



IMPLEMENTATION GUIDE

FISCAL YEAR 2014



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SECTION ONE: OVERVIEW AND HISTORY

HISTORY

VISION

All Arizona's children are ready to succeed in school and in life.

MISSION

First Things First is one of the critical partners in creating a family-centered, comprehensive, collaborative and high-quality early childhood system that supports the development, health and early education of all Arizona's children birth through age five.

HISTORY OF FIRST THINGS FIRST

In November 2006, Arizona voters passed proposition 203, a citizen's initiative that funds quality early childhood development and health. The Proposition created a new state level board, the Arizona Early Childhood Development & Health Board, also known as First Things First.

First Things First was established to help provide greater opportunities for all children birth through five in Arizona to grow up healthy and ready to succeed. Through the dedicated work of the Board, staff, volunteers and Regional Partnership Council members, state agency partners, community providers and early childhood champions, more and greater opportunities to achieve success will be provided for each Arizona child in the coming years.

HISTORY OF QUALITY FIRST

Quality First, Arizona's Quality Improvement and Rating System, was launched in 2009. The program was implemented in 3 phases:

- 1. Quality Improvement Participation (2009)**

In 2009, Quality First began with enrollment of 300 programs throughout the state of Arizona. During the initial phase, program emphasis was targeted solely toward improving the quality of care provided to children. Goal planning and quality improvement activities were supported through individualized coaching and consultation, financial incentives and professional development scholarships.

- 2. Quality Rating Pilot (2010)**

The Quality First Points Scale and Quality First Rating Scale was initially drafted and thoroughly vetted among partners, stakeholders and providers in 2009 – 2010. Both drafts were tested in the Quality First Rating Pilot Study from November, 2010 – March 2011. The pilot study yielded interesting and helpful data that informed the final versions of the Quality First Rating Scale and Quality First Points Scale.

3. Rollout of Star Rating (2011)

On June 14, 2011, the First Things First Board members approved the Quality First Rating Scale. This is the first statewide Quality Improvement and Rating System to be implemented in Arizona.

FIRST THINGS FIRST: STRUCTURE

First Things First works at both the state and the local level to ensure that all children have opportunities that will help them be successful in school and in life. At the state level, First Things First has a nine-member Board of Directors that determines statewide child development goals. At the regional level the volunteers on our 31 Regional Partnership Councils — teachers, parents, community leaders, development experts and health care professionals — decide the best ways money can be used to support the needs of young children in their communities.

REGIONAL COUNCILS AND LOCAL FLEXIBILITY

First Things First's 31 Regional Partnership Councils represent the richly diverse communities across Arizona. Members of each Council are appointed by the Board and have direct responsibility to: collect information on the strengths and desires of their community, prioritize the specific needs, plan how to address those needs, choose who to partner and collaborate with to ensure success for the children in their communities, and identify the funding necessary to carry out their plan.

For more information on Regional Partnership Councils and to find your Regional Partnership Council please visit: <http://www.azftf.gov/pages/yourlocalcouncil.aspx>. Contact information for all Regional Directors can be found at this website.

ACCOUNTABILITY

At First Things First, getting Arizona's kids ready for Kindergarten means a statewide commitment: in our programs, in our words – and in our bottom line. Ninety cents of every tobacco tax dollar goes to programs that benefit children, birth to five years old.

Volunteer councils — people familiar with local priorities and needs — decide the best ways to apply those funds for the children in their communities.

QUALITY FIRST FUNDING

Regional Councils determine the number of Quality First programs they will be funding on an annual basis. Programs are selected by region based on the applications submitted by regulated programs on a first-come first-served basis. Some regions may choose to prioritize selecting Quality First programs in high need areas to support the needs of the community. The selection schedule for enrolling new Quality First programs, although set annually, may change throughout the year based on the number of Quality First applicants in the system and changes in regional funding. Programs that have applied for Quality First will remain on a waitlist until selected or the application is withdrawn. Regular communication is sent to waitlisted providers regarding upcoming selections.

Programs are encouraged to actively participate in their local Regional Partnership Council meetings.



FIRST THINGS FIRST: SCHOOL READINESS INDICATORS

The School Readiness Indicators are benchmarks established by the First Things First Board and Regional Councils to identify child outcomes that would represent and reflect the mission and vision of First Things First.



1. **#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical**
2. **#/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars**
3. **#/% of children with special needs enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars**
4. **#/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars**
5. **% of children with newly identified developmental delays during the kindergarten year**
6. **# of children entering kindergarten exiting preschool special education to regular education**
7. **#/% of children ages 2-5 at a healthy weight (Body Mass Index-BMI)**
8. **#/% of children receiving timely well child visits**
9. **#/% of children age 5 with untreated tooth decay**
10. **% of families who report they are competent and confident about their ability to support their child's safety, health and well being**

PHILOSOPHY

WHAT IS QUALITY AND WHY IS IT IMPORTANT?



Choosing a quality early childhood setting is one of the most important decisions a family can make. The majority of families today rely on some form of out-of-home daily care for their children, and this care can range from a few hours a day up to 10 or 12 hours daily. The quality of this care and education is linked directly to children's success in kindergarten, throughout their school years, and later on in life.

Research tells us that eighty-five percent of a child's brain is fully developed by age three, and both in-home and out-of-home experiences can positively or negatively impact that development. The relationship between children and their caregivers profoundly impacts children's learning and healthy development. That is why early childhood caregivers and teachers are so important to the future of young children. Participation in a quality early care and education

programs means children are engaged in activities with responsive, nurturing adults who stimulate development and learning and prepare children to successfully enter school.

"The rating is not the destination; it is set of benchmarks upon the path of ongoing improvement. We are getting better and better..." (Anonymous)

WHAT DOES A QUALITY CHILD CARE PROGRAM LOOK LIKE?

- ★ A quality program provides a safe and healthy environment;
- ★ A quality program provides staff with ongoing training and support to develop their knowledge and skills to enhance their relationships with children and families;
- ★ A quality program creates a learning environment that provides the space, materials and activities appropriate at all levels of children's interests and abilities;
- ★ A quality program provides low staff to child ratios, allowing each child to develop stable relationships with skilled, nurturing staff;
- ★ A quality program establishes group sizes according to age that are small enough to ensure the children receive the attention they need to learn and develop optimally;
- ★ A quality program is committed to continuous quality improvement.

QUALITY FIRST COMPONENT OVERVIEW



SECTION TWO: PARTICIPATION GUIDELINES

PARTICIPANT ELIGIBILITY

In order to be eligible for Quality First, programs must be regulated by one of the following:

- ★ Arizona Department of Health Services (DHS)
- ★ Arizona Department of Economic Security (DES)
- ★ Tribal Regulation
- ★ Department of Defense (Military)

APPLICANTS: PRE-ENROLLMENT

Arizona Department of Health Services:

In order to be eligible for participation in Quality First, centers and group home child care providers that are regulated (licensed and monitored) by the Arizona Department of Health Services must be in good standing. Programs are considered to be in good standing when their license is not in open enforcement action (legal action status) with Arizona Department of Health Services (DHS).

- ★ All applications received for Quality First are reviewed to ensure that participants are regulated with a regulatory agency and in good standing with that agency. If a DHS licensed participant applies for Quality First and First Things First is notified that the participant's license is currently in open enforcement action or provisional status, the participant will receive notification that they are ineligible to participate in Quality First at that time due to their current licensure status with DHS.
- ★ Quality First program staff will verify the status of the enforcement action with DHS. Once the participant's enforcement action is closed, the participant will be notified of their good standing and their application will be eligible for enrollment in Quality First.
- ★ Center-based programs must provide care for at least 12 hours a week to be eligible for Quality First enrollment.

Arizona Department of Economic Security:

Certified family home providers who care for fewer than five children for compensation are regulated and monitored by Arizona Department of Economic Security (DES) Child Care Administration (CCA). To be eligible for participation in Quality First, DES certified family home providers are required to be in good standing. Certified family home providers are in good standing when they are able to receive authorization to care for children of DES subsidized families and they are not in one of the three regulatory statuses:

1. 30 Day Probation Period
2. Suspension of Certification
3. Revocation of Certification

Tribal: Child care center and family home care providers must be in good standing with the Tribal Authority.

Department of Defense (Military): Child care centers and child development homes must be in good standing with the Department of Defense and the branch of service in order to be eligible for participation in Quality First.

PARTICIPANT SELECTION

APPLICATION SUBMISSION

Child care providers who care for children ages five and under and are monitored by a regulatory agency and in good standing with that agency are encouraged to apply for Quality First. Applications are accepted at any time and programs are selected based on availability of regional funding. If regional funding is not available at the time an application is submitted the application will be put on a wait list until funding is available.

Quality First **applications** are available at www.azftf.gov. Applications can be submitted online through the First Things First website, or through fax/mail to:

Quality First Program
First Things First
4000 North Central Avenue, Suite #800
Phoenix, Arizona 85012
Phone: (602) 771-5000
Fax: (602) 274-6351

APPLICATION STATUSES

Each application is reviewed and programs receive notification of their application status as indicated below:

- ★ **Unregulated-** Programs that are not regulated by one of the following agencies below are not eligible to participate in Quality First.
 1. Arizona Department of Economic Security Child Care Administration (DES)
 2. Arizona Department of Health Services (DHS)
 3. Tribal or Military governments
- ★ **Regulated, Not in Good Standing-** Regulated programs are not eligible to participate in Quality First if the child care license is in open enforcement action (legal action status) with DHS or they are not authorized or able to provide care for DES subsidized children. Programs may reapply when they are designated in good standing.
- ★ **Eligible-** Programs that provide care for children ages five and under and are monitored and in good standing by a regulatory agency are eligible for enrollment in Quality First. Programs receive notification of eligibility once the Quality First application has been reviewed and eligibility is verified. All eligible programs will be considered for enrollment during Quality First selections based on regional funding availability.
- ★ **Selected Pending Enrollment-**
 1. Programs selected to participate in Quality First will be contacted by a Quality First coach to verify the program's information and answer general questions about the upcoming assessment.

2. Programs that are selected to participate in Quality First will also be contacted by an assessor to schedule the Quality First program assessment.
 3. Upon completion of the assessment the Quality First coach will work with the selected program to schedule the enrollment visit. During the enrollment visit, the coach will review the enrollment agreement, program designation form, the assessment results, star rating, the Implementation Guide and the incentive package that the program is eligible to receive. Programs may choose to enroll or decline participation in Quality First by signing the enrollment agreement. Programs that decline Quality First enrollment may be ineligible for other First Things First funding and/or services in their regional area.
- ★ **Enrolled-** Programs are enrolled in Quality First once they have completed the Quality First orientation and have signed the Quality First enrollment agreement and the implementation guide acknowledgment.
 - ★ Applications will be reviewed on an annual basis to verify and update program information.

ENROLLMENT TYPES

Quality First will offer two types of enrollment options: Full Participation or Rating Only Participation.

1. **Full Participation** includes all five program components of Quality First:
 - Program Assessment
 - Individualized Coaching
 - Financial Incentives
 - T.E.A.C.H. Early Childhood® ARIZONA
 - Quality First Specialized Technical Assistance in the areas of Child Health, Mental Health, Inclusion with Children of Special Needs, Instructional Support, and the Birth to Five Helpline
2. **Rating Only Participation** includes only three components of Quality First:
 - 24 hours of coaching support during the rating process
 - Program Assessment
 - Birth to Five Helpline

REGULATORY STATUS

DHS LICENSED CENTERS AND GROUP HOMES

- ★ If First Things First is notified by DHS that the participant's license is not in good standing (currently in open enforcement action in accordance with DHS), the participant will not be eligible to receive incentive funds or a Quality Bonus. The participant will still be eligible to receive personalized coaching and other support services. Once the participant's enforcement action is closed, as indicated through DHS notification, eligibility to access incentive funds or a Quality Bonus will be made available.
- ★ If a program is in open enforcement, their star rating will not be publicly posted on the Quality First website.
- ★ If First Things First is notified by DHS that the participant's license is on provisional status in accordance with DHS, the participant will still be eligible to receive incentive funds or a Quality Bonus, personalized coaching and other Quality First support services while working to address the issues of their provisional status. The participant will actively work with their Quality First coach and licensing surveyor using a collaborative approach to resolve all issues.
- ★ If the participant's license remains in open enforcement action for more than 60 days, First Things First will review the participant's file with the Quality First Coach and the DHS to determine if the participant is able to remain enrolled in Quality First or if they will be disenrolled.
- ★ If a participant enters open enforcement action more than once within a twelve month period, First Things First will review the participant's file with the Quality First Coach and DHS to determine if the participant is able to remain enrolled in Quality First or if they will be disenrolled. If a participant is disenrolled from Quality First they may not reapply for participation for 12 months from the disenrollment date.

DES CERTIFIED HOMES

A certified family home provider is deemed ineligible to continue participation in Quality First if they are no longer able to receive authorization to care for children of DES eligible families. A certified family home provider may be denied authorization to care for children if the family home provider is in one of the three regulatory statuses below:

1. **30 Day Probation Period** – no new children are authorized by Child Care Administration (CCA), but currently authorized children may continue in care. If First Things First is notified that the participant's license is currently on probation in accordance with DES, the participant will not be eligible to receive enhancement grants or Quality Bonus. The participant will still be eligible to receive personalized coaching and other support services. Once the participant's probation is closed eligibility for enhancement grants or Quality Bonus will be reinstated.
2. **Suspension of Certification** – no authorizations for any children of DES eligible families. If First Things First is notified that the participant's license is currently in suspension in accordance with

DES, the participant will not be eligible to receive enhancement grants or Quality Bonus. The participant will still be eligible to receive personalized coaching and other support services. Once the participant's suspension is closed eligibility for enhancement grants or Quality Bonus will be reinstated.

3. **Multiple Suspension or Probation within a Twelve Month Period** -If a participant enters suspension or probation more than once within a twelve month period, First Things First will review the participant's file with the DES and determine if the participant is able to remain enrolled in Quality First or if the participant's enrollment will be terminated. The participant may not reapply for 12 months from the termination date if they are disenrolled from Quality First.
4. **Revocation of Certification** – Home is no longer certified. If a participant's certificate is revoked due to a significant concern, they will be terminated from Quality First. The participant may not reapply for 12 months from the termination date.

STAR RATINGS



An important component of Quality First is the assignment of a star rating. A Quality First Star Rating identifies the level of quality of early care and education that providers are delivering to young children and their families. First Things First is committed to improving access to high quality care and education across the state.

Ratings will be assigned on a scale of one to five and will be designated with stars. One star indicates participation in Quality First, and the participant has demonstrated a commitment to examine practices and improve the quality of care beyond regulatory requirements. Three stars demonstrates a level of quality that provides access to developmentally appropriate materials, a curriculum aligned with state standards and enhanced interactions between adults and children. Five stars indicate the highest level of quality attainable, where families will find low staff-child ratios and group sizes, higher staff qualifications, and strong curriculum which optimizes children's comprehensive development.

Star ratings or estimated star ratings will determine the incentive package the program is eligible to receive once they are enrolled in Quality First.

INITIAL STAR RATING

- ★ For participants enrolled **after July 1, 2011**, upon completion of assessments, an initial Star Rating will be assigned and only used for quality improvement planning.
- ★ For participants enrolled **before July 1, 2011**, an initial Star Rating will be assigned upon completion of the 3rd assessment. This assessment will be unannounced.

QUALITY FIRST RATING SCALE

The scale below details the necessary scores in each of the assessments for each Quality Star Rating. For each Star Rating level, a participant must meet the scores indicated for all required assessments. One and two Star Ratings only require the ERS Average Program Score. Three, four, and five Star Ratings require the ERS Average Program Score, the CLASS Average Program Score and the Quality First Points Scale Scores.

