documentation provided.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>○ All children are screened with a general development tool and a social/emotional tool within 45 days of child entering the program. Documentation provided.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>○ All children are screened with a general development tool and a social/emotional tool within 60 days of child entering the program. Documentation provided.</li> </ul>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>○ All children are screened with a general development tool and a social/emotional tool within 90 days of child entering the program. Documentation provided.</li> </ul>
	Meets requirements for level 1 2 3 4

# Child Screening and Assessment

	Assessment
<b>Level 4</b>	<ul style="list-style-type: none"> <li>○ Initial formative assessments within 60 days of the child entering the program, such as, but not limited to               <ul style="list-style-type: none"> <li>○ portfolios,</li> <li>○ anecdotal notes,</li> <li>○ work samples,</li> <li>○ photos and</li> </ul>               linked to early learning standards and used to inform classroom instruction, lesson plans and child goals.                (all 4 present)             </li> <li>○ Summative assessments within 30 days of exiting the program and six months after the initial assessment,               <ul style="list-style-type: none"> <li>○ appropriate curriculum assessment tools and</li> </ul>               used to inform classroom instruction, lesson plans and child goals.             </li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>○ Initial formative assessments within 60 days of the child entering the program, such as, but not limited to               <ul style="list-style-type: none"> <li>○ portfolios,</li> <li>○ anecdotal notes,</li> <li>○ work samples,</li> <li>○ photos and</li> </ul>               linked to early learning standards and used to inform classroom instruction, lesson plans and child goals.                (2 of 4 present)             </li> <li>○ Summative assessments within 45 days of exiting the program and six months after the initial assessment,               <ul style="list-style-type: none"> <li>○ appropriate curriculum assessment tools and</li> </ul>               used to inform classroom instruction, lesson plans and child goals.             </li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>○ Initial formative assessments within 60 days of the child entering the program, such as, but not limited to               <ul style="list-style-type: none"> <li>○ portfolios,</li> <li>○ anecdotal notes,</li> <li>○ work samples,</li> <li>○ photos and</li> </ul>               linked to early learning standards and used to inform classroom instruction, lesson plans and child goals.                (1 of 4 present)             </li> <li>○ Summative assessments within 60 days of exiting the program and six months after the initial assessment,               <ul style="list-style-type: none"> <li>○ appropriate curriculum assessment tools and</li> </ul>               used to inform classroom instruction, lesson plans and child goals.             </li> </ul>

<p><b>Level 1</b></p>	<p>Initial formative assessments within 90 days of the child entering the program, such as, but not limited to</p> <ul style="list-style-type: none"> <li>○ portfolios,</li> <li>○ anecdotal notes,</li> <li>○ work samples,</li> <li>○ photos and</li> </ul> <p>linked to early learning standards and used to inform classroom instruction, lesson plans and child goals.</p> <p>Summative assessments within 90 days of exiting the program and six months after the initial assessment, such as,</p> <ul style="list-style-type: none"> <li>○ appropriate curriculum assessment tools and</li> </ul> <p>used to inform classroom instruction, lesson plans and child goals.</p>
	<p style="text-align: right;">Meets requirements for level    1    2    3    4</p>

# Staff Qualifications & Professional Development

	Leadership Qualifications	Lead Teacher/Provider Qualifications	Teacher Assistant/Paraprofessional Qualifications
<b>Level 4</b>	<ul style="list-style-type: none"> <li>○ 120 college semester hours with 24 or more in child related courses and 6 hours in management related courses. Qualifications verified through OPEN Registry</li> <li>○ Pre-service training to include orientation to the program policies and procedures</li> <li>○ Individualized professional development plan</li> <li>○ Pediatric First Aid and CPR training</li> <li>○ One staff member is certified in adult First Aid and CPR training</li> <li>○ Prevention of sudden infant death syndrome and safe sleeping (if caring for children 2.5 years of age and younger) training</li> <li>○ Prevention of shaken baby syndrome and abusive head trauma (if caring for children 2.5 years of age and younger) training</li> <li>○ Child Care Development Fund (CCDF) Health &amp; Safety Training</li> <li>○ Curriculum and Assessment training from the publisher authorized source.</li> <li>○ At least 35 clock hours of training annually (January-December). Documentation verified through OPEN Registry</li> </ul>	<ul style="list-style-type: none"> <li>○ Lead Teachers/Providers must have at least: Early Childhood Education Certification, Early Childhood Special Education Certification or 4 year Child Development degree. Qualifications verified through OPEN Registry</li> <li>○ Pre-service training to include orientation to the program policies and procedures</li> <li>○ Individualized professional development plan</li> <li>○ Pediatric First Aid and CPR training</li> <li>○ Prevention of sudden infant death syndrome and safe sleeping (if caring for children 2.5 years of age and younger) training</li> <li>○ Prevention of shaken baby syndrome and abusive head trauma (if caring for children 2.5 years of age and younger) training</li> <li>○ Child Care Development Fund (CCDF) Health &amp; Safety Training</li> <li>○ Curriculum and Assessment training from the publisher authorized source.</li> <li>○ At least 35 clock hours of training annually (January-December). Documentation verified through OPEN Registry</li> <li>❖ At least 50% must meet degree qualifications</li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher Assistant/Paraprofessional must have at least: 90 college semester hours with 18 or more hours in child related courses. Qualifications verified through OPEN Registry</li> <li>○ Pre-service training to include orientation to the program policies and procedures</li> <li>○ Individualized professional development plan</li> <li>○ Pediatric First Aid and CPR training</li> <li>○ Prevention of sudden infant death syndrome and safe sleeping (if caring for children 2.5 years of age and younger) training</li> <li>○ Prevention of shaken baby syndrome and abusive head trauma (if caring for children 2.5 years of age and younger) training</li> <li>○ Child Care Development Fund (CCDF) Health &amp; Safety Training</li> <li>○ Curriculum and Assessment training from the publisher authorized source.</li> <li>○ At least 35 clock hours of training annually (January-December). Documentation verified through OPEN Registry</li> <li>❖ At least 50% must meet degree qualifications</li> </ul>

