

QUALITY FIRST

FIRST THINGS FIRST



qualityfirstaz.com



Participant Guide

Fiscal Year 2018

Participant Name and Address:

Quality First Coach:

Coaching Agency:

Participant ID#:

Quality First is a voluntary program supporting child care and preschool programs across Arizona to improve the quality of early learning they provide for children birth to 5. The Quality First Participant Guide provides a central source of information about the policies and guidelines that support your participation in Quality First. The purpose of the Quality First Participant Guide is to assist you in understanding your responsibilities as a Quality First participant along with the roles and functions of the Quality First supports available to your program. Included with your Participant Guide are forms and resource documents that will provide you with additional guidance as you participate in Quality First. The information contained in the Participant Guide is updated annually and new editions are provided to Quality First participants each year. As a Quality First participant, it is your responsibility to review and agree to the policies and procedures described in the Participant Guide annually. If you have any questions related to the policies or guidelines described in the Participant Guide please consult with your Quality First coach or contact the Quality First team at 602-771-5000.

I _____ acknowledge that I have received a copy of the FY18 Quality First Participant Guide. I understand that this Participant Guide and the policies described within it replace any prior editions I have received.

I have read, understand, and agree to the policies and guidelines contained in the FY18 Quality First Participant Guide

I understand my role and responsibilities related to my participation in Quality First

I understand that participation in Quality First is voluntary and I may elect to decline participation at any time

I have received and reviewed the Quality First Points Scale Guidance Document

I have received an updated FY18 Resource Directory

I have received and reviewed the Expectation of Progress Policy Document

I understand that before I gain access to incentive funds, I must review and agree to the terms contained in the FY18 Incentive Management Policy

I have had the opportunity to ask questions about the Policies and Guidelines contained in the FY18 Participant Guide.

Signature Participant Main Contact/Director

Print Name

Date

Signature Secondary Program Designee

Print Name

Date

Quality First Contact Page

Please be sure to fill in the contact information on this page as your Quality First Team is assigned.

CONTACT	NAME	AGENCY	PHONE NUMBER	EMAIL
Quality First Coach				
Child Care Health Consultant (CCHC)				
Mental Health Consultant (Smart Support)				
Early Care and Education Inclusion Coach (ECEI)				
College Scholarship Specialist				
ADE Early Childhood Program Specialist				
DHS Licensing Surveyor/DES Certification Specialist				
Other				
Extranet User Name		Extranet Password		

TABLE OF CONTENTS

INTRODUCTION: OVERVIEW OF QUALITY FIRST

- First Things First
- Regional Councils And Local Flexibility
- Future Funding
- What is Quality First?
- Philosophy
- What Does a Quality Early Care and Education Program Look Like?
- Quality First Component Overview
- Star Ratings
- What Quality First Star Ratings Mean
- Quality First Star Rating Scale
- Quality First Website
- Promoting your Commitment to Quality

SECTION ONE: QUALITY FIRST PARTICIPANT

- The Role of the Quality First Participant
- The Commitment to Quality
- Strategies for Successful Participation
- Quality First Timeline

SECTION TWO: QUALITY FIRST COACHING

- The Role of the Quality First Coach
- Quality First Coaching Activities
- Quality First Coach Visits
- Goal Planning
- How to Have a Successful Coaching Partnership
- Quality First Timeline

SECTION THREE: QUALITY FIRST ASSESSMENT

- The Role of the Quality First Assessor
- Quality First Assessment Activities
- Quality First Assessment Tools
- Environment Rating Scales (ERS)
- Classroom Assessment Scoring System (CLASS)
- Quality First Points Scale
- Quality First Assessment Reports
- How to Prepare for a Successful Assessment

SECTION FOUR: QUALITY FIRST FINANCIAL INCENTIVES

- Licensing Fee Assistance
- Quality First Incentives
- Quality First Child Care Scholarships

SECTION FIVE: QUALITY FIRST SPECIALIZED ASSISTANCE

- Types of Specialized Assistance
 - Child Care Health Consultation
- Additional Specialized Assistance
 - Birth to Five Helpline
 - Early Childhood Mental Health Consultation (Smart Support)
 - Early Care and Education Inclusion (ECEI)
 - Arizona Department of Education
- How to Benefit From Specialized Assistance

SECTION SIX: QUALITY FIRST PROFESSIONAL DEVELOPMENT

- Types of Professional Development
 - Arizona Early Childhood Career and Professional Network
 - College Scholarships for Early Childhood Professionals
 - Quality First Coach Support
 - Child Care Exchange Magazine
- Successfully Using Professional Development

