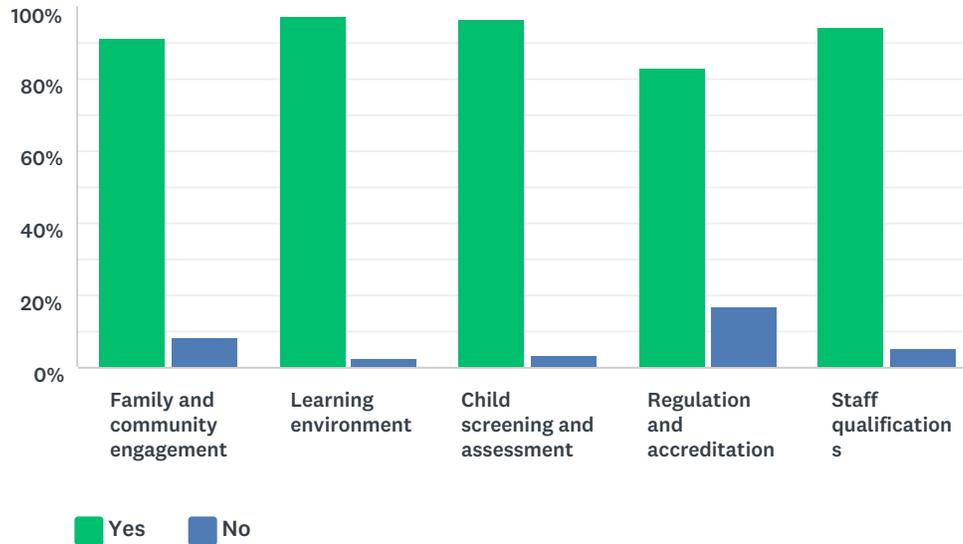


Q1 The following categories are being considered for an early learning quality assurance report. Do you think the categories should be included?

Answered: 477 Skipped: 2



	YES	NO	TOTAL	WEIGHTED AVERAGE
Family and community engagement	91.49% 430	8.51% 40	470	1.09
Learning environment	97.27% 463	2.73% 13	476	1.03
Child screening and assessment	96.62% 458	3.38% 16	474	1.03
Regulation and accreditation	82.87% 387	17.13% 80	467	1.17
Staff qualifications	94.47% 444	5.53% 26	470	1.06

#	LIST OTHER CATEGORIES TO BE CONSIDERED	DATE
1	Quality teacher/child interactions	11/26/2018 5:00 PM
2	Social emotional curriculum	11/26/2018 3:48 PM
3	Behavioral Plan/Services/Policies	11/26/2018 10:01 AM
4	Family involvement	11/20/2018 7:41 PM
5	Parent satisfaction	11/20/2018 12:10 PM
6	Consumer/Parent satisfaction	11/20/2018 12:10 PM
7	Direct classroom staff: child ratio	11/19/2018 11:39 AM
8	Family socio-economic status	11/19/2018 10:30 AM
9	cleanliness and upkeep of facility	11/19/2018 10:15 AM
10	Staff continuing education offerings/requirements	11/19/2018 9:08 AM
11	Learning Environment, yes ERS- NO Assessment, yes-Child Screening, no	11/19/2018 8:50 AM
12	plans getting and keeping good staff	11/16/2018 2:28 PM

Early Learning Quality Assurance Report

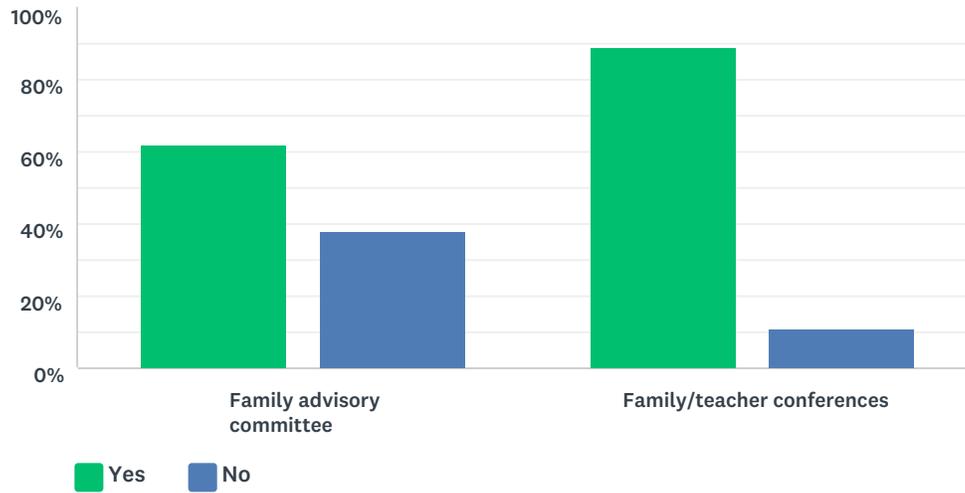
13	Business practices	11/16/2018 12:18 PM
14	Staff and children interactions as measured by the CLASS tool.	11/7/2018 11:33 AM
15	Family and child Mental Health	11/5/2018 7:30 PM
16	Curriculum	11/5/2018 7:06 PM
17	CONTINUIOUS FUNDING FOR PROGRAMS TO MEET THESE STANDARDS	11/5/2018 5:39 PM
18	climate and all interactions: between children and adults, between children, between adults, etc	11/5/2018 5:00 PM
19	Efficacy of Curriculum, Outdoor space	11/5/2018 4:28 PM
20	Curriculum choice	11/5/2018 3:24 PM
21	program leadership	11/5/2018 3:14 PM
22	Business practices	11/5/2018 1:48 PM
23	Learning standards being met by developmentally appropriate practice	11/5/2018 11:39 AM
24	Process for ongoing continuous improvement	11/5/2018 10:06 AM
25	Needs of the students	11/5/2018 8:51 AM
26	Relationship Based Practices being Implemented. Number of minutes children spend learning through play.	11/5/2018 7:16 AM
27	Under Professional Development category include a timeline to encourage staff to at least get first aid/cpr and safe sleep training within a period of time of being hired (e.g., two weeks, 30 days) whereas now people have an entire year to get all of their clock hours, doubt we can require pre-service training but would be demonstrate a business's desire to go above and beyond	10/31/2018 9:06 AM
28	Mental Health Support for Families	10/30/2018 9:36 PM
29	Teacher/Caregiver & Child Interactions	10/30/2018 2:43 PM
30	Mental health	10/30/2018 2:33 PM
31	The previous attempt for the QRS made the best score only available if you were accredited. I have been accredited in the past, along with several other peers. I did not renew my mine through NAFCC a forth time because it was very expensive, and I continue to operate under the quality indicators that I learned and incorporated from the Accreditation experience. We know finances are tied to high quality- this is a good example. Unless you have the money to fund accreditation, you will not pursue. I could work the cost into my business's budget, but I do not feel it is a priority any longer for me.	10/30/2018 4:45 AM
32	Child screening and assessment should include resiliency / executive functioning skills	10/29/2018 4:07 PM
33	class size and ratio to adults in the classroom.	10/29/2018 2:25 PM
34	emphasis on social-communication development, transition preparation (for transition into elementary), behavioral knowledge and supports	10/29/2018 1:37 PM
35	Staff turn over rate; drills; licensing valuations	10/29/2018 12:13 PM
36	Finances and budget, physical faculties, governance and accountability	10/28/2018 8:08 PM
37	Curriculum, Director Criteria, Training Requirement should be 20 hours aligned with MO Accreditation, Social Emotional Training, Inclusion Training	10/28/2018 6:06 PM
38	Director Qualifications, Director's Credential, something for Directors	10/26/2018 1:39 PM
39	Family engagement is important but I am not sure about community engagement.	10/26/2018 1:21 PM
40	Will being accredited through MOA exclude a a program from going through this?	10/26/2018 12:46 PM
41	Use of evidence-based curriculum or approaches to learning	10/26/2018 12:04 PM
42	Special Education, Inclusion	10/26/2018 7:25 AM
43	Curriculum, Teaching, Physical Environment, Leadership and Management, Professional Development	10/25/2018 3:18 PM