### Level 3

- 120 college semester hours with 24 or more in child related courses. Qualifications verified through OPEN Registry
- Pre-service training to include orientation to the program policies and procedures
- Individualized professional development plan
- Pediatric First Aid and CPR training
- One staff member is certified in adult 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). Documentation verified through OPEN Registry

- Lead Teachers/Providers must have at least: 90 college semester hours with 18 or more in child related courses. Qualifications verified through OPEN Registry
- Pre-service training to include orientation to the program policies and procedures
- Individualized professional development plan
- Pediatric 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). Documentation verified through OPEN Registry

❖ At least 50% must meet degree qualifications

- Teacher Assistant/Paraprofessional must have at least: 60 college semester hours with 9 or more hours in child related courses. Qualifications verified through OPEN Registry
- Pre-service training to include orientation to the program policies and procedures
- Individualized professional development plan
- Pediatric 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). Documentation verified through OPEN Registry

❖ At least 50% must meet degree qualifications

## Level 2

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| <ul style="list-style-type: none"><li>○ 90 college semester hours with 18 or more in child related courses. Qualifications verified through OPEN Registry</li><li>○ Pre-service training to include orientation to the program policies and procedures</li><li>○ Individualized professional development plan</li><li>○ Age appropriate First Aid and CPR training</li><li>○ Prevention of sudden infant death syndrome and safe sleeping (if caring for children 2.5 years of age and younger) training</li><li>○ Prevention of shaken baby syndrome and abusive head trauma (if caring for children 2.5 years of age and younger) training</li><li>○ Child Care Development Fund (CCDF) Health &amp; Safety Training</li><li>○ At least 20 clock hours of training annually (January-December). Documentation verified through OPEN Registry</li></ul> | <ul style="list-style-type: none"><li>○ Lead Teachers/Providers must have at least: 60 college semester hours with 9 or more in child related courses. Qualifications verified through OPEN Registry</li><li>○ Pre-service training to include orientation to the program policies and procedures</li><li>○ Individualized professional development plan</li><li>○ Age appropriate First Aid and CPR training</li><li>○ Prevention of sudden infant death syndrome and safe sleeping (if caring for children 2.5 years of age and younger) training</li><li>○ Prevention of shaken baby syndrome and abusive head trauma (if caring for children 2.5 years of age and younger) training</li><li>○ Child Care Development Fund (CCDF) Health &amp; Safety Training</li><li>○ At least 20 clock hours of training annually (January-December). Documentation verified through OPEN Registry</li><li>❖ At least 50% must meet degree qualifications</li></ul> | <ul style="list-style-type: none"><li>○ Teacher Assistant/Paraprofessional must have at least: 12 college semester in child related courses or Child Development Associate (CDA) for the age group they predominantly work with on a regular basis. Qualifications verified through OPEN Registry</li><li>○ Pre-service training to include orientation to the program policies and procedures</li><li>○ Individualized professional development plan</li><li>○ Age appropriate First Aid and CPR training</li><li>○ Prevention of sudden infant death syndrome and safe sleeping (if caring for children 2.5 years of age and younger) training</li><li>○ Prevention of shaken baby syndrome and abusive head trauma (if caring for children 2.5 years of age and younger) training</li><li>○ Child Care Development Fund (CCDF) Health &amp; Safety Training</li><li>○ At least 20 clock hours of training annually (January-December). Documentation verified through OPEN Registry</li><li>❖ At least 50% must meet degree qualifications</li></ul> |
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<p><b>Level 1</b></p>	<ul style="list-style-type: none"> <li>○ 60 college semester hours with 12 or more in child related courses. Qualifications verified through OPEN Registry</li> <li>○ Pre-service training to include orientation to the program policies and procedures</li> <li>○ 15 clock hours of training annually (January-December). Documentation verified through OPEN Registry</li> </ul>	<ul style="list-style-type: none"> <li>○ Lead Teachers/Providers must have 9 college semester hours in child related classes or Child Development Associate (CDA) for the age group they predominately work with on a regular basis. Qualifications verified through OPEN Registry</li> <li>○ Pre-service training to include orientation to the program policies and procedures</li> <li>○ 15 clock hours of training annually (January-December). Documentation verified through OPEN Registry</li> <li>❖ At least 50% must meet degree qualifications</li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher Assistant/Paraprofessional must have 9 college semester hours in child related classes or Child Development Associate (CDA) for the age group they predominately work with on a regular basis. Qualifications verified through OPEN Registry</li> <li>○ Pre-service training to include orientation to the program policies and procedures</li> <li>○ 15 clock hours of training annually (January-December). Documentation verified through OPEN Registry</li> <li>❖ At least 50% must meet degree qualifications</li> </ul>	
	Meets requirements for level    1    2    3    4			