SECTION SEVEN: QUALITY FIRST ADMINISTRATIVE PRACTICES

Appeals Process

Code of Ethical Conduct (NAEYC)

Concern Resolution

Confidentiality

Corrective Action Process

E-verify and Lawful Presence

Expectations of Progress

Extranet (Data Source)

Informal Dispute Resolution Policy

Lack of Enrollment of Children 0-5

Mandated Reporting

Ownership Change

Program Closure

Regulatory Status

State Standards

 Infant Toddler Developmental Guidelines

 Arizona Early Learning Standards

 Program Guidelines for High Quality Early Education: Birth - Kindergarten

RESOURCES

Extranet User Guide
Expectation of Progress
National Accrediting Organizations
The Day of an ERS Assessment
The Day of a CLASS Assessment
Points Scale Guidance Document

FORMS

Assessment Clarification Request Form
Enrollment Agreement Form
E-Verify Form
Facility Projects Liability
Goal Planning Form
Incentives Payout Expenditure Report
Primary Program Designee Form
Program Designation Form
Quality First Complaint Form
Request for Appeal
Request for Early Assessment Form
Request for Public Rating



4000 N. CENTRAL AVE., PHOENIX, AZ 85012 STE.800
602.770.5016 • FIRSTTHINGSFIRST.ORG

OVERVIEW OF QUALITY FIRST

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 to 5 in Arizona to grow up healthy and ready to succeed.

At First Things First, getting Arizona's children ready for kindergarten means a statewide financial commitment. Ninety cents of every tobacco tax dollar goes to programs like yours that benefit children, birth to 5 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.

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 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.

FIRST THINGS FIRST

OUR VISION

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

OUR 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 5.

REGIONAL COUNCILS AND LOCAL FLEXIBILITY

First Things First’s 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.

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 providers on a first-come first-served basis. Some regions may choose to prioritize selecting programs into Quality First in high need areas to support the specific 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.

For more information on regional partnership councils and to find your local regional partnership council, please visit: www.firstthingsfirst.org/regions/find-your-region. Contact information for all regional directors can be found at this website. Programs are encouraged to participate in their local regional partnership council meetings and become an active part in the process.

FUTURE FUNDING

First Things First desires the collection of benefits – services and financial incentives – available to participants under the Quality First program to continue in future years. Nevertheless, First Things First reserves the right to alter or eliminate these benefits at any time in whole or in part for any reason, including available funding, the availability of third party service partners, the cost of services, the effectiveness of the benefits or changes in funding priorities.



My region _____

WHAT IS QUALITY FIRST?

Quality First – a signature program of First Things First – partners with child care and preschool providers across Arizona to improve the quality of early learning for children birth to 5. Quality First has established a statewide standard of quality for early care and education programs and funds quality improvements that research proves help children thrive. This includes professional development for teachers to expand their skills in working with young children and coaching to help programs provide learning environments that nurture the emotional, social, language and cognitive development of every child.

PHILOSOPHY

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 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.

QUALITY FIRST PARTICIPATION ELIGIBILITY

Child care providers who care for children ages five and under and are regulated by a monitoring agency are eligible for Quality First participation. Quality First participants are required to remain in good standing with their regulatory body while enrolled in Quality First. Regulatory bodies in Arizona include Arizona Department of Health Services (DHS), Arizona Department of Economic Security Child Care Administration (DES), and Tribal or Military oversight entities. It is the responsibility of each Quality First participant to submit updated licenses and certificates within two weeks of the previous license expiring.

Child care providers must be providing care for children a minimum of 12 hours a week to be eligible for Quality First Participation. Additional hours of operation may be required to be considered for child care scholarships.

WHAT DOES A QUALITY EARLY CARE AND EDUCATION PROGRAM LOOK LIKE?

A high-quality child care or preschool setting has teachers and caregivers with expertise in working with children 5 and younger, includes a learning environment that nurtures the emotional, social, and academic development of every child, and prepares children for kindergarten.

Quality child care and preschool settings build on basic health and safety practices to include:

- Teachers and caregivers who know how to create positive, nurturing relationships with infants, toddlers and preschoolers
- Learning environments that are engaging, encourage creativity and imaginative play
- Hands-on activities and adult-child interactions that stimulate brain development and positive connections in children
- Caregivers who communicate regularly with parents on the development of their child

All of these elements combined create a child care environment that promotes healthy development and prepares children for kindergarten.