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44	In staff qualifications, there should be a separate set of requirements for the educational leader/director of the early childhood program. Leadership should have the academic preparation in early childhood as well as the qualifications to manage the organization (coursework in leadership, management/finance)	10/25/2018 2:22 PM
45	Academic Rigor, Social/Emotional Appropriateness	10/25/2018 10:20 AM
46	Curriculum program and learning experiences	10/25/2018 8:28 AM
47	Staff qualifications should also include experience until formal education is acquired.	10/25/2018 8:14 AM
48	Instructional Learning Formats, Concept development, Language Modeling	10/24/2018 2:17 PM
49	Nutrition Programs	10/24/2018 12:48 PM
50	Social-Emotional curriculum/approach to teaching appropriate self-regulations skills to children as well how staff respond to children with "behaviors"	10/24/2018 12:36 PM
51	Child Guidance strategies	10/24/2018 11:52 AM
52	Teacher to student ratio and Developmentally Appropriate Practice	10/24/2018 11:22 AM
53	Curriculum taught	10/24/2018 10:52 AM
54	Early literacy	10/24/2018 10:51 AM
55	Cultural literacy and trauma-informed learning environments	10/24/2018 10:51 AM
56	Relationships and Interactions - using the Classroom Assessment Scoring System (CLASS) as the measure; Curriculum and Teaching; Leadership and Management/Administration; Professional Development	10/24/2018 10:24 AM
57	Developmentally appropriate practice and assessments in title 1 classrooms. I think adult to student ratios should be addressed. I also think PreK class sizes for title 1 classrooms should be evaluated and better tracked.	10/24/2018 10:11 AM
58	Curriculum	10/24/2018 9:56 AM
59	meals, staff/child interactions, staff/child ratios,	10/24/2018 9:47 AM
60	Licensing Records	10/24/2018 9:06 AM
61	Health Services/ Screening	10/24/2018 9:00 AM
62	Nutrition standards and information	10/24/2018 8:43 AM
63	Building/Playground safety and nutrition.	10/24/2018 8:39 AM
64	Teacher Child Interactions	10/24/2018 8:38 AM
65	Business plan	10/23/2018 3:57 PM
66	not sure what you mean by regulation, would need further info on that.	10/18/2018 4:55 PM
67	I would say yes to child screening, but not necessarily assessment.	10/17/2018 7:38 AM
68	Child Teacher interactions	10/16/2018 1:55 PM
69	Regulation and accreditation along with license exempt	10/8/2018 8:22 PM
70	Staff:Child interactions and relationships. Ensure that social-emotional development/mental health is part of any screening protocol.	10/4/2018 1:06 PM
71		9/27/2018 9:46 AM

Q2 Within the categories, should the following be included?

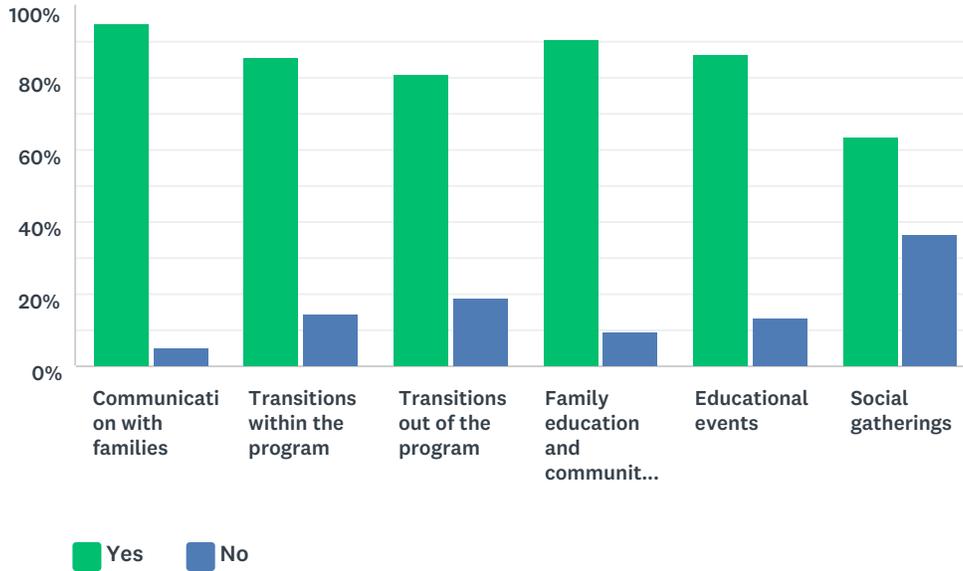
Answered: 471 Skipped: 8



	YES	NO	TOTAL	WEIGHTED AVERAGE
Family advisory committee	62.14% 279	37.86% 170	449	1.38
Family/teacher conferences	88.84% 414	11.16% 52	466	1.11

Q3 Policies and procedures about:

Answered: 474 Skipped: 5



	YES	NO	TOTAL	WEIGHTED AVERAGE
Communication with families	95.10% 446	4.90% 23	469	1.05
Transitions within the program	85.75% 397	14.25% 66	463	1.14
Transitions out of the program	80.95% 374	19.05% 88	462	1.19
Family education and community resources	90.56% 422	9.44% 44	466	1.09
Educational events	86.33% 398	13.67% 63	461	1.14
Social gatherings	63.53% 284	36.47% 163	447	1.36

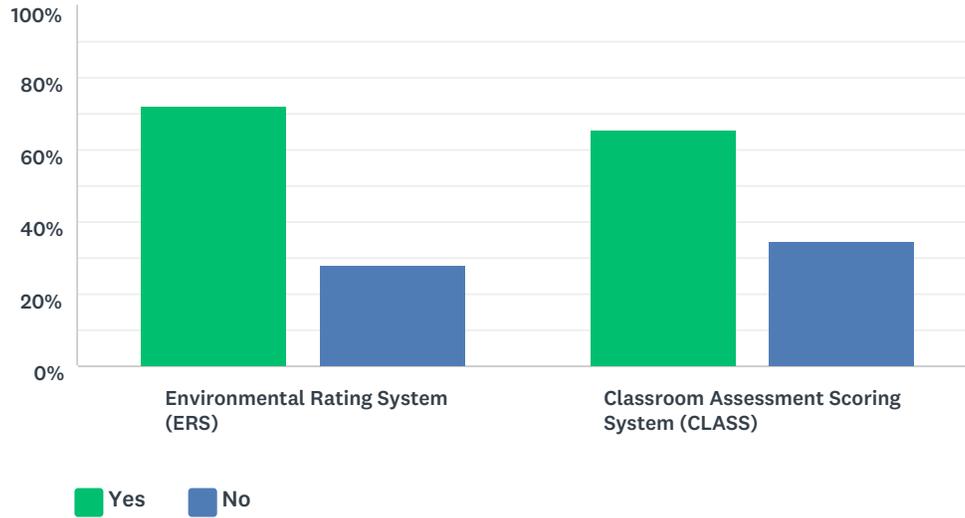
#	OTHER (PLEASE SPECIFY)	DATE
1	Family Teacher conferences are called IFSP's and six month reviews	11/27/2018 8:08 PM
2	Community complaint/grievance	11/26/2018 3:48 PM
3	Family involvement	11/20/2018 7:41 PM
4	Family commitment/responsibilities to daycare	11/19/2018 11:39 AM
5	Proceedures when special needs are recognized if the student isnt already in a ecse classroom	11/16/2018 3:14 PM
6	Terms used defined and modeled.	11/16/2018 2:28 PM
7	Family advisory committee will work better for centers not family childcare	11/6/2018 10:47 AM
8	policies don't tell you much about reality though can be part of improvement	11/5/2018 5:00 PM
9	Education assessments, staff training,	11/5/2018 4:28 PM
10	Comment: Family advisory committees are a great practice but should have options for other ways to meaningfully engage family feedback if the school doesn't have a formal advisory committee.	11/5/2018 10:06 AM