		<h2 style="text-align: center;">RATING SCALE</h2>		
 Rising Star Demonstrates a commitment to examine practices and improve the quality of care beyond regulatory requirements.	 Progressing Star Demonstrates a commitment to provide environments that are progressing in the ability to foster the health, safety and development of young children.	 Quality Demonstrates a level of quality that provides an environment that is healthy and safe with access to developmentally appropriate materials. Curriculum is aligned with state standards. Interactions between adults and children are enhanced. Staff qualifications exceed state regulatory requirements.	 Quality Plus Demonstrates a level of quality that provides an environment of developmentally appropriate, culturally sensitive learning experiences. Curriculum is aligned with state standards. Relationships between adults and children are nurturing and promote language development and reasoning skills.	 Highest Quality Demonstrates a level of quality that provides an environment of lower ratios/group size and higher staff qualifications that supports significant positive outcomes for young children in preparation for school. Curriculum is aligned with state standards and child assessment. Relationships between adults and children are nurturing and promote emotional, social, and academic development.
ERS Average Program Score 1.0 – 1.99	ERS Average Program Score 2.0 – 2.99	ERS Average Program Score 3.0 – 3.99 <i>No classroom score below 2.5</i>	ERS Average Program Score 4.0 – 4.99 <i>No classroom score below 3.0</i>	ERS Average Program Score 5.0 & above <i>No classroom score below 3.0</i>
CLASS N/A	CLASS N/A	CLASS Average Program Score (ES 4.5) (CO 4.5) (IS 2.0)	CLASS Average Program Score (ES 5.0) (CO 5.0) (IS 2.5)	CLASS Average Program Score (ES 6.0) (CO 6.0) (IS 3.0)
Points Scale N/A	Points Scale N/A	Points Scale 6 point minimum (SQ 2) (AP 2) (CA 2)	Points Scale 10 point minimum (SQ 2) (AP 2) (CA 2)	Points Scale 12 point minimum (SQ 4) (AP 4) (CA 4)
<small>Star ratings will not be advertised until July 1, 2012</small>		<small>ERS – Environmental Rating Scales ECERS – Early Childhood Environment ITERS – Infant/Toddler Environment FCCERS – Family Child Care Environment</small>	<small>CLASS – Classroom Assessment Scoring System ES – Emotional Support Domain CO – Classroom Organization Domain IS – Instructional Support Domain</small>	<small>Quality First Points Scale SQ – Staff Qualifications AP – Administrative Practices CA – Curriculum and Assessment</small>

RATING RENEWAL

A program's star rating will be renewed every 12-15 months if they have a 1 or 2 Star Rating. A program's star rating will be renewed every 24-27 months if they have a 3, 4, or 5 Star Rating. The assessment visit for re-rating is unannounced.

POSTING

- ★ All Quality First programs selected prior to July 1, 2011, will have their star rating posted on the Quality First website on the 3rd assessment.
- ★ All Quality First programs selected after July 1, 2011, will have their star rating posted on the Quality First website on the 2nd assessment.
- ★ The Quality First website will be available to the public in the 2014 fiscal year.
- ★ Programs in their initial rating cycle can choose to publicly post their rating if they desire. Please contact your Quality First Coach to discuss a **Request for Public Rating**.

- ★ Marketing of your star rating will be available through the public website and future marketing materials created by First Things First. You will receive a letter and certificate identifying your star rating which may be posted within your facility. Questions about marketing can be forwarded to your Quality First Coach.

TERMINATION

Voluntary Enrollment Termination- Quality First offers continuous enrollment as funding is available. Programs may choose at any time to voluntarily decline their enrollment. If a program wishes to decline their enrollment, the program should notify the Quality First coach. The coach will indicate in the activity log the reason for voluntary decline and will notify the coaching agency supervisor. The coaching agency supervisor will notify the grantee. A weekly decline report is submitted to First Things First by each coaching agency.

Programs may voluntarily decline enrollment in Quality First during the initial contact with the Quality First coach or following the participant orientation. Programs may voluntarily decline at any time during their enrollment in Quality First.

Involuntary Enrollment Termination - Programs may be terminated involuntarily from Quality First due to the following:

- ★ No enrolled children age five and under in program- Programs must provide care for children ages five and under to be eligible for participation. ** There is no required length of time a program must be in operation and serving children 5 and younger prior to being eligible for Quality First participation. It is only required that children 5 and younger are in care at the time of Quality First selection.*
- ★ Program is closing and terminating care for children – Programs that are no longer operating or providing services to children may not enroll in or remain in Quality First.
- ★ Program is unresponsive to multiple communication attempts from Quality First coach and/or assessor for scheduling visits. Multiple communication attempts may include phone calls, emails, and/or letters.

If no communication from the provider has been made for 30 business days, the Quality First Coach will document all contact attempts in the activity log and follow appropriate disenrollment procedures.

- ★ Documented accounts, using the **Corrective Action Process**, of the program's inability to follow the rules and responsibilities of a Quality First participant and or policies and procedures as outlined in this implementation guide
- ★ Program is no longer eligible for program enrollment due to non-compliance with regulatory status.
- ★ Program is relocating and the new location is not in the same FTF regional area, in which case the program will have to reapply for Quality First. If the program remains in the same regional

area and enrolled children are transitioning to the new location, the program is eligible to remain in Quality First.

SECTION THREE: PROGRAM PROCEDURES

PRE-ENROLLMENT OUTREACH

PRE-ENROLLMENT COACHING OUTREACH

After a program is selected to participate in Quality First a Quality First coach or a representative from the coaching agency will conduct pre- enrollment outreach with the newly assigned program. During this period, coaches will foster a successful partnership by building relationships with the program. Pre-enrollment outreach activities may include but are not limited to the following:

- The Coach or a representative from the coaching agency will ensure that the **First 10 Days Extranet Checklist** has been completed for the program
- Meet and greet discussion with the program staff
- Classroom/family group observation
- Presentation of Quality First Program components by using the Implementation Guide

Programs may contact their coach at any time during the assessment process (the assessment process is outlined on page 23 of the Implementation Guide).

PRE-ENROLLMENT ASSESSMENT OUTREACH

- ★ Participants will be contacted by an assessor, who will schedule a date in which the ERS or CLASS (if applicable) assessment(s) will be completed. The date will only be scheduled for initial program assessments and all subsequent assessments will be unannounced.
- ★ Participants will have an opportunity to provide the assessor with dates that would prohibit an assessment visit (participant closure days, planned field trips, etc.).
- ★ The assessor will send a letter regarding what to expect **the day of the assessment (letter)**.
- ★ If an assessor is unable to make contact with a provider after 3 attempts, a no contact letter will be sent from the assessment office to determine a program's interest in Quality First participation.
- ★ If the ERS Average Program Score is below 3.0, a participant's initial Star Rating will be determined (see Quality First Rating Scale in Section 2).
- ★ If the ERS Average Program Score is 3.0 or above (with no individual classroom score below a 2.5), an assessor will call the participant to schedule the CLASS assessment.
- ★ If the ERS and CLASS Assessment Average Program Scores meet the 3, 4, or 5 Star Rating, the program will move forward with the Quality First Points Scale.

PROGRAM ASSESSMENTS

All programs enrolled in Quality First participate in a process of program assessments. This process is conducted by an assessor, who is an individual trained in early childhood program assessment activities. Participant expectations for program assessment activities include but are not limited to: sharing program records, providing access during site visits, meeting with assessors during indicated timeframes, participating in environmental observations for program assessment, and obtaining voluntary parental consent for data collection if required.

Assessors play a vital role within the Quality First system. The information they gather will not only be used to determine what areas of improvement a provider may have, but also to determine a program's star rating. Star ratings will be displayed by providers, shown on the Quality First website, and included in awareness campaigns for families in fiscal year 2014. Due to the importance of the results of assessment (a star rating) and their high-stakes nature, assessment activities must be standardized and consistent across the state. This section outlines the requirements of assessment and the roles of assessors in assuring such consistency is maintained.

CONFIDENTIALITY OF PROGRAM ASSESSMENT

The purpose of program assessment is not to find problems or to report non-compliance to other agencies. Assessment is used to identify a program's strengths and areas where improvements would raise overall program quality. The assessment scores are not made public or intended to be shared with individuals outside of the Quality First program. The only people who will view the scores are the provider, the assessors, the coaches, assessment and coaching supervisors and the Quality First program staff. In some instances, staff from other First Things First funded programs may also review the program assessment in conjunction with the provider and the coach. For programs enrolled in full participation, once the program assessment is completed, the results are reviewed by the Quality First coach and provider and used to develop a quality improvement or rating plan.

ASSESSOR COMMUNICATIONS

Quality First participants will often want to know the results of their assessment immediately. Assessors will not share the results of the assessment with the program. The Quality First coach will review the results of the assessment with the participant.

Assessors will be friendly and positive prior to and during the assessment including greeting staff as appropriate and indicating their departure when completed. Assessors may not provide feedback to providers at any time and must remain neutral observers during the assessment activities.

Additionally, coaches may have questions regarding the information contained within the assessment data. To maintain the integrity of the system and ensure a fair and equitable process, coaches and assessors may not discuss assessment results under any circumstance. If a coach contacts an assessor for any reason, the assessor must redirect the coach to their coaching supervisor to discuss any questions or concerns.

Assessors are able to provide additional information regarding observations made during an assessment using the Assessment Clarification Process. This request is submitted through the Coach Supervisor to the Assessment Agency to preserve assessor objectivity.

ASSESSMENT TIMELINE

The following steps will occur for assessment to be completed in a timely and efficient manner:

1. Programs will be selected by First Things First and assigned to the assessment agency.
2. The assessment agency will assign the program to an assessor to conduct the assessment.
3. The assessor will receive notice that they have been assigned a Quality First participant and will be instructed to contact the provider to set up an assessment date.
4. The assessment will be completed and reports for the ERS and CLASS assessments will be accessible in the extranet within **60 business days** from the date the site was assigned to the assessment agency
5. Programs in their first year of participation that have ERS and CLASS assessment scores that meet the 3, 4 or 5 star level will have **6 months** from the completion of the assessment report(s) to complete the Quality First Point Scale Assessment.

ENVIRONMENTAL RATING SCALES - ERS

The Environment Rating Scales (ERS; Thelma Harms, Richard M. Clifford and Debby Cryer) are observational tools used to assess the quality of the environment in early care settings. Observations using the Environmental Rating Scales provide a brief snapshot of the classroom environment, as well as the children's experiences in that classroom. There are three versions of the Environment Rating Scales, each designed to assess a specific age group and early care setting.

1. Early Childhood Environment Rating Scale (ECERS)
This scale is designed to assess the quality of preschool environments (children 2 ½ - 5 years of age) located in center-based child care settings.
2. Infant Toddler Environment Rating Scale (ITERS)
This scale is designed to assess the quality of care environments serving children birth to 30 months of age and is used in infant and toddler center-based child care settings.
3. Family Child Care Environment Rating Scale (FCCERS)
This scale is designed to assess the quality of the environment in family child care settings.

The Environment Rating Scales are made up of seven subscales which focus on different aspects of the classroom environment, including:

1. Space and Furnishings
2. Personal Care Routines
3. Listening and Talking (ITERS and FCCERS) **OR** Language-Reasoning (ECERS)
4. Activities
5. Interaction
6. Program Structure

7. Parents and Staff (This subscale will not be assessed in the ERS assessment. Resources to support this subscale are available through the Quality First Coach and on the assessment report.)

The ERS assessments are the initial assessments a program will receive upon their selection for participation in Quality First. If a program is currently accredited by a **national accrediting organization** (list) recognized by First Things First the ERS assessment will not be their initial assessment but they will begin with the CLASS assessment. One third of the number of birth to five classrooms in a center based program will be assessed. Classrooms will be selected randomly on the day of the assessment visit. In a home based program the entire program will be assessed unless it has been established that the program operates with separate, multiple groups of children

The ERS assessment includes a brief teacher interview component. ***Programs must prepare to relieve the classroom teacher for the interview on the day of the assessment.*** The only teachers that would need to participate are those in the classrooms that were assessed. The Program Director/Owner does not need to be present for the teacher interview.

CLASSROOM ASSESSMENT SCORING SYSTEM - CLASS

The Classroom Assessment Scoring System (CLASS) is used when a program's ERS Average Program Score is 3.0 or above, with no individual classroom scoring below a 2.5 or if a program is currently accredited by a national accrediting organization (list) recognized by First Things First. If an accredited program's CLASS average scores do not meet the minimum scores required for a 3★ on the Quality First Rating Scale, an ERS assessment will be conducted.

After an initial ERS assessment an additional visit from the assessor will be necessary to conduct the CLASS assessment. The CLASS will be used in the one third of the eligible classrooms, starting with the same classrooms that were assessed using the ERS assessment tool. In a home based program the entire program will be assessed (if a home based program has multiple groupings the assessor will randomly select the grouping for the assessment). If more than 50% of the expected enrollment in a mixed age group classroom falls into the three-five year range the classroom will be assessed using the CLASS assessment tool.

The ***Classroom Assessment Scoring System PreK*** (CLASS PreK; Pianta, La Paro, & Hamre, 2005) is a system for observing and assessing the quality of interactions between teachers and students in preschool classrooms. The CLASS examines social-emotional and instructional interactions that contribute to student's social competence and academic achievement in center and home based programs serving children 36 months – five years of age. The CLASS measure includes 10 subscales organized into three domains:

1. ***Emotional Support***, which measures the following:
 - The emotional connection, respect, and enjoyment demonstrated between teachers and children

- The level of expressed negativity as exhibited by teachers and/or children
- The teachers' awareness of and responsiveness to children's academic and emotional concerns
- The degree to which teachers' interactions with children and classroom activities place an emphasis on the child's interests, motivations, and points of view.

2. ***Classroom Organization***, which measures the following:

- How effectively the teachers monitor, prevent, and redirect behavior
- How well the classroom runs with respect to routines and activities to maximize the time spent for learning
- How teachers facilitate activities and provide support for children to become engaged in learning opportunities

3. ***Instructional Support***, which measures the following:

- How teachers support children's higher order thinking skills
- How teachers extend children's learning through their ideas, comments, and work
- The extent that teachers facilitate and encourage children's language.

*Beginning July 1, 2013 the Toddler CLASS assessment will be conducted by the Assessment Team for training purposes only in one third of classrooms serving children ages 15 – 36 months. Reports will not be provided from these assessments. This year will be an opportunity for providers and coaches to be trained on this assessment prior to its full implementation. The random draw method will be used in determining which one third of the classrooms will be assessed using the Toddler CLASS.

Beginning July 1, 2014 the Assessment Team will continue to assess using the Toddler CLASS in one third of the classrooms serving children ages 15- 36 months and reports will be made available for provider and coach review. These reports will help to support continued understanding and practice of the Toddler CLASS in preparation for full implementation. The Toddler CLASS will be used in the calculation of the star rating starting July 1, 2015.

GENERAL ASSESSMENT PROCEDURES

- ★ The assessor will contact the participant and provide a three week time frame in which the assessment (ERS and CLASS, if applicable) will be conducted. The actual date of the assessment will be unannounced unless it is the participant's initial rating.

- ★ Participants will have an opportunity to provide the assessor with dates that would prohibit an assessment visit (participant closure days, planned field trips, and special events, scheduled Quality First partner visits, etc.).
- ★ Multiple assessors may attend a program assessment together for the purpose of training, reliability testing and/or to accommodate program size
- ★ Prior to conducting the assessment, assessors will review the center profile data to determine how many classrooms to assess and which tools to use during assessment. Assessors will call participants to confirm the number of classrooms/groups and daily enrollment per grouping. On the day of the assessment the assessor will ensure that 50% of the expected enrolled children are present.
- ★ Assessors will assess 1/3 of the number of classrooms/groups reported by the participant to include at least 1 infant/toddler classroom and on preschool classroom, if applicable.
- ★ For DHS licensed centers, all classrooms serving children birth to age five listed on the Arizona Department of Health Services license are eligible for assessment and will be included in the random draw.
- ★ Adjustment for school- aged children:
 - In center-based programs, classrooms serving children who attend kindergarten – 6th grade are not assessed.
 - In center-based programs, classrooms serving a majority (more than 50%) of children who are five, after September 1st, are included in the calculation to determine the number of classrooms assessed. This group may also be included as one of the classrooms assessed.
 - In family care settings where there are school-aged children in the same grouping as younger children, assessment is conducted without adjustment.
- ★ In programs where there is more than one classroom or group, the assessor will conduct a random draw to determine which classrooms/groups to assess upon arrival for the assessment. Due to classroom configuration and/or location, the random draw could take place off site with the consent of the designated program administrator.
- ★ Assessors will complete all Environmental Rating Scales Assessments first before conducting any CLASS assessments.
 - For programs that are accredited by FTF recognized organizations (see Appendix – FTF Recognized Accrediting Organizations), the CLASS assessment will be conducted first.
 - If the accredited program’s CLASS assessment meets the 3, 4, or 5 star levels, the program will start the process to prepare for the Quality First Points Scale assessment.
 - If the accredited program’s CLASS assessment scores do not meet the 3, 4, or 5 star levels, the assessor will call to schedule the ERS assessment.