QUALITY FIRST STAR RATINGS

An important component of Quality First is the assignment of your Star Rating. Your Quality First Star Rating identifies the level of quality of early care and education that your program is delivering to young children and their families based on the Quality First Assessments. The Quality First Assessments use valid and reliable tools that focus on what research shows are the key components of quality early care, including adult-child interactions, learning environments and administrative practices. Based on these assessments, your program is given a Quality First Star Rating, ranging from Rising Star (1 star) to Highest Quality (5 stars).

WHAT QUALITY FIRST STAR RATINGS MEAN

Quality early learning environments build on basic health and safety regulatory standards. Quality settings include teachers and staff who know how to work with young children, create learning environments that nurture the development of every child, and positive, consistent relationships and interactions that give children the individual attention they need. Your Star Rating represents where along the continuum of quality (1 to 5 stars) your program was rated. Your initial Star Rating provides you with baseline information regarding your program's implementation of best practices as assessed by the assessment tools. Your initial Star Rating will not be publicly posted unless you submit a request for public posting. If you would like your initial Star Rating publically posted, you will need to contact your Quality First coach to complete a Request for Public Rating form. A copy of the Request for Public Rating form is included at the end of this guide in the "forms" section for your reference.

After at least one year of Quality First participation, your program will enter your 2nd assessment cycle. All Quality First participants will have their Star Rating posted on the Quality First website following their 2nd assessment cycle. Publically posted Star Ratings are available for families and other members of the public to view on the Quality First website as well as on your program's Extranet page. This information is also shared with Child Care Resource & Referral, and Regional Partnership Councils.

QUALITY FIRST STAR RATING SCALE

The Quality First Star Rating Scale details the necessary scores required on each assessment to achieve a specific Quality First Star Rating. For each Star Rating level, a participant must meet the scores indicated for all required assessments. Rising Star (1) and Progressing Star (2) Star Ratings only require the Environment Rating Scale (ERS) Average Program Score. Quality (3), Quality Plus (4), and Highest Quality (5) Star Ratings require the Environment Rating Scale (ERS) Average Program Score, the Classroom Assessment Scoring System (CLASS) Average Program Score and the Quality First Points Scale Scores.

QUALITY FIRST WEBSITE

QualityFirstAZ.com gives families information about why quality matters in child care and preschool and what quality looks like. It also gives parents tools they can use to find a quality child care and preschool setting that meets their needs.

At **QualityFirstAZ.com**, information about your program will be listed according to the information that you have provided on the Quality First Extranet. This information includes your program name, address, contact person, phone, email, and ages of the children served. It is important that you keep your program's information current in the Extranet since it is publicly available. Your program's Star Rating will be posted on the website after the second assessment unless your program has chosen to post the rating prior to that time. If your program has a specific website, **QualityFirstAZ.com** will provide a link to the site for further information.

The website is available for families to search Quality First participating programs based on the specific name, address or zip code. A map will display programs in a particular area based on the search parameters. Home providers will be listed by city and zip code only, without a designated street address. **QualityFirstAZ.com** offers information for Parents & Families regarding quality care as well as information for all Providers about Quality First and supplemental resources that support quality care for young children.

PROMOTING YOUR COMMITMENT TO QUALITY

Quality is an extremely important factor for families in choosing a child care setting for infants, toddlers and preschoolers. Participation in Quality First is a clear sign to families in your community that you are committed to improving the quality of your program to best serve the children in your care. Your program will be provided with a marketing toolkit, including signs and website graphics, to promote your participation in Quality First. These items are sure to catch the eyes of visiting families and start conversations about quality early care and education and your participation in Quality First. The Quality First marketing toolkit includes talking points and key messages to make it easy for you and your staff to have these conversations and spread the word about the great things happening in your program. This toolkit is available on the Quality First Extranet and will be sent directly to your program once you have enrolled in Quality First.