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11	Breastfeeding friendly, emergency preparedness/response including reunification, health and wellness goals specific to nutrition, increased availability of water to the children; inclusion; social emotional development, protective factors to strengthen provider/family relationships;	10/31/2018 9:06 AM
12	family engagement through a racial equity lens, parenting education opportunities	10/30/2018 2:43 PM
13	Trauma informed, attachment, caregiver responsiveness and relationships	10/30/2018 2:33 PM
14	transitions within the program is not a policies and procedures issue for a family child care. It is a programming and planning issue.	10/30/2018 4:45 AM
15	Don't understand what "Policies and procedures about" means.	10/29/2018 4:07 PM
16	responding to behavior challenges	10/29/2018 1:37 PM
17	Discipline strategies	10/29/2018 12:13 PM
18	Staff or employment changes, nutrition	10/28/2018 8:08 PM
19	Parent Education could be from sources other than school district	10/28/2018 6:06 PM
20	d	10/26/2018 12:46 PM
21	Professional Development for staff	10/25/2018 3:18 PM
22	health and safety requirements (for staff and children); communication/information about curriculum	10/25/2018 2:22 PM
23	family participation expectations	10/24/2018 2:56 PM
24	Social Media	10/24/2018 2:51 PM
25	Emergency Preparedness Plan	10/24/2018 2:17 PM
26	Teachers need to communicate often with parents about their child's wellbeing and education. However, this is not meant for the paraprofessional to communicate with parents, although, they may relate anything they see going on in the classroom or on campus with a child to the teacher. Then that teacher can relay the message to the parents.	10/24/2018 2:15 PM
27	Staff Ratios & Safety	10/24/2018 11:23 AM
28	training of staff	10/24/2018 11:06 AM
29	Staff Orientation; Evaluations of Staff; Confidentiality; Grievance Procedures; Staff Cell Phone Use; Supervision of Children; Illness Injury of Both Children and Staff; Inclusion of Children with Special Needs; Cleaning and Sanitizing; Reporting Child Abuse and Neglect; Emergency Procedures; Meal Times; Nap Times; Toileting and Diapering; Physical Activity; Child Discipline and Guidance	10/24/2018 10:24 AM
30	Class size and teacher to student ratios, curriculum, developmentally appropriate practice and assessments	10/24/2018 10:11 AM
31	attendance	10/24/2018 9:41 AM
32	Discipline procedures	10/24/2018 9:39 AM
33	Referrals for children suspected of having a disability	10/24/2018 9:00 AM
34	Immunization/medical policies; sick child policies	10/24/2018 8:43 AM
35	Social gatherings are good for families that need a support system and resources. I would rather see a social worker on staff to support individual families is connecting to resources	10/17/2018 7:38 AM
36	Parenting classes	10/1/2018 5:31 PM
37	Under Family and Community Engagement I would propose that something be added about using the statewide Parent Advisory Council for input into policies, procedures and communications with families.	9/27/2018 2:13 PM

Q4 Classroom Environment Assessments

Answered: 399 Skipped: 80



	YES	NO	TOTAL	WEIGHTED AVERAGE
Environmental Rating System (ERS)	71.91% 279	28.09% 109	388	1.28
Classroom Assessment Scoring System (CLASS)	65.32% 243	34.68% 129	372	1.35

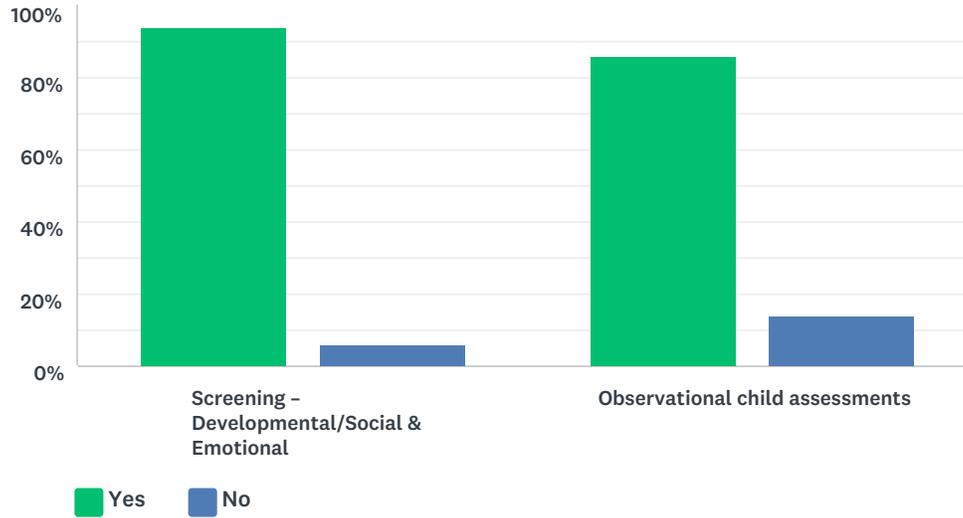
#	OTHER (PLEASE SPECIFY)	DATE
1	Either/Or--I would not include both	11/25/2018 11:51 AM
2	Rubric evaluation which clear defines what is entailed to receive each score so it can be used a coaching tool versus an evaluative tool	11/22/2018 5:26 PM
3	In my opinion, the scoring of the ECERs can misrepresent the quality of a program. For example, a classroom teacher may meet indicators 5, 6, 7 but the observer missed something from indicator 4 (such as a teacher using measurement language a certain number of times), the score is a 3.	11/18/2018 8:47 AM
4	As a certified CLASS observer I see the many positives that go with this assessment	11/17/2018 7:37 PM
5	DECA - focus on attachment	11/5/2018 5:01 PM
6	Not familiar with CLASS	11/5/2018 1:49 PM
7	If you are selecting only one, the CLASS is more valuable as a measure of true quality that impacts child outcomes.	11/5/2018 10:09 AM
8	CLASS is much more focused on teacher/child interactions which are at the heart of quality. ERS is much for focused on materials and environment, which are less likely to drive strong outcomes (especially in the absence of responsive interactions)	10/30/2018 2:44 PM
9	I am not sure	10/29/2018 2:26 PM
10	Leave open to other more specific tools for specialized programs/classrooms; i.e. Autism Program Environment Rating Scale (APERS) for programs specializing in children with autism	10/29/2018 1:40 PM
11	NAEYC	10/29/2018 12:39 PM
12	We would like assistance in helping us get NAEYC Accredited, we don't want new assessments but technical assistance to become accredited.	10/29/2018 11:06 AM
13	We do internal classroom assessments/educator assessments.	10/29/2018 9:50 AM
14	Safety assessment	10/28/2018 8:09 PM

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15	ECERS-3	10/26/2018 4:18 PM
16	I think other QRIS systems are moving away from the ERS, but there has to be some type of assessment by outside objective observers	10/26/2018 1:41 PM
17	We base off of ECERS and ITERS	10/26/2018 1:24 PM
18	CLASS would be ideal but may not be feasible for many centers	10/25/2018 2:23 PM
19	NAEYC Accreditation	10/24/2018 2:58 PM
20	ITERS/ECERS	10/24/2018 2:52 PM
21	not sure of either of these	10/24/2018 2:33 PM
22	Program Administration Scale (PAS)	10/24/2018 10:45 AM
23	ECERS	10/24/2018 9:40 AM
24	CLASS or other district approved teacher evaluation program such as NEE to evaluate teacher effectiveness	10/24/2018 9:35 AM
25	A one day assessment by one rater does not reflect the daily quality of a program	10/24/2018 9:05 AM
26	Some form of Classroom monitoring, I'm not familiar with either of these systems	10/24/2018 9:04 AM
27	DECA Reflective Checklist	10/24/2018 8:54 AM
28	We use ECERS so would this be in addition to?	10/24/2018 8:40 AM
29	I'm not familiar with any but ERS and I am not a fan.	10/18/2018 11:53 AM
30	There are problems with both, but if you have to pick one, CLAS is better because it focuses on relationships and interactions.	10/4/2018 1:10 PM
31	ECERS (I am not sure if this is what is referred to as the ERS)	9/27/2018 9:48 AM