- ★ If conducting the assessment with a program serving infants and/or toddlers, the assessor will arrive prepared to conduct either the ITERS-R or the ECERS-R. The assessor will make the determination of enrollment upon arrival at the site and whether to use the ITERS-R or the ECERS-R using the guidelines provided by the Environmental Rating Scales Institute (ERSI).
- ★ If the average program ERS score is a 3.0 or higher, the assessor will conduct a CLASS assessment in ⅓ of the program's preschool environments (ages 2 ½ - 5 years).
- ★ Whenever possible, assessors who conduct ERS assessments should not be the same assessors who conduct the CLASS assessments for a single participant.
- ★ At no time shall an assessor be alone with children. Assessors must be accompanied by a participant staff member at all times.
- ★ If for any reason a timeline for assessment activities or data input is not met, the assessor must report the information to their supervisor citing: name of provider, the timeline missed, and the reason for missed timeline. The details of all timelines not met are included in the quarterly report to the Quality First Director.
- ★ Prior to assessing a classroom, the assessor will ask if there are any enrolled children with an IFSP, IEP and/or medically diagnosed conditions (i.e. asthma, diabetes, severe allergies) to determine if accommodations need to be taken into account.
- ★ Classrooms that have more than 50% of the children present on the day of the assessment with an approved IEP/IFSP (Individualized Education Plan or Individualized Family Service Plan), will not have their CLASS score calculated in the star rating. Another classroom will be chosen through a random draw to be calculated in the star rating.
- ★ Programs that close for the summer will be eligible for assessment between October and April.
 - ERS and CLASS will be conducted under the same guidelines as outline in the general assessment procedures.
 - For the Quality First Points Scale, if the 6 month prep period ends when the program is closed the program can choose to:
 - Click the submit button on the Provider Rating Tab before the program closes for the summer. The assessment team will conduct the on-site Points Scale Assessment before the program closes.
 - The assessment team will adjust the point scale assessment six month prep period to reflect the site closure.

If a program chooses to postpone the Points Scale Assessment due to the prep period falling during program closure, additional time will be given to account for that lost time. For example, if a program's 6 month Points Scale prep period end date is July 5 and the program closed on May 17, when the program reopens on August 19, an additional seven weeks will be given to allow for Points Scale preparation. A program must work closely with their Quality First Coach to notify the Assessment Team of this change to the Points Scale preparation end date. The Assessment Team will notify the First Things First Quality First Team to update the extranet with the new dates.

- ★ If a program moves to a new location in the middle of the assessment process, the assessment team will recomplete all of the assessments that have been done prior to the program moving. Rescheduling of the assessments will be done on a case by case basis. If a program moves after the rating is final, they will remain on their current assessment cycle.
- ★ All assessment reports, once complete and approved, will be available for provider review on the Quality First extranet.

CALCULATING AVERAGE PROGRAM SCORES

The ERS Average Program Score will be calculated by dividing the total scores of all the ERS assessments by the total number of items assessed in all the assessments

Example: ITERS	20 items assessed	total score of 80
ECERS	32 items assessed	total score of 128
Total	52 items assessed	total score of 208
Assessment Score		208/52=4.00

- ★ The CLASS average program Score will be calculated by averaging the scores from each completed assessment by domain. For example, if a participant has more than 1 CLASS assessment:
 - The individual dimension scores from each cycle in the Emotional Support Domain will be averaged together to total an average Emotional Support score.
 - The individual dimension scores from each cycle in the Classroom Organization Domain will be averaged together to total an Average Classroom Organization score.
 - The individual dimension scores from each cycle in the Instructional Support Domain will be averaged together to total an Average Instructional Support Score.

FREQUENCY OF ASSESSMENT

The first assessment will take place when the program is selected to participate in Quality First. Each subsequent assessment will take place in the following manner:

- **Programs who achieve a 1 or 2 star rating will be assessed every 12 – 15 months from the approval date of their last assessment cycle.**
- **Programs who achieve a 3, 4, or 5 star rating in their first assessment will be assessed every 12 – 15 months unless they submit a **Request for Public Rating**. Publicly rated programs will be assessed every 24-27 months from the approval date of their last assessment cycle.**
- **Programs who achieve a 3, 4, or 5 star rating in their second and ongoing assessments will be assessed every 24-27 months from the approval date of their last assessment cycle.**

A program can request their assessment to be completed up to 2 months prior to the end of their assessment cycle using the **Request for Early Assessment** form. The request will be reviewed by the Assessment agency and First Things First to determine if this option is available.

QUALITY FIRST POINTS SCALE

The Quality First Points Scale evidence will be collected when a program meets both the ERS Average Program Score **and** the CLASS average program scores at the 3, 4, or 5 star levels. This assessment will be scored using both on-site observation and reviewing documentation compiled by the program. A program will have up to 6 months to compile the documentation necessary to complete the Point Scale Assessment Process. If a program has already completed a point scale in a previous assessment cycle, an email notification will be sent 6 months prior to their current assessment cycle end date to inform the program to begin preparing for the points scale. (The **additional** 6 month prep time will not apply to these programs.)

The Quality First Points Scale was developed by First Things First to measure three additional areas of quality:

1. **Staff qualifications**
2. **Administrative practices**, which includes:
 - Ratios and Group Sizes
 - Teacher Retention
3. **Curriculum and Child Assessment**, which includes:
 - Use of the Arizona Early Learning Standards, Arizona Infant/Toddler Developmental Guidelines (when completed), and the Program Guidelines for High Quality Early Education: Birth through Kindergarten
 - Curriculum
 - Developmental/Progress Assessment of individual children

QUALITY FIRST POINTS SCALE PROCEDURES

STAFF QUALIFICATIONS

1. Staff qualifications will be assessed for:
 - Administrators (Director, Assistant Director, Program Coordinator, and any individuals that oversee the classroom staff) These individuals must be on-site staff who work directly in the program.
 - Teachers (Lead Teacher in the classroom who is responsible for curriculum plans, parent-teacher conferences, and child assessment)

- Family Home Providers (Lead Caregiver or Teacher only)
 - It is important to note that staff members whose primary duties are not in the classroom or on-site administration (i.e. – bus or van drivers, cooks, regional directors) will not be considered in the staff qualifications.
 - Unpaid adult assistants will not be included in the staff qualifications (i.e. – volunteers, interns, parent helpers).
 - Paid Assistant Teachers will not be considered when evaluating staff qualifications.
2. If staff have college credits, official college transcripts must be received from a nationally accredited college and must be submitted for each staff member in their original, sealed envelope to:

Quality First Assessment Transcript Verification
2850 North 24th Street
Phoenix, AZ 85008

Transcripts that have been removed from their original, sealed envelope or not received directly from the sending educational institution are not able to be accepted.

The **Transcript Verification forms** must be filled out by the provider and include the name of each staff member who has requested a transcript(s). If a staff member has requested transcripts from more than one accredited college, each college should be listed individually. The Transcript Verification form can also be used to request a pre-payment or reimbursement for transcript request fees. Even if payment is not requested, this form must be filled out and submitted.

The **Arizona Teaching Certificate/CDA Verification form** must be completed by those with an Arizona teaching certificate or CDA certificate. Copies of these certificate must accompany this form and be sent to the above address.

If there is a staffing change during the six month prep period after the transcript/certification form has been submitted, the coach and/or provider will submit an updated form.

3. Once transcripts/certificates are verified, the Assessment agency will provide the following information to the FTF Quality First office for each staff member (Quality First will enter the information in the program’s Staff Detail page in the provider profile):
- Highest Education Achieved
 - Number of College Credits in ECE or Related Field

4. Once the transcript/certificate information is reviewed, the Quality First staff will determine whether the program meets the 2, 4, or 6 point level and enter the point value on the Quality First Points Scale tab.

ADMINISTRATIVE PRACTICES

Ratios and Group Sizes

1. **All classroom(s)/group(s)** in a program will be assessed.
2. Assessments of ratios and group sizes will only be assessed indoors, unless a program's structure provides for simultaneous indoor/outdoor scheduling.
3. Each group/classroom will be assessed at two different points in time. The assessment can be completed on one day at two different times during the day or on different days, depending on the schedule of the assessor.
 - There will be a minimum of 2 hours between each assessment.
 - Programs operating less than 4 hours long will have a minimum of 1 hour between each assessment.
 - AM/PM classes will be assessed separately.
 - Unpaid adults or visiting therapists in the classroom will not be included in the ratios and group size assessment.

The assessor will use the **Quality First Points Scale Ratios and Group Sizes** form to assess ratios and group sizes in both center-based and home-based programs.

The Ratio and Group Size Assessment form will include:

- **Name of On-Site Administrator During the Review:** this will be the designated person in charge at the time the assessor arrived to complete the review.
- **Program Name and Address:** site name and address of the program.
- **Name of Assessor:** name of the assessor who is completing the form.
- **Group/Classroom Name:** name of the classroom or group for each of the groups/classrooms in the program. If a classroom does not have children at the time of the visit, note this in the comments section.
- **New Classroom:**
 - Past 2 years – if the classroom was newly opened in the past two years
 - Past 3 years – if the classroom was newly opened in the past three years
 - N/A – if this classroom is not new in the past two or three years
- **Date/Time:** date and time that the assessor entered the group/classroom to count the number of children and paid adults.

- **Licensed Capacity/Self-Limited Capacity:** This is calculated by using the licensed capacity in the group/classroom. **OR** If a program chooses to self-limit, the number that they self-limit in each group/classroom will be entered. If a program self-limits, the letters, “SL” will be indicated after the number.
- **Youngest Age Enrolled:** age of the youngest child enrolled in the group/classroom. That child does not need to be present on the day of the assessment, but must be enrolled in that particular group/classroom. Programs will provide a list for each classroom that indicates the birthdate for all children enrolled.
- **Name/Title of Paid Adults:** name and title of adults paid to work in the group/classroom at the time of the assessment. If a substitute is present, please indicate the following in the comments section
 - Name/Title of Teacher that the sub is subbing for.
 - Hire Date of that regular teacher in that particular classroom.
- **Hire Date:** hire date for each teacher that is listed in the Name/Title of Paid Adults.
- **Number of Children Present:** number of children in the group/classroom at the time of the assessment.
- **Comments:** If there are any anomalies on the date of the assessment, please enter that information in this section. Anomalies may include, but are not limited to classrooms were combined, teacher/assistant teacher absence, etc. Programs that operate with mixed age or multi-group classrooms need to identify this practice on the day of the assessment.

Retention

1. During an assessment, the staff groups indicated below will be counted to determine the percentage of staff that has been employed at the site for a minimum of two consecutive years.
2. Only the classrooms that have been in operation for the past two years will be counted. The Ratios and Group Sizes form and the hire date input on the extranet staffing tab will be used to document this information necessary to calculate retention.
 - **New Classroom:**
 - Past 2 years – if the classroom was newly opened in the past two years
 - Past 3 years – if the classroom was newly opened in the past three years
 - N/A – if this classroom is not new in the past two or three years
 - **Hire Date:** Enter the hire date for each teacher that is listed in the Name/Title of Paid Adults.
3. Assistant teachers who have been promoted to Teacher will be reviewed by their hire date at the site and not their hire date as a Teacher, as the focus is on staff retention rather than position retention.

4. If a program does not meet the retention at the 2, 4 or 6 points levels, the points can still be earned with a retention plan in place.
 - The coach will assist the provider in creating and implementing the retention plan.
 - The retention plan will be reviewed by the assessor during the on-site visit for the Quality First Points Scale. The assessor will document their findings on the Administrative documents form.
5. Quality First Coaches will ensure that provider has accurately updated the staff details for each staff member in the program.

CURRICULUM AND CHILD ASSESSMENT

Curriculum

1. The most recent completed 4 weeks of curriculum (lesson plans) will be assessed in ***all classrooms/groups that had an ERS and/or CLASS assessment, including classrooms with children on IEPs/IFSPs and specialized health plans.***
Accredited programs serving Infants and Toddlers with only a CLASS assessment will have one third of the Infant/Toddler classrooms reviewed for the Point Scale Curriculum Assessment. A random draw will be conducted to determine the one third of the classrooms that will be assessed.
2. The assessor will use the **Quality First Points Scale Curriculum Review Form** to assess curriculum in both center-based and home-based programs.
 - The Curriculum Review form will include: **Name of On-Site Administrator During the Review:** this will be the designated person in charge at the time the assessor arrived to complete the review.
 - **Program Name and Address:** site name and address of the program.
 - **Name of Assessor:** name of the assessor who is completing the form.
 - **Date of Review:** date that the assessment was completed.

Classroom/Group: name of the classroom or group for each of the groups/classrooms in the program. If a classroom that was assessed using the ERS and/or CLASS no longer has children enrolled or is now closed, please inform the assessor.

- **AZELS (Arizona Early Learning Standards) or AZITDG (Arizona Infant Toddler Development Guidelines) Indicated on Plan**
 - AZELS/AZITDG Standards: The key words below may be used to reflect the standards identified in classroom curriculum/lesson plans and child assessment practices.
 - AZELS Standards**
 - Social Emotional
 - Language and Literacy
 - Mathematics
 - Science
 - Social Studies

- Physical Development, Health and Safety
- Fine Arts

AZITDG Standards- will be assessed and considered in star rating starting July 1, 2014

- Social Emotional
- Language Development and Communication
- Cognitive Development
- Physical and Motor Development

- **Individual Children’s Goals are Reflected on Plan**
 - Example: “Multiple children need additional fine motor activities,” or individual child goals with initials next to activities on the plan.
- **Modifications for Children with Special Needs are Indicated on Plan**
 - Programs serving children with special needs may identify modifications made in lesson planning through separate documentation, individualized coding, or specific program practice.
 - Programs that do not serve children with special needs would consider this practice not applicable (N/A).

Example lesson plans are provided for review (infant/toddler and preschool). These are **examples only** they are not the required format for the Quality First Points Scale.

3. The coach will assist the provider in creating/implementing the program’s written process for sharing curriculum with families. This may be an excerpt from the family handbook or a written policy in an employee procedures manual.
4. The written process for sharing curriculum with families will be reviewed by the assessor during the on-site visit for the Quality First Points Scale. The assessor will document their findings on the Administrative Documents form.

★ **Arizona Early Learning Standard (AZELS) and Infant Toddler Developmental Guidelines (ITDG)**

Only Administrators, Teachers (and Family Home Providers will be assessed.

- The coach will provide training on the Introduction to the Arizona Early Learning Standards and Infant Toddler Developmental Guidelines (when developed and published).
- The coach will assist the provider in attending training for any additional modules on the AZELS or ITDG.

The coach and provider will indicate the trainings in the staff details on the extranet for each applicable staff member.

★ **Program Guidelines for High Quality Early Education: Birth through Kindergarten (Program Guidelines)**

Programs will be assessed using two indicators in the Program Guidelines:

- 1.3.g (p. 11) There is a written plan which specifies the timelines and activities for transition **into the program, within the program, and exiting the program** which may include the following: meetings to help prepare families and set expectations are held with family and teacher/provider, visits to new programs (kindergarten, new classroom, new provider), home visits, etc.
- 5.2.g (p. 42) There is a written plan which specified the activities for transitions into the program, within the program, and exiting the program, which may include the following: meetings held with family and teacher/provider, visits to new programs (kindergarten, new classroom, new provider), home visits, etc.
- The coach will assist the provider in creating/implementing a written transition plan that meets the guidelines above.
 - The transition plan will be reviewed by the assessor during the on-site visit for the Quality First Points Scale. The assessor will document their findings on the Administrative Documents form.