Component Overview

SECTION ONE COACHING

- Individualized guidance and support
- Monthly on-site visits
- Targeted professional development and technical assistance
- Support of goal development and implementation

SECTION TWO ASSESSMENT

- Environment Rating Scales
- Classroom Assessment Scoring System (CLASS)
- Quality First Points Scale Assessment
- Quality Star Rating calculated from assessments

SECTION THREE FINANCIAL INCENTIVES

- Financial Incentives
- DHS Licensing Fees

PARTICIPANT

SECTION FIVE PROFESSIONAL DEVELOPMENT

Arizona Early Childhood Career and Professional Development Network

- College Scholarships for Early Childhood Professionals
- Arizona Workforce Registry
- Professional Development Website

SECTION FOUR SPECIALIZED ASSISTANCE

- Birth to Five Helpline 1-877-705-5437
- Child Care Health consultation on-site
- Mental Health consultation (regional funding)
- Inclusion Coaching (regional funding)
- Department of Education Early Childhood Program Specialist (regional funding)



STAR RATINGS

<p>RISING STAR</p> <p>Committed to quality improvement</p>	<p>PROGRESSING STAR</p> <p>Approaching quality standards</p>	<p>QUALITY</p> <p>Meets quality standards</p>	<p>QUALITY PLUS</p> <p>Exceeds quality standards</p>	<p>HIGHEST QUALITY</p> <p>Far exceeds quality standards</p>
---	---	--	---	--

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 and above <i>No classroom score below 3.0</i>
CLASS™ Average Program Score N/A	CLASS™ Average Program Score 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
Quality First Points Scale N/A	Quality First Points Scale N/A	Quality First Points Scale <i>6-point minimum</i> SQ 2 AP 2 CA 2	Quality First Points Scale <i>10-point minimum</i> SQ 2 AP 2 CA 2	Quality First Points Scale <i>12-point minimum</i> SQ 4 AP 4 CA 4

ERS = Environment Rating Scales
 EGCERS: Early Childhood Environment
 ITTERS: Infant/Toddler Environment
 FCCERS: Family Child Care Environment

CLASS™ = Classroom Assessment Scoring System™
 ES*: Emotional Support Domain (Pre-K) and Emotional and Behavioral Support (Toddler) Domains
 CO: Classroom Organization Domain
 IS*: Instructional Support/Engaged Support for Learning Domain (Pre-K and Toddler)

Quality First Points Scale
 SQ: Staff Qualifications
 AP: Administrative Practices
 CA: Curriculum and Assessment

SECTION ONE:

Quality First Participant

THE ROLE OF THE QUALITY FIRST PARTICIPANT

As a Quality First Participant you are the center of your quality improvement process. Your vision for your program will drive the process of improvement within your site, as well as determine the guidance needed from your coach and technical assistance professionals. It is critical for all of your support team to understand the unique perspective that you bring to the quality improvement process and your desired outcomes for your specific quality improvement plan.

Leader of the Process: Your improvement process will be based on the values, culture, vision and goals that you determine to be central to your program's success. Your coach and technical assistance professionals will seek to help you determine what these priorities are and how you can implement them using best practices. Your vision for your program will lead your quality improvement process.

Program Expert: You as the provider know your program. You understand your program's history, successes and challenges. It will be important to share this information when planning and strategizing with your coach and technical assistance professionals. All goals and strategies should align with what you as the provider are comfortable with implementing and confident in trying.

Director of Quality Improvement Efforts: With the guidance of your coach and technical assistance professionals you will be the catalyst for change within your program. As the leader in your program you will evaluate your program, staff, and other resources on an ongoing basis to ensure that quality practices are being implemented consistently and that it is meeting your programmatic expectations of early childhood care and education. You will put your action steps into practice and monitor if they are having the outcomes you anticipated.

THE COMMITMENT TO QUALITY

Planning for change is an important part of the improvement process. Working to improve quality alongside your staff will take time, effort and adjustments. Some of this work will include identifying goals and action steps, motivating your staff, and creating an environment where practicing new strategies is encouraged. As you and your staff make changes to your practices and program policies as a part of your continuous quality improvement plan, it is important for you to plan time to monitor and reflect on the changes you have made to ensure that they become a part of your regular practice. The goal of quality improvement is long-term, sustainable change. A commitment to quality is crucial to supporting improved outcomes for all children that are cared for in your early care environment.

EXPECTATION OF PROGRESS

The purpose of Quality First, Arizona's Quality Improvement and Rating System, is to support the quality improvement efforts of early care and education programs serving children birth – age 5. A significant investment is being made in your program to support the achievement and maintenance of quality early experiences for children birth – age five. There is an expectation that programs make progress and overcome barriers to increase their use of best practices in the areas of environment, interactions, and administrative practices. Your program's progress toward achieving a quality star level rating will be monitored throughout your enrollment in Quality First. Quality First participants who are unable to demonstrate gains through the quality improvement process may have their Quality First enrollment terminated. For more information about the Expectation of Progress policy, please refer to the resource documents provided at the back of this guide and on the Extranet.