Q5 Child Screening and Assessment

Answered: 421 Skipped: 58



	YES	NO	TOTAL	WEIGHTED AVERAGE
Screening – Developmental/Social & Emotional	94.20% 390	5.80% 24	414	1.06
Observational child assessments	85.82% 351	14.18% 58	409	1.14

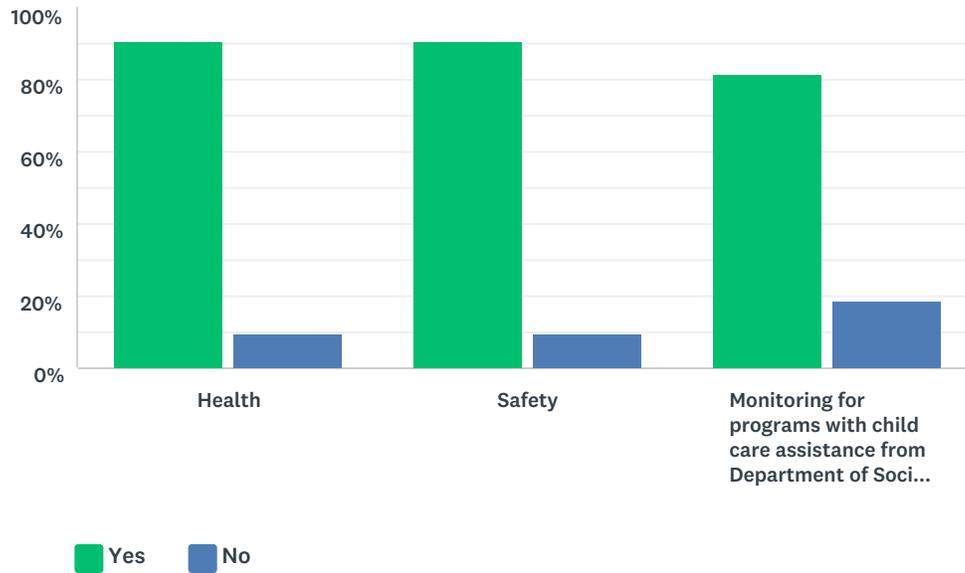
#	OTHER (PLEASE SPECIFY)	DATE
1	DIAL 4 - age three and up	11/16/2018 12:40 PM
2	Observational child assessment must have staff that know what they are observing, this is a difficult one	11/16/2018 12:20 PM
3	DRDP	11/12/2018 8:36 AM
4	Vision screenings should be incorporated into screenings and assessments. Eighty percent of learning is visual and vision issues have a major impact on child development. Identifying and addressing issues as early as possible will 1) help prevent and reduce unnecessary development delays and 2) help prevent permanent vision loss related to amblyopia or lazy eye (if it isn't identified and treated before 6 or 7 years old, children can lose vision completely in that eye.	11/9/2018 11:09 AM
5	Referral process for developmental/social and emotional screenings	11/5/2018 3:15 PM
6	Most states have done a 90 day screening policy rather than 45 days, to ensure that this can be done in a meaningful way.	11/5/2018 10:09 AM
7	or DIAL 4	11/1/2018 1:57 PM
8	I was able to be part of a grant program to receive and be trained on a screening tool. As with accreditation, I would not have been able to afford the screening tool, ASQ-3 ans ASQ-SE2, without this opportunity.	10/30/2018 4:51 AM
9	Observational child assessments seems too vague - needs more clarification; consider universal screening for autism spectrum disorders since it can be diagnosed at 18mo and above, but often isn't captured until elementary years	10/29/2018 1:40 PM
10	ASQ & ASQSE, DIAL4	10/26/2018 5:33 PM
11	So we need to differentiate between progress monitoring (DRDP) and screening (Ages and Stages, Dial-4, etc.) People don't know the differences.	10/26/2018 1:41 PM
12	by qualified personnel	10/25/2018 11:46 AM

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13	Assessments that ask students to produce knowledge.	10/25/2018 11:23 AM
14	not within 45 days	10/24/2018 2:58 PM
15	Anecdotal Records	10/24/2018 12:50 PM
16	Use DECA and DRDP	10/24/2018 11:53 AM
17	Desired Results Developmental Profile (DRDP); DECA	10/24/2018 10:45 AM
18	Developmentally appropriate curriculum and assessments in Title 1 PreKs	10/24/2018 10:13 AM
19	ongoing developmental monitoring not just screening	10/24/2018 9:48 AM
20	Assessments that are developed by the program to address standards	10/24/2018 9:05 AM
21	Vision, hearing and dental	10/24/2018 9:01 AM
22	DECA	10/24/2018 8:43 AM
23	Children of this age are pulled and screened too much. Observational assessments seem more appropriate and accurate.	10/24/2018 8:40 AM
24	Make sure that a variety of screening tools are allowed. There are several that are standardized and reliable, but some are very expensive, while others are more reasonable.	10/4/2018 1:10 PM
25	Results need to be shared with families with the hopeful result being that they are empowered to also monitor their child's development.	9/27/2018 2:13 PM
26	on going assessments	9/27/2018 9:48 AM

Q6 Regulation and Accreditation - Exempt Programs

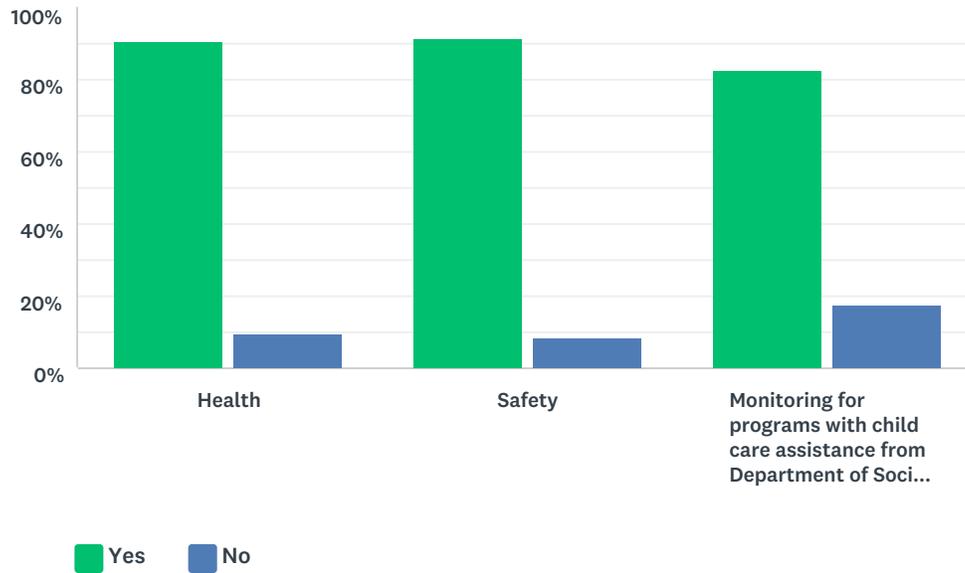
Answered: 405 Skipped: 74



	YES	NO	TOTAL	WEIGHTED AVERAGE
Health	90.32% 364	9.68% 39	403	1.10
Safety	90.59% 366	9.41% 38	404	1.09
Monitoring for programs with child care assistance from Department of Social Services	81.68% 321	18.32% 72	393	1.18