Child Assessment

1. The Quality First Assessor will randomly choose **4** child assessments from **each classroom/group that had an ERS and/or CLASS assessment, including classrooms with children on IEPs/IFSPs and specialized health plans**. If there are less than 4 children in the classroom/group, all children enrolled will have an assessment review.
 - Accredited programs serving Infants and Toddlers with only a CLASS assessment will have one third of the Infant/Toddler classrooms reviewed for the Point Scale Child Assessment. A random draw will be conducted to determine the one third of the classrooms that will be assessed.
2. Documentation for the most recent year will be reviewed for each child chosen in the random draw, if available (please note children that have been enrolled in the program for less than one year). If a child has attended less than 30 business days (“newly enrolled child”), the assessor will randomly draw an additional child’s assessment to review.
3. The Assessor will use the **Quality First Points Scale Child Assessment Review** form to assess both center-based and home-based programs. One form will be used for each classroom/group that is assessed.
 - The Child Assessment form will include: **Name of On-Site Administrator During the Review:** this will be the designated person in charge at the time the assessor arrived to complete the review.
 - **Program Name and Address:** site name and address of the program.

- **Name of Assessor:** name of the assessor who is completing the form.
- **Date of Review:** date that the assessment was completed.
- **Classroom/Group:** name of the classroom or group for each of the groups/classrooms in the program.
- **Each of the 4 developmental areas (Social Development, Emotional Development, Cognitive Development, Physical Development) must be clearly identified in each child assessment reviewed.**
- **Family Input** includes information from the family. This could include, but is not limited to the following: questionnaire completed by the family about development; notes from the family regarding the child’s development, and/or specific developmental areas the family has addressed; etc. This information must be reflected in each child assessment that is reviewed.
- **Drop In Care:** If your program serves children on a “drop in” basis, this is defined as Drop In Care. Drop In Care means a child attends less than one half day per week. A child who is attending the program using Drop In Care will not be included in the Child Assessment portion of the Point Scale.
- Efforts are made to ensure the confidentiality of children’s developmental assessment information. The Quality First Support Teams are informed of the Family Educational Rights and Privacy Act (FERPA) and will comply with the stated regulations. Information related to FERPA can be found at www.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Key Definitions and Words that may be used to reflect the AZELS and ITDG

- **AZELS**
 - **Social Development:** the way in which a child interacts and behaves in a group of others. AZELS Keywords include: Self Awareness, Separation, Cooperation, Respect, Confidence, Persistence, Initiative, Rights, Responsibilities, and Roles of Citizenship, Family Identity.
 - **Emotional Development:** relating to or expressing emotion. AZELS Keywords include: Recognition of Feeling, Expression of Feelings, Self-Control.
 - **Cognitive Development:** the process of acquiring knowledge by the use of reasoning, intuition, or perception, which includes, but is not limited to: language (speaking, listening), literacy (letters, reading, writing), mathematics (numbers, counting, numerical operations, measurement), science (observing, hypothesizing, testing). AZELS Keywords include: Curiosity, Creativity, Problem-solving, Print Awareness, Book Handling, Sound and Rhythms, Vocabulary, Comprehension, Collection and Organization, Data Analysis, Patterns, Spatial Relationships, Logic and Reasoning, Investigation.

- **Physical Development:** relating to the body and movement, to include both fine and gross motor development. AZELS Keywords: Personal Health and Hygiene, Safety/Injury Prevention, Creative Movement.
- **ITDG (for use beginning July 1, 2015)**
 - **Social and Emotional Development:** the development of trust and emotional security, self-awareness, self-regulation and the beginning of relationships with adults and other children. AZITDG Keywords include: Trust, Emotional Security, Self-Awareness, Self-Regulation, Relationships with adults, Relationships with other children, Interactions.
 - **Approaches to Learning:** the inclinations, dispositions, attitudes, habits and styles that reflect the many ways that children involve themselves in learning. AZITDG Keywords include: Persistence, Initiative, Curiosity, Creativity, Inventiveness, Reasoning, Problem Solving, Experimentation, Questioning, and Reflection.
 - **Language Development and Communication:** the development of the ability to use language to communicate with others through natural interaction of caregiving and everyday experiences. AZITDG Keywords include: Listening, Understanding, Communicating, Speaking, and Emergent Literacy.
 - **Cognitive Development:** developing ability to think and make connections, to understand what things are and how they work. AZITDG Keywords include: Exploration, Discovery, Memory, Problem Solving, Imitation, Symbolic Play, and Processing New Information.
 - **Physical and Motor Development:** the physical and motor skills and abilities that emerge during the infant and toddler stages of development. AZITDG Keywords include: Gross Motor Development, Fine Motor Development, Physical Health, and Physical Well Being.
4. The coach will assist the provider in creating/implementing the program's parent-teacher conference schedule that indicates when and how often conferences that are held each year.
 5. The parent-teacher conference schedule will be reviewed by the assessor during the on-site visit for the Quality First Points Scale. The assessor will document their findings on the Administrative Documents form.
 6. The coach will assist the Provider in creating/implementing their written child assessment procedures.
 7. The written child assessment procedures will be reviewed by the assessor during the on-site visit for the Quality First Points Scale. The assessor will document their findings on the **Administrative Documents** form.

8. The coach will assist the Provider in creating/implementing their written screening and referral policy.
9. The written screening and referral policy will be reviewed by the assessor during the on-site visit for the Quality First Points Scale. The assessor will document their findings on the Administrative Documents form.
10. Any documentation that was not presented for review during the points scale assessment will be identified in the Missing Documents Form. The form will be provided to the provider at the end of the on-site points scale assessment. The provider will then have 30 minutes to provide any missing documentation to the assessor. This form will be signed by both the assessor and the provider to document this process.
11. First Things First Quality First staff will review the documentation provided from the on-site points scale assessment and determine whether the program meets the 2, 4, or 6 point level.

RESCHEDULING ASSESSMENTS

- ★ Circumstances resulting in a non-typical day that would require rescheduling of the assessment visit:
 - The program type (center or home) is different than indicated in the Extranet. If this occurs, the assessor should not conduct the observation and notify First Things First Quality First staff.
 - None of the staff (lead teacher and aides) assigned in the center profile are present. For the ERS assessment, If at least one staff member assigned in accordance with the profile is in attendance, assessment may occur;
 - Classroom has gone on a field trip;
 - Fewer than 50% of the typically expected children are present;
 - Classroom is closed due to an emergency situation (e.g. building air conditioning broken during July, flooding from a major rainstorm, etc.)
 - A DHS licensing surveyor is on-site conducting a visit at or during the time of the assessment observation.
 - An emergency occurs at or during the time of the assessment observation.
 - ★ If rescheduling must occur, the assessor will:
 - Make every attempt to reschedule within one week's time. The rescheduled visit should be mutually acceptable for participant and assessor
- Explain to the participant the reason that rescheduling the assessment is necessary.
- If an assessment is not able to be completed, the assessor will complete the random draw process again upon returning to the site for the rescheduled assessment.

- Submit notification to supervisor of an incomplete assessment with explanation. The assessor supervisor will document in the activity log.

ASSESSMENT REQUEST FOR CLARIFICATION

After an assessment has been completed and reviewed, questions or clarifications may be found by reviewing the corresponding assessment tool and references. If there are still questions once the assessment tool and additional references have been reviewed, please share these concerns with your Coach who will work with you complete the [Assessment Report Clarification Request](#).

Video or audio recordings or photographs will not be considered in the assessment clarification process. The assessment process is conducted in live, on-site observations to capture the entire context of the classroom learning environment and interactions.

ASSESSMENT CLARIFICATION RESOURCES

- ★ ITERS-R (Infant/Toddler Environmental Rating Scale-Revised)
- ★ ECERS-R (Early Childhood Environmental Rating Scale-Revised)
- ★ FCCERS-R (Family Child Care Environmental Rating Scale-Revised)
- ★ ITERS-R and ECERS-R All About Books
- ★ The developers of the ERS tools add clarifications about what to consider when scoring the tool to their website. These clarifications are in addition to what the spiral bound ERS scales include. **Programs will be scored using the most recent clarifications.** Please visit the ERS website, www.ersi.info, regularly to remain current with the ERS clarifications.
- ★ CLASS assessment tool
- ★ CLASS website with FAQ and Implementation Guide www.teachstone.org

ORIENTATION

PURPOSE

The purpose of the Quality First orientation is to welcome new programs entering Quality First and to determine enrollment. The orientation initiates the positive, collaborative working relationship between the coach and participant. The orientation is completed by the assigned Quality First coach and may occur over several visits.

ORIENTATION PROCESS

Once the Quality First coach has been notified of the program selection into Quality First, the coach will contact the director and/or owner to schedule an initial visit and begin the orientation process. During the orientation process, the coach will review the following:

- Review and complete the **Enrollment Agreement** including the initial star rating and assessment scores. If a program moves forward with the Points Scale Assessment, the enrollment agreement may be signed prior to the points scale completion. Both the program designee and the coach must sign the Enrollment Agreement. Rating Only programs must also sign the Enrollment Agreement.
- Review the Implementation Guide. The coach will review the *entire* Implementation Guide with the participant. The Implementation Guide must be read by the participant to ensure understanding of the Quality First Program and is on-line for review.
- Explain the incentive package the program is eligible to receive, if applicable. Rating Only programs will not receive an incentive package.
- Review the Support Services available in the participant's region.
- Review and sign the **Program Designee** Form, if applicable. The program designee is required if the main contact for the program is not regularly on-site or if there is more than one main contact for the program.
- Review the **parent letter** with participant, a handout that providers may use to inform parents about their involvement in Quality First.
- The coach and provider will complete the Licensed Capacity Verification Form to indicate the number of children birth to five the program is licensed to serve.

Programs may choose to enroll or decline participation in Quality First by signing the enrollment agreement. After the enrollment agreement is signed, the coach will:

- Update the orientation tab on the extranet and document the orientation visits in the activity log.

- Indicate if participant accepted or declined enrollment in Quality First on the orientation tab. If a program declines, the coach will note the reason for decline. If a program chooses to decline enrollment, they may not be eligible for other FTF funded strategies.
- Invite the enrolled participant to the extranet. The First Things First Quality First program staff will change the program's status to "enrolled" once the orientation tab is completed.

COACHING VISITS

ON-SITE VISITS

Coaching onsite visits will vary in length and frequency depending on a participant's Star Rating.

High Coaching Intensity for Participants at Star Levels 1 and 2

- ★ High coaching intensity is available to participants that receive a Star Rating of 1 or 2. High coaching intensity includes quality improvement supports with more frequent and lengthier monthly visits.
- ★ Participants receiving high coaching intensity will obtain a **minimum of eight hours of coaching** support per month with at least **six hours of individualized** coaching occurring on-site. Services may include but are not limited to assessment report analysis, goal setting, on-site training, classroom observations and technical assistance, collaborative meetings with consultants and guidance for incentive purchases that are linked to quality improvement planning.

Low Coaching Intensity for Participants at Star Levels 3, 4 and 5

- ★ Low coaching intensity is available to participants that receive a Star Rating of 3, 4 or 5. Low coaching intensity includes quality improvement supports with flexibility for potentially fewer monthly visits or length of time during visits.
- ★ Programs receiving low coaching intensity may obtain a minimum **of four hours of coaching** support per month with flexibility to offer support options that may include a combination of on and off-site visits and telephone consultation. Services may include rating preparation coaching, training on instructional supports, collaborative meetings with consultants, peer learning communities, and maintenance support of quality standards.

Rating Only Coaching Intensity for Participants Enrolled in the Rating Only Option

- ★ Participants enrolled in the rating only option will have access to coaching services for up to twenty-four hours during the fiscal year.
- ★ All Rating Only programs receive low coaching intensity and may obtain a minimum **of twenty-four hours of coaching** support with flexibility to offer support options that may include a combination of on and off site visits and telephone consultation.

Coaching Visits

- ★ Visits may include but are not limited to:
 - Interaction and engagement with the director/provider, owner, and all teaching staff to create consistent quality throughout each classroom and the whole program.

- Development and review of Quality Improvement Plan (forms are on the extranet under the Quality Improvement Plans tab) and the **Quality Rating Plan**
 - Participation in staff meetings
 - Training and technical assistance
 - Classroom or family group observations
 - Presentation of community resources
 - Referral to outside professional development resources
 - Assistance with Incentive Funds
 - Preparation for the Quality First Points Scale assessment
- ★ Additional support may be offered through telephone calls, email correspondence and collaborative meetings.
- ★ Flexibility of coaching visits may be approved as determined by the Quality First coaching supervisor on an individual basis due to barriers which may include but are not limited to: geography, traveling distance and language challenges. Coach turnover or extended absences are not considered valid rationale for extended time between coaching visits.
- ★ Any exceptions to meeting the minimum coaching intensity hours must be discussed with and approved by the coaching supervisor and include clear rationale that is documented in the activity log. Exceptions may include a provider request, long distance travel, vacation or sick time (coach or provider), or facility size.

DOCUMENTATION

Quality First coaches must document all contact with providers in the activity log. Contact may include emails, phone calls, personal visits, trainings and collaboration meetings.

- ★ For personal visits, each entry should note the frequency of the visit (visit 1, visit 2).
- ★ Visits that are cancelled or rescheduled should be noted in the activity log with the reason and the next visit scheduled or follow up required. Attempts should be made to reschedule the visit within two weeks of the original visit date.
- ★ The amount of time or duration of the visit must be documented in the activity log.
- ★ Entries should explain the overall purpose or goal of the contact and a brief description of what occurred during the visit/contact.
- ★ Assessment review meetings and QIP development meetings should be specifically noted in the category and visit type.

- ★ Specific children’s names will not be used in the activity log. A coach may use initials or note “child 1 and/or child 2.
- ★ Negative references to the facility, staff members or other consultants will not occur in the activity log entries.
- ★ Entries will avoid personal opinion, but relate to specific goals, plans and improvement efforts.
- ★ All documentation will be grammatically correct and use appropriate spelling and documentation.
- ★ Any documentation kept on file at the coaching agency, such as Incident Report, regulatory status letters, etc... should be noted in the activity log (i.e. Incident Report on file at XYZ agency).
- ★ The activity log should be updated within two weeks of an on-site visit or contact.

CONTINUITY PLAN

In the event of coaching turnover, extended absences or reassignments, a coaching supervisor will create a continuity plan to support the improvement efforts of participants. All efforts to support the continuity will be thoroughly documented in the activity log.

QUALITY PLANNING DEVELOPMENT

Quality planning provides the necessary foundation on which a participant can begin to understand their strengths and opportunities for improvement in serving young children through quality experiences and care. Coaches play a vital role in helping participants make the connections between assessed needs and methods by which those needs can be addressed. The quality planning process serves as an opportunity to hold discussions, outline strategies, and measure success.

GENERAL PLANNING PROCEDURES FOR QUALITY IMPROVEMENT PLAN (QIP)

Participants that meet the star 1 or 2 level will develop a Quality Improvement Plan.

- ★ Quality improvement planning will begin after the initial assessments have been conducted and completed.
- ★ The coach is responsible for reviewing the assessment data prior to meeting with the participant.
- ★ The coach is responsible for giving the provider access to the assessment results through the extranet and/or hard copy.
- ★ The coach will review the assessment results with the participant prior to developing the quality improvement plan.
- ★ The coach and other supporting services will determine if a joint visit for developing the Quality Improvement Plan would be beneficial based on identified successes and needs in the assessment.
- ★ The first step to quality planning is to identify the participant's strengths and needs as identified by the participant's assessment, observations and the participant's priorities. The participant and coach can then use this information to prioritize needs for improvement activities. Coaches may use the Initial Planning Document (forms are in the extranet under Quality Improvement Plans tab) or another planning tool (as approved by coaching agency partner) to help guide the participant through the planning process.
- ★ After the participant's needs are prioritized, the coach and participant will develop at least three goals using the Quality Improvement Plan- Goal Planning Form (form in in the extranet under the Quality Improvement Plans tab). One Quality Improvement Plan- Goal Planning Form must be completed for each goal to include actions steps with a specific timeline. As goals are met, the participant and coach may or may not choose to add more goals during the improvement period.
- ★ Goals must be SMART-Specific, measureable, attainable, realistic and timely.
- ★ Once the Planning Document and Quality Improvement Plan-Goal Planning Forms are completed the coach must submit them to the coach supervisor for approval. Once the supervisor approves the forms, the forms will be uploaded to the QIP tab on the extranet. The coach will save electronic copies so that updates can be made as progress on the QIP happens. As updates are made to the goals, the coach will upload the most recent version of the goal to the extranet.