QUALITY IMPROVEMENT SUPPORTS

Quality improvement supports are provided by First Things First once a program has been assessed, rated, and enrolled. These supports are there to help participants remove barriers to increasing and maintaining quality within their program. Quality First participant supports include:

- Quality First Coaching services to assist programs in developing quality improvement goals and identifying action steps to achieve those quality improvement goals. Coaching services can include but are not limited to providing informational resources, facilitating professional development and trainings, modeling instructional practices, reviewing program policies, and providing feedback to support programs in achieving their quality improvement goals.
- Financial incentives that can be used to purchase materials and supplies that will enhance the learning environment, offset costs of facility improvements that will enhance the environment, and to support professional development opportunities for program staff.
- Formal assessment reports that provide programs with an impartial, reliable outside look at the environment, interactions, and administrative practices based on standardized program assessment tools.
- Child Care Health Consultation, either on-site or over the phone, to ensure that best practices in health and safety are incorporated in the program.
- Teacher Scholarships to support the attainment of a Child Development Associate Credential (CDA) or Associate's Degree in Early Childhood Education (Bachelor Degree support is available in some regions).

ARIZONA EARLY CHILDHOOD WORKFORCE REGISTRY

The Arizona Early Childhood Workforce Registry membership is free and has many benefits for everyone in the early childhood field in Arizona. Arizona Early Childhood Workforce **Registry membership is required** of all staff working with children in Quality First participating programs. Information regarding staff qualifications and years of experience for the Quality First Points Scale Assessment will be obtained from information contained in the Registry. The Registry provides a secure place for you to keep a record of all your trainings and credentials in one place. It allows for employers and/or licensing agencies to verify your credentials. There is even a job bank there where job seekers can search for early childhood job postings. To learn more about any of these benefits or to complete your registration, please visit <http://www.azearlychildhood.org>.

STRATEGIES FOR SUCCESSFUL PARTICIPATION

Having the ability to engage with Quality First support individuals such as coaches and other technical assistance professionals is a benefit of Quality First participation. These individuals are available to you to support you in your quality improvement efforts. The following strategies will assist you in making the most of your Quality First participation:

- Select a consistent individual onsite to be your Quality First main contact. This individual will meet with Quality First support team on a regular basis and act as a bridge for information from your coach and technical assistance professionals to your onsite staff members. It is also beneficial to identify a backup person to meet with Quality First support team in the event that the main contact is not available.
- Identify and request program supports that will assist you in your quality improvement efforts. Coaches and other technical assistance professionals are knowledgeable experts in their fields; however, you are the expert on your program and staff. Let the Quality First support team know if there are specific practices, policies, or necessary resources you would like them to assist you with.
- Schedule time in your calendar to work with your staff on your quality improvement efforts and to monitor and reflect on new policies and practices you have put into place. Sustained quality improvements take time and focused efforts.
- Plan to allow staff members time outside of the classroom, away from the responsibilities of caring for children so that they can work with coaches and other technical assistance professionals. This allows them to really focus on their work with the coach or technical assistance professional. Depending on the time of day, this may require you to schedule a floating staff member or a director who is able to cover for the staff member while they meet with the coach or technical assistance professional.
- Actively plan and monitor your goals with the guidance of your coach and technical assistance professionals on a regular basis. The goals that you will identify for your Quality Improvement Plan will serve as a map for your quality improvement process. By identifying and monitoring your goals from visit to visit you will be able to determine whether you are reaching your desired outcomes, if strategies need to be varied, or if you need to modify the program supports that you are receiving.
- All participants are required to create an organizational system, such as a Quality First Communication binder, that is easy to access by staff and Quality First consultants. Your organizational system will include all of your Quality First contacts, forms, reports and resources you may want to share with your staff.
- Schedule time in your calendar to review and update information about your program, staff, and contact information in the Extranet and Registry on a quarterly basis.

*Work with your staff to align your administrative practices, staff handbook, and parent handbook with any new practices you have identified as a part of your Quality Improvement Plan. Well defined and implemented administrative practices will help to ensure that your quality improvements are sustainable over time. For more information about high quality administrative practices, you can refer to the Quality First Points Scale Assessment Guidance Document provided in the resource section of this guide.