Q7 Regulation and Accreditation - License Exempt Programs

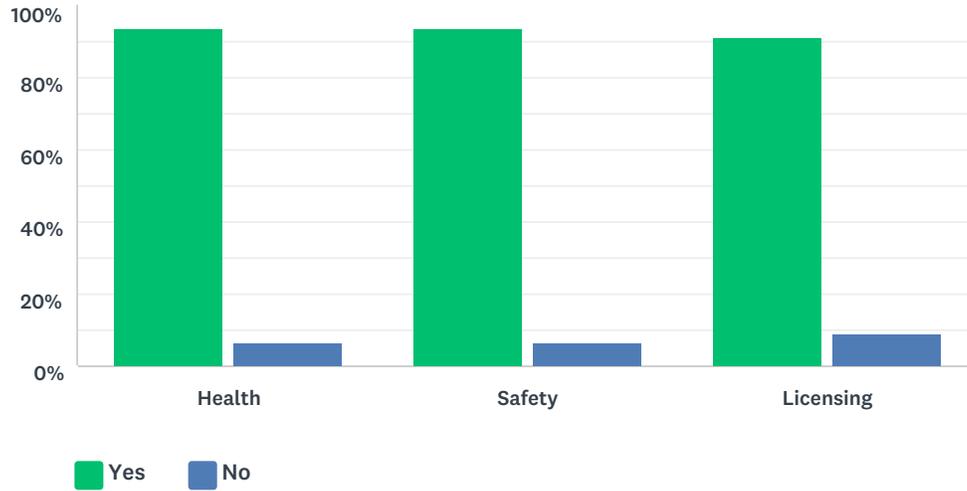
Answered: 404 Skipped: 75



	YES	NO	TOTAL	WEIGHTED AVERAGE
Health	90.57% 365	9.43% 38	403	1.09
Safety	91.32% 368	8.68% 35	403	1.09
Monitoring for programs with child care assistance from Department of Social Services	82.40% 323	17.60% 69	392	1.18

Q8 Regulation and Accreditation - Licensed Programs

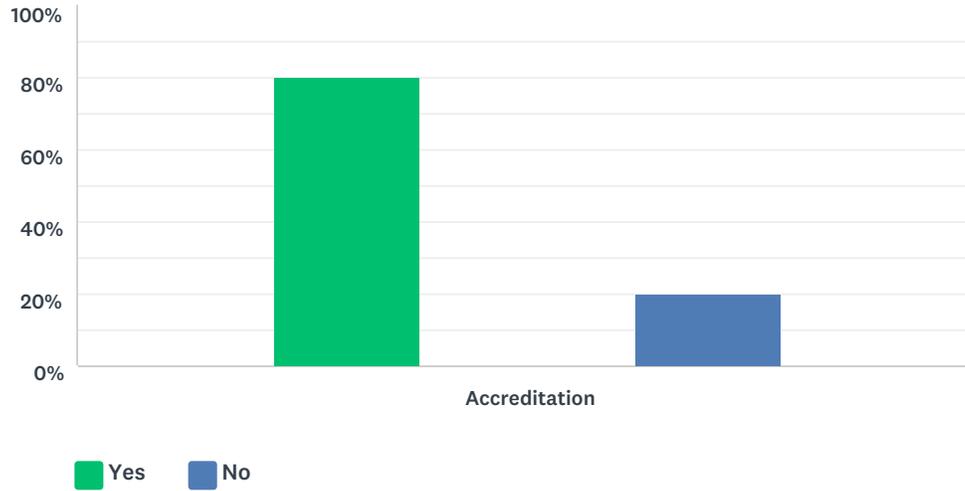
Answered: 410 Skipped: 69



	YES	NO	TOTAL	WEIGHTED AVERAGE
Health	93.38% 381	6.62% 27	408	1.07
Safety	93.64% 383	6.36% 26	409	1.06
Licensing	90.89% 369	9.11% 37	406	1.09

Q9 Accreditation

Answered: 406 Skipped: 73



	YES	NO	TOTAL	WEIGHTED AVERAGE
Accreditation	79.80% 324	20.20% 82	406	1.20

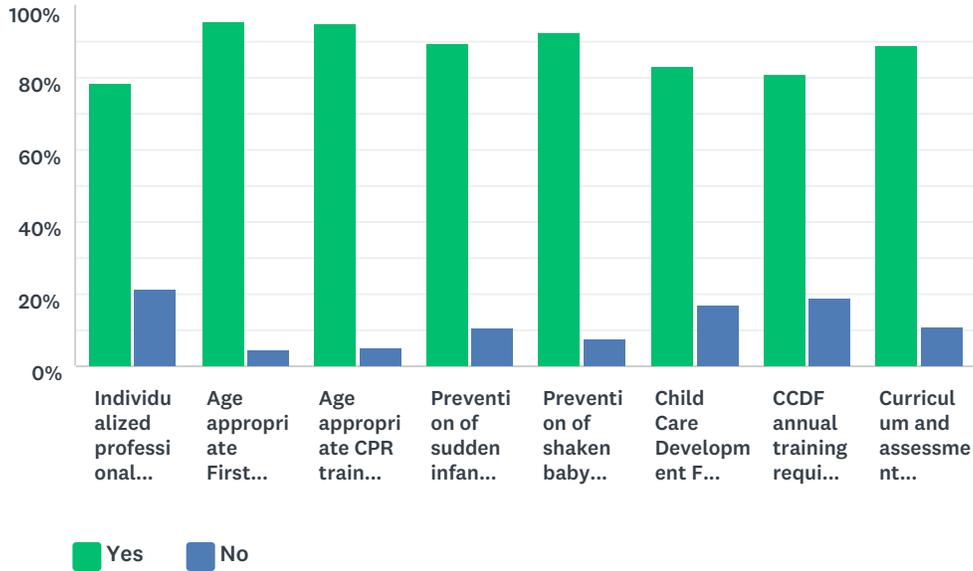
#	OTHER (PLEASE SPECIFY)	DATE
1	I'm not sure what the difference i between exempt programs and license exempt program	11/27/2018 8:11 PM
2	Accreditation is good but expensive.	11/16/2018 12:25 PM
3	I don't think any institution should be exempt from licensing. Why shouldn't health and safety be considered in churches and schools?	11/5/2018 4:15 PM
4	It is very difficult for some centers to become accredited. The is no support, grants to help independent centers.	11/5/2018 2:25 PM
5	accreditation acceptance should have a formalized "approval" process for any interested accrediting organization to demonstrate how the standards and protocol ensure high quality.	11/5/2018 10:09 AM
6	this probably doesn't live in this section but wanted to suggest encourage child care businesses to register with BBB	10/31/2018 9:08 AM
7	No, unless, financial assistance or reimbursement of fees once achieved, is available, you are going to leave out many low-income providers, who, sorry to say, is sometimes lower quality, and would benefit greatly from the accreditation process.	10/30/2018 4:51 AM
8	I feel some of the things required for accreditation are not practical. For example, all the hand washing and eating family style. These are not reinforced at home so it feels like a waste of time to promote it in a preschool setting.	10/26/2018 7:14 PM
9	I would like to see Missouri work on a Birth to Four Certification as well as a Director's Credential. This would be a first step towards Universal pre-k.	10/26/2018 1:41 PM
10	Training in Mandated Reporting	10/26/2018 12:47 PM
11	Accreditation does not ensure quality-there are high quality centers who CHOOSE not to participate in this program	10/25/2018 8:31 AM
12	Need to include all accrediting bodies approved by licensing	10/24/2018 2:58 PM
13	accreditation is nice but not always applicable	10/24/2018 2:33 PM
14	some of the questions are really vague.. I would say yes on more, but I would need further information	10/18/2018 4:57 PM