QIP COMPLETION

- ★ When the components of a QIP are completed the Quality First coach will ensure all notes for the goals and tasks are documented within the plans (i.e. materials purchased, trainings conducted, facility improvements, etc.).
- ★ When all goals in a QIP are accomplished the coach will document the goal as complete in the extranet.
- ★ If a goal is not complete within the QIP cycle, notes will reflect the progress or carryover of the goal into the next year (a new goal must be created in the new cycle).
- ★ To complete closure of the QIP the coach must document each goal as complete or not complete and then document that the QIP is closed in the extranet.
- ★ A QIP must be closed before uploading a new QIP to the extranet.

QUALITY RATING PLAN (QRP)

The **Quality Rating Plan** will be used to assist participants in preparing for the Quality First Points Scale documentation assessment. The QRP may be used when a participant has Average Program ERS and Average Program CLASS scores that meet the 3, 4, or 5 star levels. The QRP includes tasks to support staff qualifications, ratios and group sizes, and curriculum and child assessment. Extranet tabs will be updated throughout the process to document ongoing efforts to prepare for the Quality First Points Scale assessment.

Participants have **up to 6 months** to complete activities for the Quality First Points Scale assessment. Participants may click the submit button at any time during the 6 months they have to complete the Quality First Point Scale activities. Clicking the submit button will trigger an on-site Quality First Point Scale assessment. At the end of the 6 months, participants will receive an on-site Quality First Point Scale assessment even if the submit button has not been clicked.

Participants will receive a star rating based on the completion of all three assessment tools (ERS, CLASS and the Quality First Points Scale).

QUALITY FIRST FINANCIAL INCENTIVES

Enrolled participants in Quality First will receive financial incentives to help support and maintain quality improvement efforts, if applicable. Financial incentives and Quality First Child Care scholarships are not available to Rating Only participants.

There are 3 types of financial incentives:

- ★ Incentive Funds- used for purchasing classroom/program materials through the Quality First coach
- ★ Quality Bonus- a check provided to the program
- ★ DHS Fees- 50% of a program's DHS fees are paid for all enrolled programs (not Rating Only participants)

This table represents the Total Incentive Amount that will be available to providers enrolled in Quality First beginning July 1, 2013 through June 30, 2014. Participants will have access to incentives up to the following amounts.

Total Amount of Annual Quality First Incentives	<u>Large Center</u> (Licensed Capacity birth-5 = 150+)	<u>Medium Center</u> (Licensed Capacity birth-5 = 51-150)	<u>Small Center</u> (Licensed Capacity birth-5 = 50 or less)	<u>Group Home</u> (DHS) (Licensed Capacity = 10)	<u>Family Home</u> (DES) (Certified for 4 children or less)
<i>Amount remaining after DHS fees have been deducted.</i>	\$8,400	\$5,250	\$3,675	\$2,100	\$1,050

Participants who reach a 1 and 2 star level will document the use of incentive funds as identified in the Quality Improvement Plan which is developed by the Quality First coach and provider.

Financial incentives awarded to 3, 4, and 5 star participants are in the form of a Quality Bonus, which is a cash incentive. Participants will complete the Quality **Bonus Agreement** to document the purchases made or activities supported with the Quality Bonus. Programs may choose to purchase through the Quality First coach in lieu of receiving the Quality Bonus.

All Quality First incentives are to be spent on the specific site enrolled in Quality First as indicated by the enrollment agreement. Any materials purchased with incentive funds must remain with the specific site enrolled to support the quality of care offered to the children at that site.

- ★ Incentive funds can be used to purchase developmentally appropriate materials and supplies, improve facility equipment and supplement professional development opportunities.
- ★ The amount allocated for incentive funds is based on the program's licensed capacity for children ages birth through five. Multipurpose classrooms that are used 50% or more of the time by children ages birth through five are included in the program's licensed capacity.

- ★ Participants have access to the full amount of incentive funds during the fiscal year (July 1-June 30). Funds not expended at the end of a fiscal year are not carried over.
- ★ Participants enrolled between March and June may not have access to incentive funds due to the fiscal year funding cycle which ends June 30th.
- ★ Participants may submit multiple incentive funding requests within a calendar year. Incentive funding requests may not exceed the maximum grant amounts available per fiscal year.

ACCESS TO INCENTIVES- IN FY2013 (July 1, 2013- June 30, 2014)

Incentive distribution will be distributed on a fiscal year basis, not based on assessment cycle. This means that after the start of each fiscal year, participants enrolled in Quality First will have the full incentive amount to access based upon center size and star level. Unexpended incentive funds or programmatic balances **WILL NOT** be carried over from one fiscal year to the next.

At the start of each fiscal year, coaches and participants will use the QIP and assessment cycle to determine a strategy for incentive expenditures.

QUALITY BONUS POLICY

The Quality Bonus is a Quality First monetary financial incentive that is available annually for participants that achieve a 3, 4, or 5 star rating. The Quality Bonus offers greater flexibility for providers to decide which areas of improvement financial incentives will be used to support or enhance. The Quality Bonus can be used to assist participants with expenditures in the following areas: quality improvement, facility projects, professional development and/or program operations. The amount of the Quality Bonus is determined by the licensed capacity for children birth through five years of age.

Pre- Rating Access

- ★ Enrolled participants with Environmental Rating Scale (ERS) and Classroom Assessment Scoring System (CLASS) scores at the 3, 4 or 5 star level are eligible to access Quality First financial incentives **prior** to being assigned a star rating if the participant is completing activities for the Quality First Points Scale Assessment.
- ★ Enrolled participants may access the financial incentives up to the maximum incentive amount available to the participant. Participants may use the incentive funds to support purchases of developmentally appropriate materials, facility improvement projects and professional development opportunities.
- ★ All purchases must be made through the Quality First Coach and will be documented on the Quality Rating Plan with documentation provided in the Quality Bonus Report.

Post Rating Access

★ 1 and 2 Star Participants

If a 1 or 2 star rating is achieved, the participant will proceed with quality improvement planning in partnership with the Quality First coach. Participants are able to access the remainder of the incentives through enhancement grants as prioritized in the quality improvement plan.

★ 3, 4 and 5 Star Participants

If a 3, 4 or 5 star rating is achieved, the participant can access the remainder of the incentives in the form of a Quality Bonus. To receive the Quality Bonus, the participant must sign the Quality Bonus Agreement and identify the way in which they would like to receive the Bonus. Financial reporting is required as indicated in the Quality Bonus Agreement.

Grandfathered Participants

★ Participants enrolled prior to July 1, 2011 are considered “grandfathered” in the Quality First program. Grandfathered participants will receive their initial public rating at the 3rd assessment. Prior to receiving a star rating, grandfathered participants will access incentives according to the ERS and CLASS assessment scores.

★ If a grandfathered participant’s ERS and CLASS assessment scores meet the 3, 4 or 5 star rating, the grandfathered participant will be required to go through the Points Scale assessment and will be able to access incentives as described in the Pre- Rating Access section above.

★ If a grandfathered participant’s ERS and CLASS scores below the 3 star rating upon completion of the Point Scale assessment, the participant will access incentives through enhancement grants.

Financial reporting is required as indicated in the Quality Bonus Agreement*.

** Please See Quality Bonus Agreement*

FINANCIAL MONITORING

Incentive Payment

Participants eligible for a Quality Bonus may access the bonus in one of two ways:

1. Purchases of materials made through the coaching agency on behalf of the participant, and/or
2. A cash incentive provided to the participant in the form of a check.

Financial Monitoring for Participants Receiving a Quality Bonus Check

★ The Quality Bonus check will be reported on the FTF quarterly financial report on the month that the check is given to the participant.

★ Participants are required to maintain a record of incentive expenditures on the Quality **Bonus Report**, and to submit financial documents (receipts, invoices, facility project contracts etc.) to the coaching agency of all expenditures made from the Quality Bonus on a monthly basis. All receipts and the Quality Bonus Report must be turned in to the coaching agency by May 1 of each year.

Coaching agencies will reconcile financial documents with the Quality Bonus amount given to participant. Receipts will remain on file with coaching agency.

- ★ If financial documents do not equal the Quality Bonus amount provided to the participant, the coaching agency will provide the participant 14 days to submit the additional financial documentation needed. If the participant is not able to provide the additional financial documents, the coaching grantee will notify FTF of “noncompliance with Quality Bonus financial reporting.”
- ★ Any participant that does not submit the financial documents will be terminated from Quality First. Additionally, FTF reserves the right to recover funding if it is determined that funds were misused and not utilized as outlined in this Quality Bonus Agreement. **Recovering funding may require the participant to pay back the total amount of funding received through the quality bonus using a collections process.**
- ★ FTF will notify any participant that is terminated due to noncompliance with the Quality Bonus Agreement.

TAX LIABILITY

First Things First is not responsible or liable for any tax reporting or financial liability for the Internal Review Service that may be applicable for participants choosing to receive the Quality Bonus in the form of an incentive check. It is recommended that Quality First participants contact their accountant, auditor and/or financial advisors for guidance on fiscal reporting.

FUNDING REQUESTS FOR INCENTIVES

Incentive funds are not distributed to the participant in the form of a check (only the Quality Bonus); rather the participant is assisted by the coaching agency in the purchasing of materials, supplies and other specialized services. However, funding requests for incentive checks may be approved by the coaching agency if identified in one of the categories below:

1. **Consultation and Specialized Services-** Fees for consultation and specialized services are permitted only if these services cannot be provided by the Quality First coach, child care health consultant, identified program personnel (education coordinator, curriculum specialist, behavioral health specialist, program trainer or mentor, etc.) or if the specialized subject matter is not offered through community based training and other resources. (ex. CPR/First Aid training, GED courses, financial planning, playground inspection, behavioral health training etc.) The rationale and impact of the consultation and specialized services must be identified in the Quality Improvement Plan. Funding requests for consultation and specialized services must support the overall quality of care and be approved by the coaching agency. **Incentive checks must be made payable and mailed to the vendor delivering the service after it has been provided. Invoices are required for documentation and record keeping.**
2. **Facility Improvements-** Facility improvement projects may be authorized if the primary function is to improve quality of services provided for children. Examples of facility improvement projects

include but are not limited to: shelving, cement slab, fencing, painting and carpet installation. A **facility projects liability release** needs to be completed prior to approval of such projects.

Incentive checks must be made payable and mailed to the vendor delivering the service after it has been provided. Invoices are required for documentation and record keeping.

- Incentive funding request for facility improvement projects cannot exceed 30% of the total incentive funds. If the funding request is over 30% of the total incentive funding amount awarded to the program the program must get approval from the coaching agency and the coaching agency. The rationale and impact of the construction project must be identified in the Quality Improvement Plan. Incentive checks must be addressed and mailed to the contractor. Invoices are required for documentation and record keeping. FTF will not be liable or responsible for any damages or unsatisfactory work. ****Any participant using enhancement grants to fund a facility project must complete a liability release form.***
 - **For Leased Properties:** All facility improvement projects must in accordance with state and local code and license requirements as under the terms with the tenant's lease. Therefore, it is the tenant's responsibility to ensure that approval from the landlord is granted for tenant improvements and for selection of the vendor.
3. **Transcript Payment-** Incentive funds may be used to cover the cost of requesting transcripts for staff during the Quality First Point Scale preparation. To receive a prepayment or reimbursement for transcript request please work with your Quality First coach to fill out the **Transcript Verification Form**.
 4. **Staff Release Time:** Incentive funds may be used to cover the cost of staff release time for scholars using T.E.A.C.H. scholarships.
 5. **Materials and Equipment:** Programs that have a specific need for additional learning materials and equipment may use incentive funds to purchase these items through an approved vendor provided by the Quality First Coach.

DOCUMENTATION AND RECORD KEEPING

- ★ The Coaching agencies are expected to implement a system to track and verify distribution and receipt of incentives. Documentation and evidence to support the rationale for receipt of incentives must be indicated in the Quality Improvement Plan. All incentive documentation should be maintained on site and be readily available for review in the event of an audit, appeal or funder request.
- ★ The Quality Bonus Financial Reporting form will be completed by the participant receiving a Quality Bonus. Completed forms will be submitted to the Quality First coach. For more information on the Quality Bonus Financial Reporting, please refer to the Quality Bonus Policy.

QUALITY FIRST SCHOLARSHIPS

- ★ Quality First Scholarships go to families with eligible children who are birth to 5 years old.
- ★ Scholarships will be available to programs participating in Quality First based on their size and star level as funded by regional councils.
- ★ Scholarships are determined as of April 1st of each fiscal year based on a program’s estimated star rating.
- ★ For families, contact 602-240-6324 for more information.
- ★ For providers, contact 602-240-6325 for more information
- ★ Additional information is available through the toll free number 1-866-973-0012 or by visiting www.azftfscholarshps.org

Star Levels	% Median Rate Paid for Scholarships	Maximum Number of Quality First Child Care Scholarships				
		Large Center (150+)	Medium Center (51-150)	Small Center (50 or less)	Group Home (DHS 10)	Family Home (DES 4 or less)
Size Based on Licensed Capacity 0-5						
1	75%	9	6	4	1	1
2	75%	10	7	5	2	1
3	85%	12	9	6	2	2
4	100%	15	11	8	3	2
5	110%	17	12	9	4	2

ASSISTANCE WITH PAYMENT OF LICENSURE FEES

- ★ All participants enrolled in Quality First that are regulated by the Department of Health Services (DHS) will receive assistance with payment of licensure fees. 50% of a participant’s licensing fees will be paid by FTF when they are due every three years. The provider will remain responsible for the remaining 50% of the licensure fee every three years. Although Quality First participants regulated by DHS must be enrolled in Empower Pack, they do not receive the Empower Pack licensure fee discount awarded to non-QF participants. The Quality First assistance with licensure fees is not optional for participants regulated with DHS

DHS Licensure Fees **without** 50% discount

Group Home	Small Center	Medium Center	Large Center
\$1000	\$1000	\$4000	\$7800

Provider Amount **with** 50% discount

Group Home	Small Center	Medium Center	Large Center
\$500	\$500	\$2000	\$3900

- ★ Participants that receive a Quality Bonus (which is a cash incentive) **may** choose to use their Quality Bonus to cover **more than** 50% of their licensing fees

Family child care providers regulated by Department of Economic Security (DES) **ONLY** and tribal participants that are **NOT** regulated by DHS will not have any portion of their incentives designated for licensing fees.

PROGRAM CLOSURE/CHANGE OF OWNERSHIP

UNSCHEDULED PROGRAM CLOSURE

- ★ In the event of unscheduled program closure, participants will work with their Quality First coach to establish a modified schedule to continue participation. Examples include but are not limited to the following:
 - Facility/property damage due to natural disasters such as fire or flooding
 - On-site staff/child medical emergency
 - Health epidemic/personal medical conditions
- ★ If the program does not resume services after a 30 business day period, the program **may be** dis-enrolled from Quality First. There may be circumstances that require an extension of time beyond 30 business days will be determined on a case by case basis by First Things First.
- ★ Programs that are dis-enrolled from Quality First due to an unforeseen program closure lasting longer than 30 business days can reapply for Quality First after they reopen.

EXTENDED PROGRAM CLOSURE

To maintain program eligibility, participants must provide care in accordance with their program calendar for children birth through age five throughout their enrollment in Quality First. If there is extended program closure due to reasons indicated below, participants will be dis-enrolled and must submit a new application for consideration of future enrollment.

- Loss of regulatory status
- Facility closure
- Relocation to a new facility (outside of the FTF enrollment regional area)

HOME-BASED PROGRAMS ONLY

When a home provider loses *all* enrolled children, the participant must notify the coach and indicate the last day of care that was provided. Home providers will be given 45 days (from the last day of care verified by the participant) to replace enrollment.