Timeline

WEEK 1	Selection notification
WEEK 2-3	Contact from a quality first coach
WEEK 4-6	Assessment contact and scheduled visit
WEEK 14-16	Assessment results available for review
WEEK 15-19	Sign enrollment agreement; participation begins and financial incentives become available
WEEK 20 AND ONGOING	Goal development; quality improvement plan begins

SECTION TWO:

Quality First Coaching

THE ROLE OF THE QUALITY FIRST COACH

Quality First coaching services will be provided to your program to offer continuing guidance and support through regular and ongoing visits, communication and technical assistance. The role of a Quality First coach is to act as a quality improvement consultant for your program. As knowledgeable consultants, they will strive to support you in creating a vision for your program, clarifying your quality improvement goals, identifying productive action steps, and monitoring your progress. While your program's quality improvement process is driven by you, a Quality First Coach can bring additional insights to your program's practice and support your vision and movement toward quality goals.

Quality First coaches are selected based on their knowledge and experience in the field of early childhood education with a focus on promoting adult learning and positive interactions. Coaches receive initial and ongoing training in the quality improvement process, all assessment tools, early learning standards and development guidelines to ensure that they have the skills to support you and your program in creating quality environments for young children. Every effort is made to create positive connections between providers and coaches, and the Quality First team will work diligently to make sure that a good fit is established. The Quality First coach will make it a priority to respect your program, its practices and culture and create a trusting relationship with an emphasis on confidentiality.

QUALITY FIRST COACH ACTIVITIES

Quality First coaches are knowledgeable and skilled consultants that you and your program will access as a supportive resource as you work through your Quality Improvement Plan. A Quality First coach will regularly visit your program to review and answer any questions you might have regarding Quality First, your assessments, and information that is contained in the Quality First Participant Guide.

Quality First coaches act as your primary contact in Quality First. Once an initial contact has been made and the coach has had the opportunity to visit your program and meet your staff, they will review your program's assessment results with you and support you in identifying your program's strengths and areas where you believe meaningful quality improvement opportunities exist. After reviewing your assessment results, you will discuss your vision for your program and create goals and action steps with the support of a Quality First coach and any other technical assistance providers you are working with. The goals will address areas identified for growth in your assessment and include action steps with a timeline created to move forward in the process. Once you have established your Quality Improvement Plan, the Quality First coach will assist you in determining how your incentive funds can be utilized to support your quality improvement efforts.

A Quality First coach will meet with you and your staff on a regular basis to offer assistance and guidance in a number of ways based on the specific needs of your program. It is important to remember that quality improvement is a process that takes time and focused efforts. Coaching services are provided to support you in creating those long term sustainable practices and to encourage you along your quality improvement journey.

QUALITY FIRST COACH VISITS

Your Quality First Coach will schedule regular visits to your program based on your assigned Star Rating level. Participants at the Rising Star (1 star) and Progressing Star (2 star) levels will engage in 6 hours of on site coaching each month to support their quality improvement process. Participants in the Quality (3 star), Quality Plus (4 Star), and Highest Quality (5 Star) levels will receive 4 hours of on site coaching each month to support their quality improvement process. You will work with your coach to plan the agenda in advance for these visits to ensure a common understanding of what activities will be occurring during your on site coaching hours. In the event you are unavailable or unable to meet for a planned visit, it is your responsibility to notify your coach in advance and make plans for a follow up visit to be scheduled. This will provide a more consistent relationship between the coach and your program and allow more time for shared work toward achieving your goals.

Coaching visits may include but are not limited to meeting with the program director/administration for planning and reviewing progress, observing and modeling in classrooms classrooms providing feedback, opportunities for reflection, and resource materials. Coaches may use videotaping equipment with permission from the program to highlight staff successes and to provide staff with an opportunity to self reflect on their practice and interactions with children. Coaches may work with identified staff to act as an on site quality improvement mentor. Flexibility and adaptability are key to making the most of coaching visits, it is your responsibility to provide the coach with information and feedback on what you think the primary needs of your program are when it comes to implementing appropriate coaching strategies in your program.

To ensure that your Quality First coaching visits are meeting the needs of your program, it is important that you let the coach know your vision and expectations for the quality improvement process and how you believe coaching can support your quality improvement efforts. If you work with a staff, it is helpful to let them know of your quality improvement goals and how you have asked the coach to support staff needs as well. Your staff will be an important part of your quality improvement plan. Consider what your program would look like if it met your idea of highest quality, then share your thoughts with your coach as you work together to identify meaningful goals and action steps as a part of your Quality Improvement Plan. Take advantage of the resources available to you through Quality First and consult with your coach to make the most of these opportunities.