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15	If you use a level system for rating, I would put accreditation on the higher end. There also needs to be a funding source for Accreditation or nobody will try to achieve it.	10/17/2018 7:41 AM
16	Head Start Performance Standards	10/10/2018 1:39 PM
17	I'm not sure registered vendors should be allowed to be a part of any QAR system-- unless laws are changed to prohibit more than four children from being care for by one adult-- regardless of family relationship.	10/4/2018 1:10 PM

Q10 Professional Development

Answered: 413 Skipped: 66



	YES	NO	TOTAL	WEIGHTED AVERAGE
Individualized professional development plans	78.36% 315	21.64% 87	402	1.22
Age appropriate First Aid training	95.62% 393	4.38% 18	411	1.04
Age appropriate CPR training	95.09% 387	4.91% 20	407	1.05
Prevention of sudden infant death syndrome and safe sleeping (If caring for children 2.5 years of age and younger) training	89.73% 367	10.27% 42	409	1.10
Prevention of shaken baby syndrome and abusive head trauma (If caring for children 2.5 years of age and younger) training	92.65% 378	7.35% 30	408	1.07
Child Care Development Fund (CCDF) Health & Safety Training	83.21% 327	16.79% 66	393	1.17
CCDF annual training requirements	81.20% 311	18.80% 72	383	1.19
Curriculum and assessment training	89.00% 356	11.00% 44	400	1.11

#	OTHER (PLEASE SPECIFY)	DATE
1	Age appropriate development in all five developmental areas	11/28/2018 10:40 AM
2	First aid should be offered through First Steps.. Our IFSP is our curriculum and we were trained in college and through continuing education. I WOULD LOVE IT if First Steps would offer continuing ed programs, even if we have to pay for them.	11/27/2018 8:14 PM
3	Mandated Reporter Training	11/19/2018 2:45 PM
4	Child Abuse and Neglect; Conscious Discipline or something similar, Self Care	11/19/2018 10:12 AM
5	Positive Behavior and Classroom Management like Conscious Discipline	11/19/2018 8:55 AM

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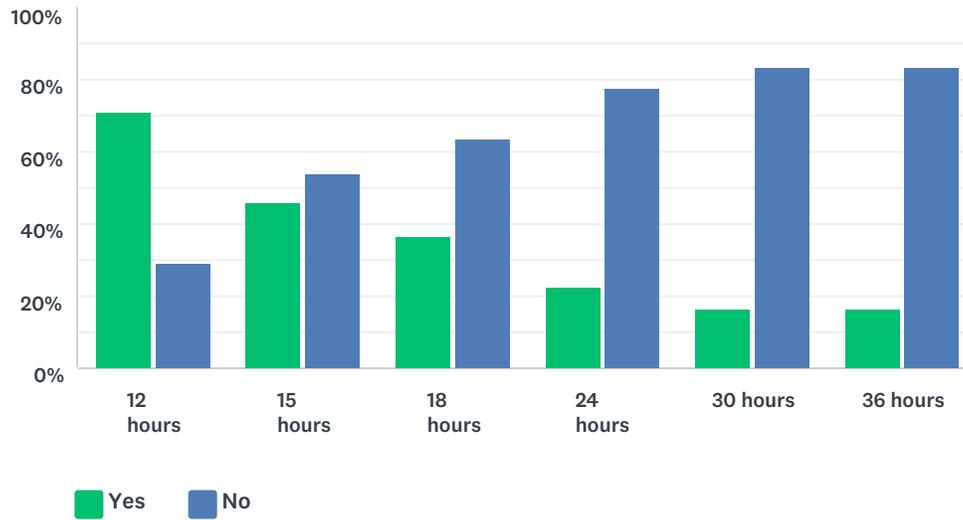
6	Specify number of staff required to have First Aid and CPR training. It would be difficult to assure ALL staff are certified. For example, substitutes and part-time aids should be exempt as long as there is a staff member present with proper training.	11/18/2018 8:51 AM
7	Trauma and Brain Development	11/17/2018 4:54 PM
8	Gun lock program	11/16/2018 2:30 PM
9	coaching	11/7/2018 11:34 AM
10	Trauma Informed Care; Developmentally Appropriate Practices;	11/7/2018 11:24 AM
11	PD plans are only as good as the coaches/mentors/supervisors that assist and develop staff. Special Education training - especially in dealing with challenging behavior	11/5/2018 3:19 PM
12	There is not enough curriculum and assessment trainings available. They are also very costly to an independent center	11/5/2018 2:26 PM
13	Allowances for progression of learning. Not just basic information all the time.	11/5/2018 1:50 PM
14	as part of the assessment, teachers need to know how to use data to make decisions regarding curriculum and the program, for individuals and groups of children. There should be specific PD for early learning administrators as well.	11/5/2018 10:11 AM
15	emergency preparedness/response in individual classrooms, practices would vary by age group in how I/T are moved versus preschool age children	10/31/2018 9:09 AM
16	CLASS training and coaching centered on responsive interactions.	10/30/2018 2:46 PM
17	Behavior training- Love and Logic- something for teaching children social skills. Talk to our kindergarten teachers- the one most important skill they want incoming kindergarteners to have is social skills- sitting by others, taking turns, sharing, polite talking, manners - where is this indicator?	10/30/2018 4:54 AM
18	social-communication and language development; early signs and symptoms of possible disabilities, age appropriate behavioral responses/support	10/29/2018 1:43 PM
19	Montessori should be included or it should align with MO Accreditation, add Social Emotional Training Requirement - through Inclusion or CSEFEL, Add Inclusion Training requirement. Health and safety training should be no more than 8 hours, 20 hour training requirement to align with accreditation.	10/28/2018 6:10 PM
20	First aid training or even 1 employee in building with 1st aide and CPR training... not everyone needs to be trained	10/26/2018 4:19 PM
21	Curriculum and assessment training is very important. Also, training on social emotional health and wellness (conscious discipline). Perhaps utilize the house framework for individualized teaching and learning and make sure there is a training for all aspects of the house.	10/26/2018 1:43 PM
22	Mandated reporter training	10/26/2018 12:47 PM
23	Child Find	10/26/2018 7:26 AM
24	Inclusion, trauma informed practices, cultural diversity training	10/25/2018 2:24 PM
25	Training on child development (developmentally appropriate expectations for children)	10/24/2018 12:38 PM
26	*NOTE: I am hopeful the Individualized Development Plans will accept TalentEd Perform goals/plans is not an additional form.	10/24/2018 11:25 AM
27	training on all types of child abuse and neglect	10/24/2018 11:15 AM
28	I think program-wide professional development plans might be more doable than individual professional development plans. It should specify First Aid and CPR certification not just training. The online CCDF Health & Safety Training is terrible. The information is not necessarily bad but the presentation is awful. Child Discipline and Guidance training. Job-specific professional development provided. Child growth and development. Communicating and building relationships with families. Interactions with children. Program planning and development. Leadership.	10/24/2018 10:57 AM
29	cultural responsive training and trauma-informed training	10/24/2018 10:54 AM
30	Play based learning	10/24/2018 9:01 AM
31	age appropriate nutrition training	10/24/2018 8:45 AM

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32	Developmental Assessments	10/24/2018 8:44 AM
33	If they are not currently required to have CPr and 1st aid, then yes. this goes for the additional questions.	10/17/2018 7:43 AM
34	Positive interactions with children/child development/brain development	10/16/2018 1:57 PM
35	Training for CPR, First Aid, and Safe sleeping are already required. Allow Webinar training to count towards state required training.	10/10/2018 9:56 AM
36	Training on basic child development and developmentally appropriate practice.	10/4/2018 1:11 PM

Q11 Annual training hours completed

Answered: 393 Skipped: 86



	YES	NO	TOTAL	WEIGHTED AVERAGE
12 hours	70.78% 218	29.22% 90	308	1.29
15 hours	45.77% 130	54.23% 154	284	1.54
18 hours	36.27% 103	63.73% 181	284	1.64
24 hours	22.52% 59	77.48% 203	262	1.77
30 hours	16.54% 42	83.46% 212	254	1.83
36 hours	16.60% 44	83.40% 221	265	1.83