In the event that a Coach suspects that a DES Certified Home Provider is currently not serving any children while enrolled in Quality First, the following steps should be taken:

1. Speak directly with the provider to determine whether children are currently being served and if not, document the last day of care for enrolled children as verified by the provider. Home providers will be given 45 days (from the last day of care verified by the participant) to replace enrollment.
2. If the provider **does not** verify they no longer have children enrolled in their home care setting, the coach will use the next two visits to determine evidence of the provider serving children. After two personal visits, the provider will be given 45 days to replace enrollment from the date of the coach's last personal visit.
3. During the 45 day period, the coach will assist the participant in developing a marketing plan to recruit new families. After the marketing plan is developed, the coach will maintain contact with the participant through phone calls and email communication.
4. If there are still no children in care at the end of 45 days, the program will be dis-enrolled from Quality First.

INCENTIVES REDISTRIBUTION

- ★ In the event of a program closure or revocation of licensure, or no longer serving children, participating center-based early care and education programs and family child care homes are requested to redistribute all materials and equipment purchased with Quality First incentives to other Quality First enrolled participants within the regional area. Redistribution of the materials and equipment will be noted in the extranet by the Quality First coach.
- ★ If a program chooses to disenroll from Quality First participation, materials may remain with the provider as long as they continue to serve children.

Programs that are relocating across regional boundaries are able to retain all purchases made through Quality First.

CHANGE OF OWNERSHIP

- ★ When a program changes owners, Quality First may continue based on the following guidelines:
 - DHS licensed programs must remain in good standing and work with their licensing surveyor to ensure that the proper paperwork has been filed and approved.
 - Any change in information must be communicated to the Quality First coach in order to update the program's information in the extranet.

- A new enrollment agreement must be signed by the new owner to ensure understanding of the Quality First program guidelines and responsibilities.

SECTION 4: ADMINISTRATIVE PRACTICES

CONFIDENTIALITY

First Things First respects the confidentiality of all applicants and enrolled participants. All Quality First partners (coaches, assessors, child care health consultant, supervisors, and other support services) are expected to maintain discretion throughout their involvement in the quality improvement and rating process. Program records, staff information, assessment results and quality improvement efforts are not made public, nor are they shared with individuals outside of the Quality First program.

If a participant feels that their confidentiality has been compromised, please contact the Quality First Director for further assistance:

Quality First Program

First Things First

4000 North Central Avenue, Suite 800

Phoenix, Arizona 85012

Email: qualityfirst@aztf.gov

Phone: (602) 771-5000

Fax: (602) 274-6351

MANDATED REPORTING

Quality First coaches, assessors, child care health consultants, mental health consultants and inclusion specialists are all support team members within Quality First and have distinct roles to assist enrolled early care and education providers in improving quality for children and their families. Quality First support team members are not representatives of regulatory agencies nor will they serve in that capacity. However, if a Quality First support team member is visiting a center or home and observes that a child's health, safety or well-being is in danger, or has reason to suspect child abuse or neglect, the Quality First support team member will immediately share the concern with the director or program designee.

Additionally, as representatives of a state program, Quality First support team members are mandated reporters by law (as outlined in the A.R.S. § 36-2281). This means that Quality First support team members are required to report or cause a report to be made regarding any suspected incident of child abuse, neglect or endangerment to the Department of Health Services or the Department of Economic Security.

QUALITY FIRST INCIDENT REPORTING POLICY

POLICY STATEMENT

Establishing trust and fostering positive relationships with Quality First participants is an integral component for successful quality improvement. During on-site visits, incidents may be observed that are non-compliant with regulatory standards. As monitoring regulatory compliance is a function of regulatory agencies (i.e. *Department of Health Services (DHS), Department of Economic Security (DES), Tribal Authority and Military Government*) and not a role of Quality First, support team members (i.e. coaches, assessors and child care health consultants) must be sensitive in determining when incidents need to be reported to regulatory agencies and when to utilize incidents as *teachable moments* for Quality First participants.

The Incident Reporting Policy provides guidance for all Quality First grantees and agency partners on regulatory reporting for witnessed incidents of child endangerment, abuse or neglect. When reporting such incidents, the Quality First agency partner will use the guidance indicated below in conjunction with any agency reporting procedures.

TEACHABLE MOMENTS

Incidents used for teachable moments are described as situations that are **“potentially harmful”** for children. Potentially harmful incidents have the potential of causing a health and/or safety hazard for children in care. During such incidents, there are two types of interventions that can be used as teachable moments to support the program:

1. Immediate Intervention

When an incident is observed that has the potential of causing a health and/or safety hazard, the Quality First support team member should immediately address the incident by informing the teacher, director, owner or program designee of the issue and the appropriate action that is required. Examples may include but are not limited to:

- Teacher leaving children unsupervised
- Using inappropriate discipline (i.e. lengthy time-out, using extremely loud or angry voice)
- Children not washing hands before meals
- Child not buckled into high chair
- Not sending sick children home
- Children denied second helpings of meals

2. Training and Technical Assistance

After a potential harmful incident is observed, the Quality First support team member may also determine that some additional training and/or technical assistance may be beneficial for the program. The Quality First support team member may provide the program with the training or make recommendations for health and safety trainings and/ or technical assistance that are

available through community resources. Training may also be provided by the regulatory agency, Child Care Health Consultant or other community resource.

The training and/or technical assistance may include references to licensing /certification regulations, Quality First standards (i.e. assessments and Points Scale) or the Early Learning Standards and Program Guidelines for High Quality Early Education.

REPORTING AN INCIDENT

Incidents that require reporting are situations that cause “*actual harm*” or *reoccurring* potentially harmful situations that are observed. Incidents that cause *actual harm* are situations that are life threatening to the health and safety for children in care. *Reoccurring potentially harmful situations* are incidents that that have been observed, addressed and documented on more than one occasion. In such situations, it is the Quality First support team member who must report the incident to the regulatory agency.

Incidents that require reporting to the regulatory agencies should include the following steps, as applicable:

1. Immediate Intervention

The Quality First support team member will provide immediate intervention to ensure the safety of a child during any witnessed incident. This may include, but is not limited to: notifying a teacher, caregiver or other on-site staff of an environmental hazard or a dangerous situation for a child, providing direct assistance to a child in danger, or removing something that puts children in danger.

2. Notification to Director/Owner/Program Designee

The on-site program director/owner/program designee must be informed of the witnessed incident on the day that the incident was observed. Every attempt should be made to notify the on-site director/owner/program designee PRIOR to leaving the site. If the onsite program director/owner/program designee is unable to be reached on the day of the incident, the Quality First support team member must make contact within 48 hours. All contact attempts must be documented with date and time in the activity log.

3. Notification to Regulatory Agency

Quality First support team members will report incidents to regulatory agencies using the reporting mechanisms implemented by each regulatory agency.

- For programs regulated with the Department of Health Services, reports may be made by telephone by contacting the surveyor on duty at (602) 364-2539 or online at https://app.azdhs.gov/ls/online_complaint/CCComplaint.aspx
- For certified homes regulated by the Department of Economic Security, reports may be made by contacting the local Child Care Administration office. If the local office contact is unknown, contact the Child Care Administration Central office to obtain information at (602) 542-4248.
- Reports for programs regulated by Tribal Authority or Military government are made to the offices that are designated for regulatory compliance.

4. Notification to Quality First

The Quality First agency partner will indicate in the activity log when an incident is observed. The activity log will provide general information relating to the incident to include:

- Date of incident
- Actions taken to respond to incident (i.e. program designee notification, regulatory reporting, informing grantee or other team partners as applicable, etc.)
- Name of agency partner where incident supporting documentation is held
- The Quality First Grantee will notify First Things First of the Incident Report within one week of the report being filed.

5. Notification to Child Protective Services or Local Authorities

Quality First support team members may contact Child Protective Services (CPS) and/or local authorities as deemed necessary by the Mandatory Reporting Law of the State of Arizona:

The Mandatory Reporting Law of the State of Arizona

“Any person who reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted on the minor by other than accidental means...shall immediately report or cause reports to be made of this information to a peace officer or to Child Protective Services in the Department of Economic Security, except if the report concerns a person who does not have care, custody or control of the minor, the report shall be made to a peace officer only.” (Arizona Revised Statute 13-3620)

- The Quality First Support Team will work collaboratively with the regulatory agencies to ensure support of a program through regular communication.

INFORMAL DISPUTE RESOLUTION POLICY

POLICY STATEMENT

The Informal Dispute Resolution Policy will be implemented by the Quality First agency when a participant has a complaint with a Quality First programmatic decision and/or policy. The informal dispute process will assist in addressing complaints that may include but are not limited to items such as: personality conflict, communication differences, explanation of assessment reports or any programmatic complaint relating to coaching, assessment, or consultation. In such instances, the Quality First grantee will facilitate the informal dispute process with participants. If the Quality First agency partner and/or participant believe that the complaint was not satisfactorily resolved after the initial informal review, First Things First will then participate in the informal dispute process and attempts will be made to assist all parties in reaching a reasonable solution.

INFORMAL DISPUTE PROCEDURE

1. Informal Review

- The Quality First agency should make all attempts to resolve complaints through direct communications with Quality First participant. In this step, the complaint should be discussed verbally during a teleconference and/or scheduled meeting with the participant. The Quality First grantee or coaching agency should document the discussion with the participant in the activity log of the extranet.
- If it is determined that the participant is reluctant to discuss the complaint with the Quality First coaching agency, the grantee will notify the Director of Quality First. The Director of Quality First will then contact the participant to discuss the complaint and attempt to determine a solution. First Things First will notify the grantee of all discussions and meetings related to the complaint.

2. Formal Review

- If the complaint is not resolved through the informal review, the participant, Quality First grantee and coaching agency may proceed to step two by submitting a Quality First **Complaint form**. The Quality First Complaint form will be used to document the following:
 - Description of the complaint
 - Previous attempts made to resolve the issue
 - Recommendations of possible solutions

*The Quality First Complaint form must be signed and submitted via postal mail, e-mail or fax to:

Quality First Director
First Things First
Central Avenue, Suite 800
Phoenix, Arizona 85012
Email: qualityfirst@azftf.gov
Fax: (602) 274-6351

3. Upon receipt of the Quality First Complaint form, the Quality First Director will:
- Review the complaint and determine if the process was followed. If the Informal Review did not occur, the Quality First Director may recommend that the Quality First grantee and coaching agency meet with the participant before proceeding further in the informal dispute resolution process.
 - The Quality First Director will attempt to resolve the dispute through a meeting with all involved parties, first separately and then together. The Quality First Director will contact all parties and attempt to schedule the meetings within **14 days** of receipt of the Quality First Complaint form.
 - The Quality First Director will mail a letter within **14 days** of the final meeting to all parties involved identifying the agency decision.

CORRECTIVE ACTION PROCESS

POLICY STATEMENT

The Corrective Action policy will be implemented when a participating center or home fails to adhere to the participant responsibilities as outlined in the Quality First Enrollment Agreement. The corrective action process is initiated after the coach and provider have discussed the areas of noncompliance with no successful outcome. Programs may have access to incentive funds if deemed necessary to support compliance.

*Regulatory deficiencies are handled with the applicable regulatory agency. The corrective action process is not used for regulatory deficiencies.

PROCESS

- ★ The Quality First agency will determine when a Quality First participant fails to adhere to the participant responsibilities as outlined in the Quality First Enrollment Agreement. The notification will include the following:
 - Documentation of how the participant has failed to adhere to the participant responsibilities, including any applicable and relevant dates
 - Documentation of dates when the participant was notified about the concerns noted above
- ★ The Quality First grantee and/or agency partner will implement the corrective action process as indicated below:
 - First Notice
 - Development of a **Corrective Action Plan**
 - Recommendation for enrollment termination
- ★ If a participant's performance is severe and/or repetitive, steps may be skipped and/or combined as approved by First Things First.

FIRST NOTICE

- ★ The first notice must be in writing and delivered during a scheduled in person meeting with participant. The first notice should identify the following:
 - Specific incidents of concerns relating to participation and/or performance.
 - Specific standards in the Quality First Enrollment Agreement or Implementation Guide that were not followed.
 - Necessary actions needed to remedy the situation.
 - The ultimate consequence of recommendation for termination if participation and/ or performance are not improved.

*The following language should be included in the letter: “Failure to improve the concerns addressed above will result in corrective action.”

- ★ The Quality First grantee and/or agency partner will document the meeting discussion and attendees in the participant’s activity log in the extranet. Additionally, the grantee will submit a copy of the first notice to First Things First.

DEVELOPMENT OF A CORRECTIVE ACTION PLAN

- ★ If noncompliance continues or is repeated after a first notice is completed, the Quality First grantee and/or agency partner will develop a Corrective Action Plan (CAP) in partnership with the participant. The CAP will assist in monitoring performance and participation in efforts to foster an improved commitment to quality improvement.
 - FTF will review the developed CAP prior to the grantee and/or coaching agency reviewing it with the provider.
- ★ The CAP will be used and include the following components:
 - The program name and address
 - The program designee/main contact
 - The date of the probationary period (period of time that CAP is in place)
 - Grantee Name
 - Agency Name
 - The date of the first notice
 - Action Item- The specific areas of participation and performance that resulted in corrective action.
 - Responsible person for each action item
 - The target completion date for each action item as applicable
 - Action Deemed Successful When- The action to be taken to correct the noncompliance and persons responsible.
- ★ The Quality First grantee and/or coaching agency will review the CAP with the provider during a scheduled, in-person meeting.
 - The Quality First grantee, coaching agency and the participant will sign the CAP.
- ★ If the participant refuses to sign, refusal will be noted in place of the participant’s signature. The Quality First supervisor and coach will meet regularly during the period that a CAP is being implemented to discuss and document the participant’s progress or lack of progress for each action item in the Status Update column.

- ★ Following the last implementation date of the CAP, the Quality First coaching grantee and/or coaching agency partner will meet with the participant to review the CAP and identify whether participation or performance has been improved.

RECOMMENDATION OF TERMINATION

- ★ If the CAP fails to result in improved participation or performance, the Quality First coaching grantee will notify First Things First and recommend termination. First Things First will review the recommendation for termination and accompanying documents. First Things First will submit a decision in writing within **10 days** of the submitted recommendation.
- ★ Once a recommendation of termination from Quality First has been communicated by First Things First to a participant, that participant has the option to appeal their termination, per the Appeals Process.

APPEALS PROCESS

POLICY STATEMENT

The Appeals Procedure will be implemented by First Things First when a Quality First participant has requested the right to appeal a Star Rating or enrollment termination. Star Rating and enrollment termination are the only two appealable actions in the Quality First program. The Appeals Process includes three steps indicated below:

1. Review of Appeal
2. Administrative Hearing
3. Board Approval

REVIEW OF APPEAL

- ★ The Review of Appeal is intended to resolve the appeal at First Things First before moving forward with an administrative hearing.
- ★ A participant may submit a **Request for Appeal** within **60 days** of being notified of a Star Rating or enrollment termination. The Request for Appeal must be submitted in writing to the Quality First Director using the Request for Appeal form (attached) and sent by electronic or postal mail to:
Director of Quality First
First Things First
Central Avenue, Suite 800
Phoenix, Arizona 85012
Email: qualityfirst@azftf.gov
Fax: (602) 274-6351
- ★ Upon receipt of the Request for Appeal, the Quality First Director and Senior Director for Early Learning, Chief Program Officer (CPO), and/or Chief Executive Officer (CEO) will review the Request for Appeal and provide a written response, which includes a scheduled meeting date, to the participant within **14 days** of the receipt of the request.
- ★ Upon receipt of the Request for Appeal, First Things First Leadership designee(s) and Quality First Director will review the following as applicable:
 - Relevant Quality First policy and/or procedure in the Quality First Implementation Guide
 - Assessment Reports
 - Quality Improvement Plans
 - Documentation of previous meetings/discussions, activity logs and written correspondence
 - Corrective Action Plans

- ★ The Quality First Director and Senior Director for Early Learning, CPO, and/or CEO will meet with the participant and provide a decision on the Request for Appeal.