After each visit, the Quality First coach will write a summary of the activities accomplished and any plans for upcoming visits. After you and the coach sign the document, a copy will be given to you for your own records and a copy kept with the coach for your program file. The information will also be uploaded in the Quality First Extranet to track visits and improvement efforts in the First Things First system database.

- ▼ A Rating Only program has access to 24 hours of coaching services per year. This time can be scheduled on an as needed basis throughout the span of the cycle in order to best meet the needs of your program and staff. Coaching support can be used for Extranet updates, trainings, professional development, assessment review and goal planning.

GOAL PLANNING

As a part of the quality improvement process, you will establish quality improvement goals with the assistance of a Quality First coach and other assigned technical assistance professionals. Your goals will be based on information you that you synthesize from your assessment report(s), coach observations and additional information you provide regarding your program's specific needs and vision. For each assessment cycle, you will establish goals that are Specific, Measurable, Attainable, Realistic, and Timely (S.M.A.R.T.). These goals will also have action steps to provide a framework and timeline to achieve the desired outcomes. A Quality First coach will assist you in documenting these goals and your progress towards your goals. The coach will also provide you with a copy of your goals and updates (see forms) so that you can work together in reviewing the action steps achieved and plan for where to focus your quality improvement efforts next. This goal document will also be uploaded to your program profile in the First Things First database (Quality First Extranet) where progress will be noted as action steps are completed and goals accomplished. As each year's assessment cycle is renewed, new goals and action steps will be established to continue working toward creating high quality learning environments for the children you serve. Some goals may be carried through from year to year to establish strong practices and sustained improvement.

HOW TO HAVE A SUCCESSFUL COACHING RELATIONSHIP

Working with a Quality First coach and other assigned technical assistance professionals requires a commitment to a strong professional, working relationship. Here are some tips to make the most of this consultative relationship:

- Talk with your coach about the type of communication that works best for you. If you prefer to meet at a certain time or would appreciate regular emails, let your coach know so that he or she is able to best work within your preferences.
- Introduce your coach to your entire staff at the beginning of your participation. This will help to establish a familiarity and a comfort level for coaching activities within your program. Be sure that the children are introduced to your coach as well to alleviate any stranger anxieties.
- Let your families know that your program is participating in Quality First and that you will have regular visits from a coach and potentially other consultants to provide ongoing support for your program. Families will appreciate knowing who will be working in your program and how your improvement efforts can benefit their children
- Plan ahead for your visits with your coach with questions, needs, clarifications or plans. This will save time during your on-site meetings so that you and your coach are ready to accomplish any activities you have planned for each visit.
- Communicate with your coach and other technical assistance professionals regarding your preferences for support, your plans for implementing change, your program's philosophy and how you want your staff involved in the process. Your commitment to the process will create ongoing sustainability.

QUALITY FIRST TIMELINE

- Once your program is selected for Quality First participation, a coach will contact you to explain the next steps in the enrollment process. The coach assigned to your program will begin regular visits with a focus on learning about your program and gaining an understanding of the quality improvement ideas you have for your program.
- Within 4-6 weeks, an assessor will contact your program to schedule your initial assessment.
- All assessment results will be completed, approved and available for your review within 14-16 weeks of your selection notification. The timing of the availability of these results depends on the number of assessments to be completed and the size of your program.
- The Quality First coach assigned to your program will meet with you to review your assessment results and discuss how they are related to your own quality improvement ideas. You will sign the Enrollment Agreement to begin participation and your Star Rating will be available for your own review but not posted on the public website unless you choose to request a public posting. Once your Enrollment Agreement has been signed, you will have access to incentive funds.
- Goals with action steps will be established in collaboration with a Quality First coach and any other technical assistants supporting your program. These goals will be uploaded to the Extranet.
- The Quality First improvement process begins with regular coaching visits, ongoing assessment cycles, and program participation. The timeline located on page 16 provides a general guideline; your program may proceed through the timeline more quickly or require more time.

SECTION THREE: Quality First Assessment

The Quality First Assessment is a valuable support for your program in the improvement process. The purpose of receiving ongoing assessments is to offer objective and reliable measures of the everyday experiences the children in your program are having and to provide a guide for achieving best practices.