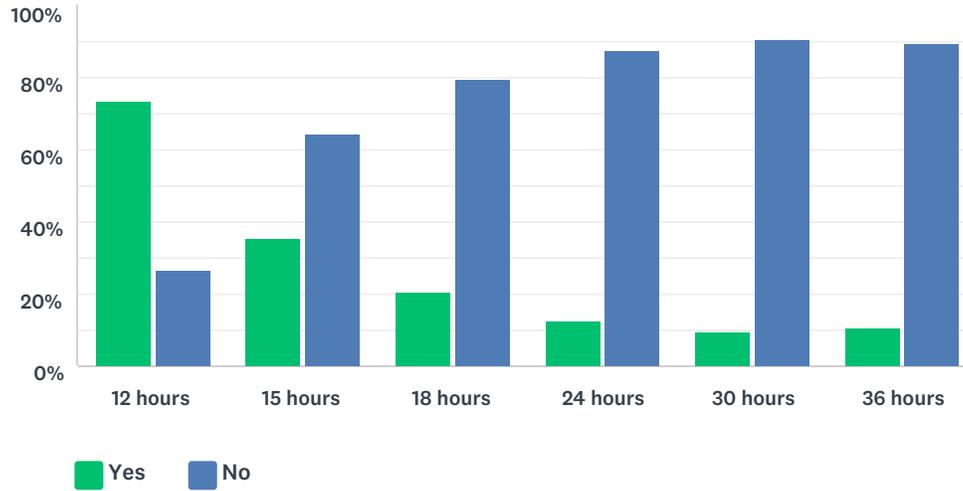
#	OTHER (PLEASE SPECIFY)	DATE
1	Over a three year period, I have to have 30 clock hours completed for State of MO and ASHA	11/27/2018 8:18 PM
2	PAT Foundation I , Foundation II , Health Screening Training	11/26/2018 3:03 PM
3	More training hours would be preferable, but 1 hour per month seems reasonable considering the time and expense involved for child care providers	11/26/2018 11:14 AM
4	24 hours for new employees and 12 hours for returning employees	11/16/2018 12:42 PM
5	18-24 hours depending on education of staff	11/12/2018 8:38 AM
6	There needs to be a minimum required that is above the state required 12 hours	11/6/2018 10:59 AM
7	Is this question asking what the min # of training hours should be or is it asking if these are the max # of hours to consider for a rating?	11/5/2018 4:19 PM
8	more could ba added as professional development for those who need it. Best to be individualized for each staff member by supervisor/coach/mentor	11/5/2018 3:21 PM
9	I think 18 hours should be the minimum level of annual required training.	11/5/2018 10:17 AM
10	related to position - Teachers (instruction) Director - (Administration)	10/31/2018 1:28 PM

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11	anything more than 12 would be an improvement but an even better improvement would be a certain number of hours in specified training must be achieved in first 30 days, 90 days, something whereas now everyone can technically wait until the last two months of a year period to get their training	10/31/2018 9:14 AM
12	The number of training hours is less important than the type of training received. Also, we know that stronger outcomes are achieved when staff receives on-going support and PD from a coach as opposed to one-off trainings.	10/30/2018 2:49 PM
13	This should depend on the individual's professional degree status	10/29/2018 12:54 PM
14	20 hours to align with MO Accreditation	10/28/2018 6:11 PM
15	Accreditation is 20. I would go by what MO or NAEYC accreditation requires	10/26/2018 1:45 PM
16	Quality training within or provided by research-based presenters or programs and school districts.	10/26/2018 12:48 PM
17	any and all levels are good!	10/26/2018 12:06 PM
18	10	10/25/2018 9:50 AM
19	Increase required hours hurts for-profit centers by increase labor costs	10/25/2018 8:34 AM
20	Must be other options for professionals with advanced degrees, etc outside of the training calendar	10/24/2018 3:02 PM
21	If possible, **teachers and paras** should be **required** to attend one of the states Early Childhood Conferences as part of annual hours of service.	10/24/2018 11:29 AM
22	I'm not sure how to answer this question.	10/24/2018 9:44 AM
23	This should correlate to years of service-ex First yr-18 hrs; 2-4 yr- 15 hrs; 5 yrs+ -12 hrs	10/24/2018 9:39 AM
24	Para or assistant teacher training requirements should be 12 hours	10/8/2018 8:29 PM
25	I'm a little confused by this one, however I believe that whatever their number of training hours completed, is a factor in their level of quality.	9/27/2018 2:14 PM

Q12 Department of Health and Senior Services approved training

Answered: 381 Skipped: 98



	YES	NO	TOTAL	WEIGHTED AVERAGE
12 hours	73.49% 244	26.51% 88	332	1.27
15 hours	35.40% 97	64.60% 177	274	1.65
18 hours	20.70% 53	79.30% 203	256	1.79
24 hours	12.50% 31	87.50% 217	248	1.88
30 hours	9.50% 23	90.50% 219	242	1.90
36 hours	10.53% 26	89.47% 221	247	1.89

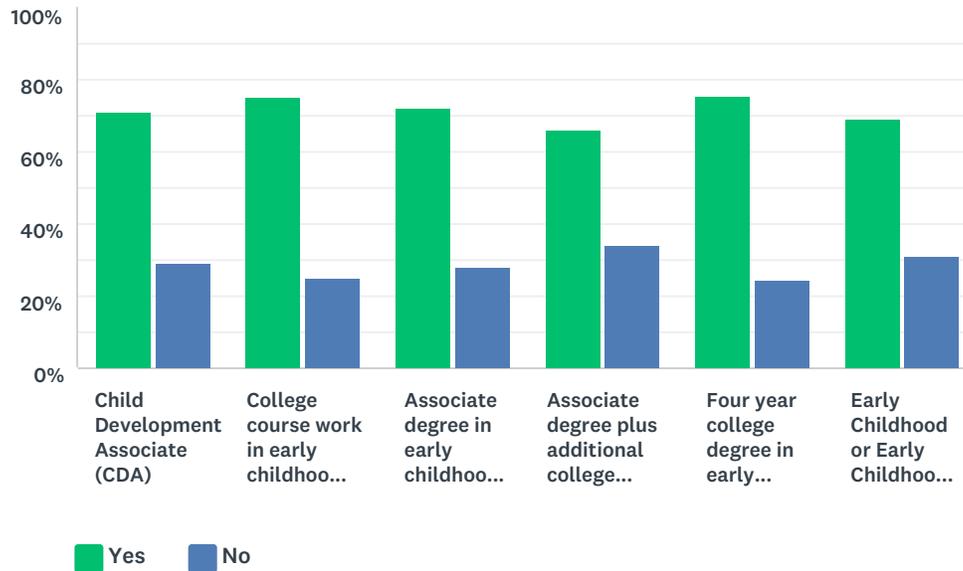
#	OTHER (PLEASE SPECIFY)	DATE
1	I work with Pre-K and have no interest in senior services training	11/27/2018 8:18 PM
2	DHSS training is necessary, but I think it should be included in the 12 annual hours due to the time and expense involved for child care providers	11/26/2018 11:14 AM
3	6	11/22/2018 5:28 PM
4	My suggestion is that only 6 of the 12 hours be DHSS approved. Teachers may participate in other professional development that is quality and pertains to the program that isn't DHSS approved. Such as Trauma Informed Classroom Institute, STEM TQ, and curriculum training such as Get Set For School.	11/18/2018 8:55 AM
5	Until the MO Workshop Calendar is more user-friendly to register & get training approve, I don't support requiring more "approved" training.	11/7/2018 11:26 AM
6	Why does DHSS approve training?	11/5/2018 4:19 PM
7	Will DHSS training hours be a subset of the required annual hours to allow flexibility for internal trainings and meeting needs beyond approved content sessions?	11/5/2018 10:17 AM
8	See comment above	10/30/2018 2:49 PM