ADMINISTRATIVE HEARING

- ★ If attempts to resolve the appeal as above are not achieved, the participant may contact the Office of Administrative Hearings to request an administrative hearing with an Administrative Law Judge. Written requests must be submitted by postal mail to:

Office of Administrative Hearings
1400 West Washington Suite 101
Phoenix, Arizona 85007
Office (602) 542-9826 Fax (602) 542-9827
Website: www.azoah.com

- ★ If a participant proceeds with an administrative hearing, all Quality First services and benefits, including incentives, coaching, assessment and consultation services will be placed on hold until a decision is rendered. The only possible exceptions to this hold are listed below:
 - If a participant has a current T.E.A.C.H. scholar/employee, that person will be able to continue receiving the scholarship for the remainder of their current contract.
 - Quality First Child Care Scholarships will continue until a final decision has been made through the Administrative Hearing.
 - If an employee has been deemed eligible for an award through FTF Professional REWARD\$, that award will remain valid for the timeframe for which it was awarded.

BOARD APPROVAL

Once a recommendation decision is rendered by the Office of Administrative Hearings, the First Things First Board will review the decision and take action to accept, reject or modify the recommendation. The Quality First Director will notify the participant of the final Board decision in writing.

MULTI-SITE OWNER GUIDELINES

DEFINITION OF MULTI-SITE OWNERS

Owners and/or regional managers of large corporations, school districts or Head Start programs.

ACCOMMODATIONS FOR MULTI-SITE OWNERS

- ★ Multi-site involvement will initially be identified on the Quality First application.
- ★ To the extent possible, grantees will attempt to minimize the number of coaches assigned to programs owned and/or managed by the same corporation, school district or agency. Accommodations may include but are not limited to:
 - Assignment to the same coach and/or agency
Attempts will be made to assign one coach to all participants managed by the same corporation, school district or agency. However, if a coach assigned to a multi-site program has a full caseload, newly selected programs may be assigned to another coach within the same agency.
 - Assignment to a coaching agency within the same geographical area
If the agency reaches its maximum amount of coaching assignments, the grantee will attempt to make assignments to another coaching agency that serves programs within close proximity of the newly selected program.

QUALITY FIRST SUPPORT TEAM MEETINGS

- ★ Quality First Support Team meetings will be scheduled as requested for owners and/or managers of multiple programs. At a minimum, the meeting participants will include the owner and/or manager and the Quality First support team which is comprised of the assigned supervisors from the child care health consultation and coaching teams. The assessment program manager, FTF Quality First staff or community service providers that support the program may be invited to participate as requested by participant or coaching grantee.
- ★ Quality First Support Team meetings may be used to provide general updates on the improvement progress of each program and/or discuss items such as:
 - Successes and barriers in the quality improvement process
 - Assessment reports
 - Management concerns
 - Corporate culture
- ★ The coaching grantee will develop the meeting agenda and disseminate in advance so that participants can come prepared to acknowledge achievements and identify resolutions as applicable.

SECTION 5: QUALITY FIRST SUPPORT TEAM

QUALITY FIRST SUPPORT TEAMS: YOUR PARTNERS IN IMPROVING QUALITY

Quality First participants receive on-site individualized support from multiple early childhood consultants who have specialization in content areas that will assist participants in achieving and maintaining quality.

ASSESSOR

Assessors conduct formal assessments in each center and home participating in Quality First. After the assessment, the assessor prepares a formal report. The assessment reports will be available on the extranet after a participant is officially enrolled. The assessments are used in many ways:

- ★ Providing data used to calculate a Star Rating
- ★ Review for participant strengths
- ★ Review for participant areas of need
- ★ Provide information for the development of a Quality Plan

Assessors are trained to objectively observe instructional practices. Each assessor receives training on all of the instruments utilized by Quality First. Training may only be provided by the authors, designees of the authors, or those who have been trained to reliability or certified to train on the instrument. Training for assessors is extensive and takes approximately 12 weeks.

Assessors must reach and maintain a reliability level of 85% on all Environmental Rating Scales (ERS) and a 80% on the Classroom Assessment Scoring System (CLASS). This means that when an assessor and assessor supervisor and/or lead assessor are observing in the same environment at the same time, they will score the same 85% of the time on the ERS and 80% of the time on the CLASS. To assure reliability is maintained, assessor supervisors will conduct reliability checks on every tenth assessment conducted.

Assessors who are unable to demonstrate reliability on a specific tool at the required levels are removed from assessment activities until reliability has been re-attained.

QUALIFICATIONS OF QUALITY FIRST ASSESSORS

The role of the Assessor is to complete the assessment tools selected for Quality First in early care and education settings in an objective, reliable and efficient manner.

Assessors are required to have a bachelor's degree or higher, preferably in education, child or family development, social services or related field. Assessors must have experience in early care and learning and a minimum of two years of knowledge in the following areas:

- ★ Observational assessments, preferably in early care and education settings
- ★ Verbal and written communication

- ★ Confidentiality and ethical standards
- ★ Cultural and linguistic populations
- ★ Computer applications

COACH

Participants in Quality First receive personalized support from a coach whose primary role is to assist the participant in achieving and maintaining quality.

Quality First Coaches provide:

- ★ Training, technical assistance and mentoring
- ★ Classroom management tips and techniques
- ★ Curriculum guidance and support
- ★ Ideas to strengthen family involvement
- ★ Team support with all Quality First support services
- ★ Guidance on how to use financial incentives to best increase quality
- ★ Information on community resources

Coaches will maintain the participants' confidentiality with respect to assessments and other program information. Coaches will be respectful of each provider's opinions and ideas and will communicate with the coaching supervisor and/or Quality First staff when the participant achieves milestones or faces obstacles in meeting the goals of the Quality Plan.

QUALIFICATIONS OF QUALITY FIRST COACHES

Coaches are required to have a bachelor's degree or higher in early childhood education or a closely related field. Coaches must have experience and knowledge in the following areas:

- ★ Child development
- ★ Arizona Department of Health Services child care licensure
- ★ Curriculum and child assessment in early childhood
- ★ The Arizona Early Learning Standards
- ★ Inclusive practices
- ★ Community resources
- ★ Quality indicators

★ Adult learning

EXEMPTION REVIEW PROCESS FOR ASSESSOR AND COACH QUALIFICATIONS

1. Quality First coordinator and/or other designated members of the First Things First Policy and Research Team reviews the submitted documentation and makes the decision to approve or reject the request for exemption.
2. If deemed necessary, additional information may be solicited from the grantee in order to make a sound decision.
3. If recruitment efforts are found lacking in rigor, First Things First will require the grantee to design an action plan outlining more significant recruitment in the area of need prior to awarding an exemption.
4. A notice of approval or rejection will be sent to the grantee within 10 (ten) business days of receipt of the request.
5. At no time may more than 30% of the total FTEs hired to implement Quality First coaching or assessment by any grantee hold less than the minimum qualifications required through the grant.

CHILD CARE HEALTH CONSULTATION

Program Delivery:

CCHC services are available to all Quality First programs in a flexible 3 tiered collaborative model of consultation. Upon enrollment in Quality First a CCHC will be assigned to your program to visit with you and review the 3 tier service levels. As a collaborative group the CCHC, coach and yourself will decide which tier level meets your current need(s).

** Please note this is a flexible system and you may move between tier service levels at any time.

Contact the Birth to Five helpline, your coach or CCHC to request a change in tier level service.

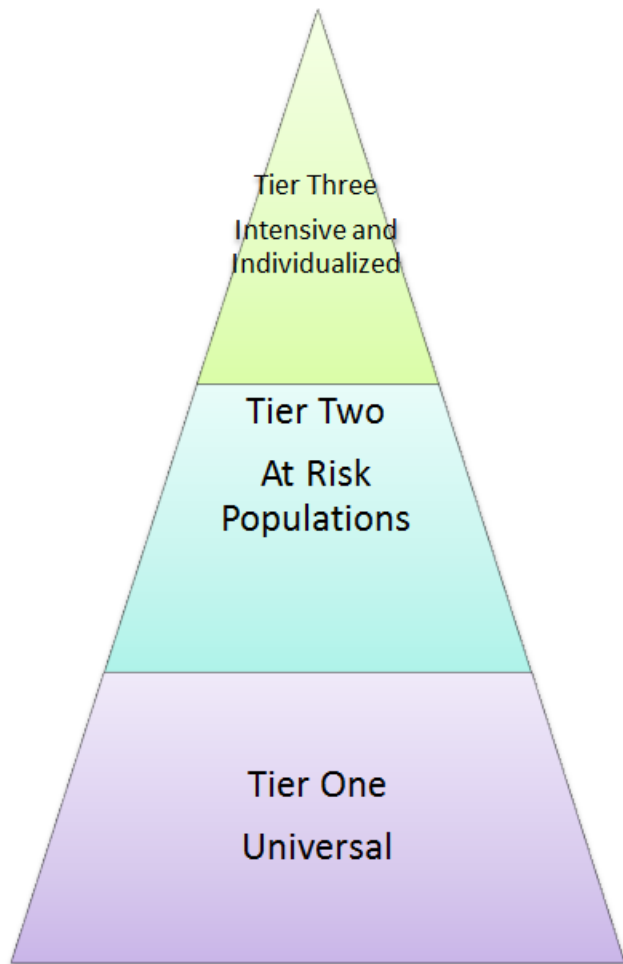
Tiered Service Levels:

Tier One: Telephonic guidance -*Birth to Five Help line--1-877-705-KIDS (5437)*

A provider may use this service when seeking training opportunities or have identified a need for a resource. In example, a resource to refer a parent for insurance.

Tier Two: Short term need- *Issue that requires (1-4 visits) In example: a new medical diagnosis; such as diabetes.*

Tier Three: Comprehensive CCHC services



Tier three programs will receive

1. A health and safety assessment
2. Collaborative mode consultation services
3. Individualized instruction and training on health needs *utilizing the care pathway*
4. An opportunity to identify and have trained an on-site Health Champion
5. All services available in tiers one and two

Tier two programs will receive

1. Expert mode consultation services to address an identified health need
2. An opportunity to identify and have trained an on-site Health Champion
3. All services available in tier one

Tier one programs will receive

1. Coaches who monitor health and safety issues and assist in the identification of need for additional Technical assistance
2. Technical assistance and resource referral via a Telephone information and resource line; for providers, coaches and other FTF grantees

QUALIFICATIONS OF CHILD CARE HEALTH CONSULTANTS

Child Care Health Consultants (CCHC) are Nurses and Master prepared health professionals who have completed the National Training Institute, Chapel Hill NC, CCHC training program. Child Care Health Consultants support Child Care Providers and the families they serve by guiding and assisting caregivers in the management of health and safety in the child care environment.

OTHER QUALITY FIRST SUPPORT SERVICES

Additional support services that may be available in a participant's region based on regional funding (not all services available are listed below). Your coach will be able to provide further information about the services.

- ★ Arizona Department of Education (ADE) - ADE offers free training to all early childhood professionals throughout the state in a number of areas. ADE mentors may be available to programs receiving Pre-K scholarships.
- ★ Arizona Self-Study Project (ASSP) - An accreditation facilitation project for early care and education programs committed to improving the quality of child care for Arizona's children. ASSP staff provides technical support throughout the accreditation process and assist programs with integrating developmentally appropriate practices into the learning environment.
- ★ The "Birth to Five Helpline" for Quality First participants links callers to experts who will provide telephone consultation in the areas of child care health, early childhood mental health and inclusion of children with special needs. The Birth to Five Helpline. The telephone number is 877-705-KIDS (5437)
- ★ Early Care and Education Inclusion (ECEI+) – ECEI+ is to address the need of quality early care and education for young children with special needs ages birth to five. Specific focus is on improving the skill of child care staff and providing training and assistance to support quality inclusive settings for children.
- ★ Early Childhood Mental Health Consultation System (Smart Support) - Smart Support is an evidence-based strategy proven to support the social and emotional development of all children in care, and help providers respond to children with behavioral challenges.
- ★ Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood ARIZONA - T.E.A.C.H. is a comprehensive scholarship program that links education, compensation, and commitment to promote professional development and improve the quality of early childhood care and education experiences for young children.

For more information on support services available in your region visit the www.azftf.gov website and click on my regional council.

The staff at First Things First that supports the Quality First program is available at 602-771-5000 or qualityfirst@azftf.gov.

COLLABORATION GUIDANCE

Collaboration is the act of working together to coordinate service efforts to meet a common goal. The process involves teams that partner with one another to obtain greater resources, share knowledge, learn together and build consensus. Collaboration does not imply any type of authority or hierarchy, but a group of people with similar interests and complimentary areas of expertise participating equally.

The Quality First Coach will collaborate with other early childhood education consultants including, but not limited to Child Care Health Consultants, Mental Health Consultants, Inclusion of Children with Special Needs Coaches, Arizona Self Study Project Specialists, ADE Mentors, DHS Surveyors, DES Certification Specialists and T.E.A.C.H. Early Childhood[®] ARIZONA Specialists as applicable during goal setting and quality improvement planning for assigned participants. Joint collaboration activities may include but are not limited to:

- Joint visits with the Quality First participant
- Planning visits with the early childhood education consultants
- Feedback and input on the Quality Improvement Plan and/or Quality Rating Plan
- Sharing of training resources and materials
- Joint trainings and/coordination of events
- Communication tools, such as joint activity logs

This joint collaboration with early childhood consultants will require Quality First coaches to have a service coordination role in facilitating collaboration opportunities for joint quality improvement planning and on-site technical assistance support. Quality First coaches will lead coordination efforts in scheduling regular joint collaboration opportunities as deemed applicable by the coach, participant and early childhood consultant(s).

The activity log on the Extranet will be used to document all collaboration activities in order to demonstrate joint efforts toward quality improvement planning and goal setting. Please note the following in the activity log:

- A brief notation of the purpose of the meeting
- Any decisions or goals set, and
- Future plans and meetings

In the event there is a change in consultant or participating Director, coordination efforts will be initiated by the Quality First coach to include this individual in the ongoing collaboration efforts.

SECTION 6: EXTRANET

QUALITY FIRST EXTRANET

INVITATION AND LOG IN INFORMATION

Each Quality First Application is logged into the Extranet through the online application or input from paper applications submitted to the Quality First office. Information obtained captures the applicant's current status at the time of application and updates can be made as needed.

Once an application is selected for participation in Quality First, they will be assigned as Selected Pending Verification. The participant will also be assigned to the assessment agency by the Quality First staff as applicable. These assignments will automatically be noted in the Extranet activity log.

Once a program has been officially enrolled in Quality First, the coach will invite the provider to the Extranet through the orientation tab. The provider will receive an email notifying them of this invitation with a user name and temporary password. Once the provider logs into the Extranet, they can modify their password to one of their own choosing. Unless there is a change in Director the coaches will not invite the provider more than one time to the Extranet.

To retrieve a participant's user name, a coach can go to the main Extranet log-in page. Click on "forgot user name" and type in the participant's email address; their user name will be sent directly to their email. A password or user name may be re-set through the links on this page.

DASHBOARD

The opening page of the Extranet is called the Quality First Dashboard. The Dashboard lists contact information for technical support (extranet@azftf.gov) and for program related questions (qualityfirst@azftf.gov)

The Quality First Coach/Consultant Announcements section lists current activities, events, announcements or resources for coaches and consultants. These announcements are only visible to the coaches and consultants as Quality First participants (providers) also have an announcement section specifically designated for them. These announcements are posted by FTF staff.

- ★ Quality First Coach/Consultant Resources (alphabetically listed)
 - CCHC – the list of contractors for CCHC services is available by region with specific contact information.
 - Curriculum and Assessment Resources: Includes options for Child Assessment Tools, Infant and Toddler Curriculum Resources and Teaching Approaches, and Preschool Curriculum Resources and Teaching Approaches.
 - Extranet Guides – these guides are available to assist users in accessing the extranet and how to find user names and change passwords.

- Implementation Guide – the Implementation Guide is available in English and a Spanish version with a separate appendix document where Quality First forms can be found and downloaded for use.
- Provider Reference Manual - this manual offers a simple overview of the Quality First program for providers and is available for coach/consultant use. The Provider Reference Manual is available in English and in Spanish.
- Recalled Products – a listing of materials, furnishings and equipment that has been recalled by the United States Consumer Product Safety Commission.
- T.E.A.C.H. – updates regarding the T.E.A.C.H. program can be found in this section along with a contact list of specialists.