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9	As a Family Child Care provider, DESE would have to offer trainings for family child care providers in the evening and on weekends. i do not have a sub. My husband covers for me if I have a doctors appointment, but you would be asking us to close for a day training. By the time we paid a sub, we would not be making anything that day.	10/30/2018 5:03 AM
10	This should depend on the individual's professional degree status	10/29/2018 12:54 PM
11	No more than 8 hours (1 day)	10/28/2018 6:11 PM
12	I think you can get this training down to a one day training. Also, perhaps have the program submit their emergency procedures.	10/26/2018 1:45 PM
13	Requirement that 12 of these hours be Early Childhood Specific. Too often we, early educators sit in trainings, not totally geared towards us (helpful yes, but not for our age group(s)).	10/24/2018 11:29 AM
14	I'm not sure how to answer this question.	10/24/2018 9:44 AM
15	This should correlate to years of service-ex First yr-18 hrs; 2-4 yr- 15 hrs; 5 yrs+ -12 hrs	10/24/2018 9:39 AM
16	included with annual training	10/8/2018 8:29 PM
17	Same comment as above, I do believe the quality of the training received needs to be noted, I guess I assumed in the above question that you were referring to approved training.	9/27/2018 2:14 PM

Q13 Teaching Staff Qualifications

Answered: 392 Skipped: 87



	YES	NO	TOTAL	WEIGHTED AVERAGE
Child Development Associate (CDA)	70.91% 256	29.09% 105	361	1.29
College course work in early childhood, child development	74.93% 269	25.07% 90	359	1.25
Associate degree in early childhood, child development	71.79% 257	28.21% 101	358	1.28
Associate degree plus additional college course work in early childhood, child development	66.08% 226	33.92% 116	342	1.34
Four year college degree in early childhood, child development	75.35% 269	24.65% 88	357	1.25
Early Childhood or Early Childhood Special education teacher certification	68.86% 241	31.14% 109	350	1.31

#	OTHER (PLEASE SPECIFY)	DATE
1	Lead teachers minimum education requirement should include a CDA and/ coursework and experience in the early childhood field. Assistant teacher need to be willing to complete extra professional development	12/4/2018 5:37 PM
2	I feel like if a position is open while a student is finishing school, they should get to take the position because it's in their field of study and they are already working to be lead teachers. Plus, the student will get more classroom time and can use it as a clinical.	12/4/2018 5:37 PM
3	Lead teachers should have 4 year college degree in early childhood/child development at a minimum. Assistants should have college course work towards child development or early childhood education	12/4/2018 5:37 PM
4	The EC/ECSE Teacher Certification would be for EC/ECSE teachers. The others would be for teacher assistants.	11/27/2018 11:16 AM
5	Leads should have higher qualification than assistant	11/26/2018 3:51 PM
6	B.S. Ele. Ed., MS Reading, MS Admin	11/26/2018 3:03 PM

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7	Official qualifications would be wonderful, but it is difficult enough as it is to find child care workers without qualifications. If there was financial backing for a CDA program (similar to Head Start's model) that could have some potential. Otherwise, I think clock hours will have to be enough training.	11/26/2018 11:14 AM
8	Depends on position	11/20/2018 12:13 PM
9	Or other field related to this study	11/20/2018 7:55 AM
10	I don't feel that this is realistic considering the lack of qualified applicants	11/19/2018 9:00 AM
11	Teachers - certification in Early Childhood Education; Paras - 60 college hours	11/19/2018 7:48 AM
12	all depending on the role people plan	11/16/2018 2:33 PM
13	I support requiring specific qualifications for Lead Teachers with lesser requirements for part-time staff & "entry level" staff.	11/7/2018 11:26 AM
14	alternative certification needed	11/5/2018 5:02 PM
15	Course work in managing classroom behavior should be mandetory	11/5/2018 3:21 PM
16	an education degree	11/5/2018 2:18 PM
17	If some college coursework is used, a minimum number of credits, such as 9 or 12 should be established. I think that for lead teachers, an Associate degree should be the minimum with a phase-in process; CDA should be for assistant teachers and not for leads.	11/5/2018 10:17 AM
18	Same requirements as accreditation	11/1/2018 2:00 PM
19	Administrators - Directors credential.	10/31/2018 1:28 PM
20	consider other certifications for Directors in addition to education such as leadership training from identified sources, nonprofit management certification, so many hours/expertise/degree in fields related to business administration, accounting for Directors and Owners (not in place of education listed in choices but "higher score/points" for someone who has additional knowledge/expertise that is related to sustainability of the business	10/31/2018 9:14 AM
21	Depends on setting/program type--see comments re: coaching	10/30/2018 2:49 PM
22	My degree is in Special Education, K-12. When I got my degree early childhood sped wasn't available. My degree in Behavior Disorders has been invaluable. But looking at your current choices, I would look like I have no Education.. what happened to the 'or related field'.	10/30/2018 5:03 AM
23	I need more specification on type of program with each of these requirements in order to answer	10/29/2018 1:44 PM
24	Bachelor's degrees should be required at the least for all "lead teacher" type positions	10/29/2018 12:54 PM
25	Depending on the role, all of these are important.	10/26/2018 1:45 PM
26	Even if degree is not ECE or sped, knowing degree attainment is useful	10/26/2018 12:06 PM
27	Daycare is much different that a school preschool setting.	10/25/2018 11:26 AM
28	while centers strive to hire degreed teachers, most cannot afford to pay what those persons require.	10/25/2018 8:34 AM
29	Who will pay for the staff that is needed to meet the requirements.	10/25/2018 8:21 AM
30	While I think education is important for staff, it is unrealistic to think all staff will be able to have those certificates and degrees.	10/24/2018 5:33 PM
31	any one of the above or 4 year college degree in education including/ plus elementary or early childcare hours	10/24/2018 3:47 PM
32	number of years of experience	10/24/2018 3:32 PM
33	All levels of education are appropriate at some point of time.	10/24/2018 3:02 PM
34	Are any allowances made for experience in lieu of education, or for coursework in related fields such as social work, psychology, etc.	10/24/2018 12:39 PM
35	The level of credentials should be matched with pay	10/24/2018 10:55 AM
36	YDC	10/24/2018 9:49 AM

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37	some areas struggle with education and staff. if we set the bar too high for entry we eliminate many good caregivers from entering the field	10/24/2018 9:43 AM
38	60 College Credits and experience with children in some capacity.	10/24/2018 9:42 AM
39	CDA; associates degree or min of 60 hrs should be requirement for paraprofessional/teacher assts-much like requirements for Title 1 programs	10/24/2018 9:39 AM
40	Graduate degrees in Early Childhood, Child Development, Special Ed.	10/24/2018 9:18 AM
41	An associate Degree or higher focusing in Child Development	10/24/2018 9:06 AM
42	Four year degree in a related field-Psychology	10/18/2018 12:25 PM
43	Experience needs to be counted since it is at least as important as having educational credentials	10/18/2018 11:35 AM
44	Combination of college and experience in a licensed program	10/16/2018 5:45 PM
45	Programs NOT affiliated with school districts will lose the staff with 4 year degree and certification, thus causing programs not being able to meet staff requirements	10/10/2018 9:59 AM
46	Lead Teachers - Teacher Certification; Assistant Teachers - Associates 60 hours college credit with some Child Development and Personal Aides have at least some training in EC	10/8/2018 8:29 PM
47	Include one-year Certificates of Proficiency from Tech High Schools	10/4/2018 1:12 PM
48	Four year degrees in related fields	9/28/2018 12:16 PM
49	I do not feel teacher certification should NOT be included, too many hours in a Elem. school are required for certification	9/27/2018 9:52 AM