Quality First Provider Announcements list current activities, events, announcements or resources for Quality First providers/participants. These announcements are visible to the coaches, consultants and providers so all have access to the same information. These announcements are posted by FTF staff.

★ Quality First Provider Resources (alphabetically listed)

- CCHC – the list of contractors for CCHC services is available by region with specific contact information.
- Curriculum and Assessment Resources: Includes options for Child Assessment Tools, Infant and Toddler Curriculum Resources and Teaching Approaches, and Preschool Curriculum Resources and Teaching Approaches.
- Implementation Guide– the Implementation Guide is available in English and a Spanish version with a separate appendix document where Quality First forms can be found and downloaded for use.
- Provider Reference Manual - this manual offers a simple overview of the Quality First program for providers and is available for coach/consultant use. The Provider Reference Manual is available in English and in Spanish.
- Recalled Products – a listing of materials, furnishings and equipment that has been recalled by the United States Consumer Product Safety Commission.
- T.E.A.C.H. Contact List – this section provides a listing of T.E.A.C.H. specialists per region and their contact information.

EXTRANET EXAMPLES

The following are examples of tabs on the extranet. There is help text noted in the areas of the extranet tabs to help coaches and providers fill out information on their programs.

Site Details

Organization Name

Represents the ownership name, can only be changed by the grantee or First Things First (FTF)

Provider Type

Center
 Home

Site Name

Represents the name of the program as it is listed on the DHS license or DES/Tribal/Military certificate

Please notify the Quality First Administrator (qualityfirst@aztf.gov) if the Organization Name or Site Name has changed.

Is your program part of a larger organization/corporation? *

Yes No

What is the name of your organization/corporation? *

Name:

If the program is part of a corporation with multiple sites please add this information

Are there any other programs in your organization/corporation enrolled in Quality First:

Yes
 No
 I don't know

Please indicate the district/regional manager's contact information:

Name:
Position/Title:
Email:
Phone:

Information is required if the program is part of a corporation

Main Contact

Name

Title

Phone

This information is required for all participating programs

Fax

Email

Primary Program Designee

Name

Title

Phone

Email

Include this information for an on-site contact who may also be working with the Quality First (QF) support team and/or will need to receive QF updates for the program

Please notify the Quality First Administrator (qualityfirst@artf.gov) if the Site Address has changed.

Addresses

Physical Address

Street Address

City **State** **Zip**

This information is required for all participating programs

Regional Partnership Council

Original Regional Partnership Council Override Regional Partnership Council?
No Regional Partnership Council Found

For FTF use only

Mailing Address

Address

City **State** **Zip**

Add information if the program's mailing address is different than the physical address listed above

Operational Information

Number of years in Operation

This information is required for all participating programs

Days of Operation

Do not include weekends if care is not provided on those days.

	Start Time	End Time
<input type="checkbox"/> Monday	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Tuesday	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Wednesday	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Thursday	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Friday	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Saturday	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Sunday	<input type="text"/>	<input type="text"/>

Program Details

* - Required Field

Is the Program Regulated?

Yes No

Please notify the Quality First Administrator (qualityfirst@qafri.gov) if the Program Regulation information for this site has changed.

DHS License #	DES Provider	Tribal #	Military #
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

If yes, please list all license and/or certification number that apply to your program.

FTF will update this information if there are any changes with a participating provider. See contact email above.

Does the Program have a County Type District School (CTDS) Identifier?

Yes No Not a School District

CTDS #

If yes, please provide the program's CTDS identifier.

Type of Program

- Family/Home Child Care
- Non-Profit
- For-Profit
- Tribal Head Start
- Migrant & Seasonal Head Start
- Head Start
- Faith Based
- Early Childhood Special Education
- Early Childhood Block Grant (ECBG)
- Other School-Based Program (e.g. Title I, Community Education, Family Literacy)
- Other (please specify)

This information is required for all participating providers. Please check all that apply.

Does the Program Target Specific Population?

Yes No

Targeted Population

- Teen Parents
- Tribal Children
- Homeless Children
- Children with Special Needs
- Other (please specify)

If yes, please check all that apply.

This information is required for all participating providers

Enrollment Data

Age Group Served

- Infants
- Toddlers
- 2 Yr Olds
- 3 Yr Olds
- 4 Yr Olds
- 5 Yr Olds

Total Licensed Capacity Children 0 - 5

(birth through age five not in kindergarten)

Please notify your Quality First Coach if the Total Licensed Capacity for All Children information for this site has changed.

This information is required for all participating providers. Also fill out the enrolled and vacancies by age group for each age group served

This information is completed by FTF. Please notify your coach if the information has changed. Your coach will fill out the Licensed Capacity Verification form with you to determine this number.

Please notify your Quality First Coach if the Total Licensed Capacity for All Children information for this site has changed.

Total Licensed Capacity All Children

(All children including birth through age five AND school aged children)

Total Number of Children Enrolled

Total Number of Vacancies

Size of Site

Size is determined by Licensed Capacity of children five and under.

This information is completed by FTF. Please notify your coach if the information has changed. Changes will only take effect at the beginning of a fiscal year (July 1st each year). Your coach will fill out the Licensed Capacity Verification form with you to determine this number.

This information is pulled from the numbers entered in the enrolled and vacancy areas of the classroom tab. In order to change this number, you will need to update the enrollment and vacancy numbers in the classroom tab.

This information is the center size FTF uses for the provider and determining QF benefits. This will be completed automatically upon the input by FTF of the Licensed Capacity Verification Form.

Average Daily Attendance

How many children, on average, attend the program daily

Number of Classroom or Groups of Children

How many classrooms or class groups are in the program. A home provider would be considered having one classroom group.

Number of Children Five and Under Receiving DES Subsidy

How many children five and under receive DES subsidy

Does the Site Participate in the Child and Adult Care Food Program (CACFP)?

Yes No

If the program participates in CACFP (Child and Adult Care Food Program) please enter the number of children five and under participating in CACFP

If yes, enter the number of children birth through five who participate in the CACFP.

Program Curriculum

Does this program use a curriculum?

Yes No

If the program uses a curriculum please use the drop down box to indicate what curriculum is used

If yes, what curriculum is used?

What is the primary language used for instruction in your program?

English
 Spanish
 Other

What language does the program staff use to instruct the classroom activities

Quality Improvement Initiatives

This information is required for all participating programs

Has Program previously participated in any Quality Improvement Initiatives? *

Yes No

Quality Improvement Initiatives

- First Focus on Quality / United Way of Tucson and Southern Arizona
- Hands-On Quality (Tucson)
- Arizona Self-Study Project
- Valley of the Sun United Way Success by Six/Professional Development Project
- Pinal County Workforce Investment Act (WIA) Quality Rollout
- United Way of Northern Arizona Quality Improvement
- Other:

Start Date

From

From

From

From

From

From

From

End Date

To

To

To

To

To

To

To

If yes, please check all that apply.

Dates must be entered in MM/DD/YYYY format.

Does Program have access to any additional training and/or technical assistance support?

Yes No

(For example- Education Coordinator, Trainer, Curriculum Specialist, Behavioral Health Specialist, etc.)

Accreditation

This information is required for all participating programs

Has your program ever been nationally accredited? *

Yes No

Accreditations

- NAEYC (National Association for the Education of Young Children)
- NAFCC (National Association for Family Child Care)
- NAC (National Association Commission for Early Care & Education Programs)
- NECPA (National Early Childhood Program Accreditation)
- ACSI (Association of Christian Schools International)
- AMS (American Montessori Society)
- AMI (Association Montessori Internationale)

Expiration Dates

If yes, please select your current or most recent accreditation.

Dates must be entered in MM/DD/YYYY format.

Cost and Affordability

Tuition by Age Group

	Infants	Toddlers	1 Year Olds	2 Year Olds	3 Year Olds	4 Year Olds	5 Year Olds
Full Time	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Part Time	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Please indicate the average daily rate for each age group for full time and part time.

← Please enter the daily tuition rate for each age group for full time and part time

Discount Available for Multiple Children

Yes No

Staff Members

Click on "Add New Row" to enter staff information. Changes must be saved for each row before saving the entire page. Active is for Staff members who are currently Employed. Upon termination or resignation, please uncheck Active.

For more information see Edit Staff Details

First Name	Last Name	Maiden / Other Names	Position / Title	Months Employed	Active?	Staff Details	Transcripts Requested	Date Requested	Date Transcripts Received	Highest Degree Earned	# of ECE and/or Related Field Credits	Transcript and Training Data
					<input type="checkbox"/>	Edit Details						View/Edit Data
					<input type="checkbox"/>	Edit Details						View/Edit Data
					<input type="checkbox"/>	Edit Details						View/Edit Data

+ Add new row

Staff Information

Number of Full-Time Staff The total number of paid full-time staff working at the program

Total by center.

Number of Full-Time Staff Who Serve Children Five and Under The total number of paid full-time staff who work with children five and under

Number of Part-Time Staff The total number of paid part-time working at the program

Total by Center.

Number of Part-Time Staff Who Serve Children Five and Under The total number of paid part-time staff who work with children five and under

Number of Years Current Director at Site The total number of years the current director has been managing the program

Number of New Staff in Past 12 Months - Director The total number of new directors in the past 12 months

Number of New Staff in Past 12 Months - Teacher / Primary Caregiver The total number of new teachers/primary caregivers in the past 12 months

Number of New Staff in Past 12 Months - Assistant / Aide The total number of new assistants and aides in the past 12 months

Staff Performance Improvement Plan

Performance Improvement Plan - A set of written measurable goals and actions designed to assist employees to succeed by improving performance or modifying behavior.

Are There Staff Performance Improvement Plans? Yes No

If yes, how often reviewed/updated? **How Often?**

Does Performance Plan Include a Professional Development Component? Yes No

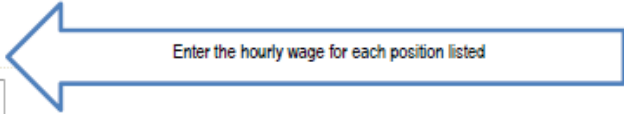
If yes, how often reviewed/updated? **How Often?**

This information is required for all participating programs. If you check yes, you must enter in how often the staff plans are reviewed/updated.

This information is required for all participating programs. If you check yes, you must enter in how often the staff plans are reviewed/updated.

Salaries Paid By Position

Please indicate the average hourly wage for each position.



Director

Assistant Director

Lead Teacher

Assistant Teacher / Classroom Aide

Staff Benefits

Are Benefits Offered?

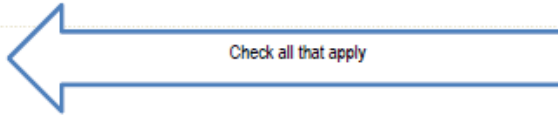
- Yes
 No

To Whom Are Benefits Offered?

- All Staff
 Full Time Staff Only

Type of Benefits Offered

- Staff Meals
 Child Care Benefit/Discount
 Flextime
 Pay Professional Association Fee
 Conference Registration
 Paid Annual Leave
 Health Insurance
 Merit Pay
 Paid Leave to Attend Classes or Professional Development Events or Conferences
 Tuition Reimbursement or Other Related Education Expenses Such as Books, Travel, Fees, Substitutes
 Retirement
 Differential Shift Pay
 Dental Insurance
 Paid Sick Leave



Staff Details

First Name

This information is required for each staff member entered in the staffing tab for the program

Last Name

Maiden/Other Names for Transcript Identification

This is necessary for reviewing transcripts

Position/Title

Active?

Is the employee currently working at the program, if not please be sure this box is not checked

Active is for staff members who are currently employed.

Total Experience in Early Childhood Years Months

This is the total work experience with children that the employee has had, including the time at this site.

Please use whole numbers to break out experience into number of years and months.

Start Date of Employment at Current Location

End Date of Employment at Current Location

This date is needed if the employee listed is no longer working at the program

Ethnicity

Or other:

Languages Spoken

- English
- Spanish or Spanish Creole
- Navajo
- Other Native North American
- German
- French
- Chinese
- Other:

This is the employee's primary language spoken and any other that they are fluent in

of Hours Worked in Average Week

How many hours does this employee work in a week at the program on average

Continuing Training Hours (Non-College Credit)

Total number of hours throughout early childhood career.


Transcript Requested

Transcripts Requested

- Yes
- N/A

During the points scale process please indicate if transcripts have been requested for this staff member, if so, what date were the transcripts requested

Date Transcripts Requested

Transcript Data

This information will be filled out by the assessment grantee once the transcript reviewer has received all transcripts for the employee

Date Transcripts Received

Highest Degree Earned

ECE and/or Related Field Credits

Training Data

Please work with the program's Quality First Coach to fill out this information for each employee

Training Data

- ITDG Introductory Training
- AZELS Module 1 Introduction to the Early Learning Standards
- AZELS Module 2 Social Emotional
- AZELS Module 3 Language and Literacy
- AZELS Module 4 Mathematics
- AZELS Module 5 Science
- AZELS Module 6 Social Studies
- AZELS Module 7 Physical Development, Health, and Safety
- AZELS Module 8 Fine Arts

Save

Cancel

Assessment Data for Completed Cycles

Cycle

Use the drop down menu to select the cycle of assessments you would like to view. The information for the cycle will automatically populate in the boxes below.

Completed Date

ERS Average Program Score

- No individual classroom score below 2.5 [3 Star requirement]
- No individual classroom score below 3.0 [4, 5 Star requirement]

CLASS Average Program Score

Instructional Support	Classroom Organization	Emotional Support
<input type="text"/>	<input type="text"/>	<input type="text"/>

Quality First Points Scale Score

Quality First Points Scale Preparation End Date

Please note: After this date, the provider page will not be editable and your rating will be calculated without the QF point scale information.

Provider Checklist Information

Step 1. Update Staff Transcripts

[Staffing Details](#)

Please edit each staff member's details by clicking this link to enter in the transcript requested information

Step 2. Administrative Documentation for Points Scale Site Visit

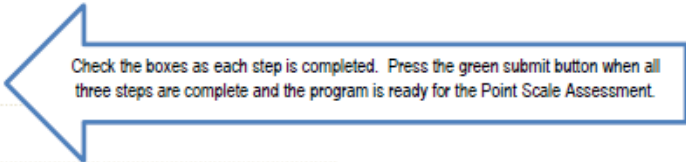
Please refer to the resources on the Quality First main dashboard for resource documents and additional clarification.

- 1. Retention Plan Included Not included
- 2. Program Transition Plan Included Not included
- 3. Written Process for Sharing Curriculum with Families Included Not included
- 4. Written Process for Screening and Referral Included Not included
- 5. Parent/Teacher Conference Schedule Included Not included
- 6. Written Child Assessment Procedures Included Not included

Each number in this section is required documentation for the program's Point Scale Assessment. See the Implementation Guide for more detail on each number.

Step 3. Complete the checklist below

- Transcripts have been requested**
- Documentation has been verified**
- I am ready for the Assessor to schedule the Quality First Point Scale Assessment**



Step 4. Submit

NOTE: The submit button is not enabled for use until Steps 1 through 3 are completed.

Submit

Save Cancel Print

APPENDIX

Application
Arizona Teaching Certificate and CDA verification form
Assessment Report Clarification Request
Bonus Agreement
Bonus Report
Complaint Form
Corrective Action Plan
Cycle Confirmation Form
Enrollment Agreement
SAMPLE Lesson Plan. Infant Toddler
SAMPLE Lesson Plan. Preschool
Facility Projects Liability Release
First 10 Days Extranet Checklist
Missing Documents Form
National Accrediting Organizations
Parent Letter
Point Scale Administrative Documents Form
Points Scale Child Assessment Review
Points Scale Curriculum Review
Points Scale Ratios and Group Sizes/Retention
Program Designee Form
Quality Improvement Plan
Quality Rating Plan
Request for Appeal
Request For Early Assessment
Request for Public Rating
The Day of the Assessment (letter)
Transcript Verification Form