THE ROLE OF THE QUALITY FIRST ASSESSOR

Quality First Assessors are trained professionals in the field of early childhood and receive extensive training on the assessment tools to ensure they are measuring program practices accurately. The assessment report you will receive provides important information for you to build upon your strengths as well as to identify areas where improvements can be made. A Quality First Assessor will visit your program to complete an assessment at the very beginning of your participation. This assessment provides a baseline of information that is the foundation for you to build on in establishing program improvements. During your assessment observation, the assessors will focus on maintaining a professional stance at all times. The assessor will remain objectively removed from social interactions with staff in order to gather as much information as possible according to the tools that are being used. While the assessors are in your program, they will not initiate or extend an interaction with a child, but will never ignore a question, curiosity, or request for attention.

Quality First Assessors are dedicated to the same measures of confidentiality as coaches and will show respect in a professional and respectful manner. Although the assessor will be collecting information during the visit, no feedback will be provided at that time. Your program's assessment results will be available for your review in the Extranet once reports have been completed and approved.

QUALITY FIRST ASSESSMENT ACTIVITIES

The Quality First process begins with your initial assessment, which will provide objective information to guide your quality improvement efforts. This is the beginning stage and will provide information to help you move forward – setting a baseline for quality improvement efforts. This baseline Star Rating will not be posted publicly on the Quality First website unless you choose to do so.

The following represents some general activities related to your Quality First Assessment:

- An assessor will contact your program to schedule an actual date for your initial assessment. It is your responsibility to contact the assessor within 72 hours of a phone call or email message. In subsequent years, you will be provided a three week time frame in which the assessment will be conducted. The assessor can come at any time within these three weeks other than specified blackout dates.

- When you are contacted by an assessor to schedule your initial assessment or set up your three week assessment window, you should discuss any special considerations or specific educational philosophies that your program practices that you would like taken into consideration as the assessment team prepares for your visit. Topics you may want to discuss with the assessor when they call include but are not limited to languages spoken in your program, children with special needs, and programmatic philosophies such as Montessori, High Scope, or Primary Care Giving. Programmatic philosophies that you would like the assessment team to be aware of must be identified in your Parent Handbook or written policies and procedure information that you give to families.
- You will have an opportunity to inform the assessor of dates that would preclude an assessment visit. For instance, days that your program is closed, planned field trips, special events such as picture day, scheduled Quality First support team visits (including coaches, consultants, or other specialists) and days when you will typically have low attendance may all interfere with a proper assessment.
- More than one assessor may attend a program assessment at one time for the purpose of training, reliability testing and/or to accommodate the size of your program. You will be notified in advance if this is the case.
- Before conducting the assessment, assessors will review your information from the Extranet (Contact information, Staffing tab, Classroom tab) to determine how many classrooms/groups of children to assess and which tools to use during assessment based on the age groups you serve. The classrooms/groups identified as at this time will be utilized throughout the assessment process. Assessors will contact you in advance to confirm this number and to determine your typical daily enrollment per classroom or group.
- It is your responsibility to note individual classrooms/groups in the Extranet. For assessment purposes, Quality First considers a unique roster of children assigned to a specific lead teacher or classroom space as an individual classroom/group. For example: a program may have a single lead teacher with an a.m. class roster and a p.m. class roster. Each of these roster groups would be considered individual classroom/groups. To assist the assessor in identifying how many assessments your program requires as well as age appropriate tools for your program, it is important that you discuss with the assessor how many classroom/child groupings your program contains.
- If your program has more than one classroom or grouping of children, the assessor will conduct a random draw to determine which classrooms/groups to assess upon arrival. The assessor will ask that the random draw be witnessed to ensure accuracy and also have a program designee signature at the time. A random draw of classrooms is not conducted for the Points Scale Assessment; classrooms selected in the current assessment cycle for ERS and CLASS assessments will be utilized for the Points Scale Assessment.
 - When the assessor is conducting the random draw for your assessment, please be sure to inform the assessor of any staffing considerations for the day such as new staff or substitute teachers as this information may impact a classroom's eligibility for the random draw.
- In center based programs, if the majority of the children in a classroom (51%) had their 5th birthday after September 1 of the current school year, the classroom will be included in the random draw for assessment.

- For the Environment Rating Scales Assessment, assessors will assess 1/3 of the number of classrooms to include at least 1 infant/toddler classroom and 1 preschool classroom, if applicable. Classrooms that have an a.m. and p.m. session will be considered two distinct classrooms/groups since they contain different rosters of children.
 - Assessors will complete all Environment Rating Scales Assessments before conducting any CLASS assessments, with the exception of:
 - If your program is accredited by a nationally recognized organization (see forms) or is a Head Start program (including Early Head Start), the CLASS assessment will be conducted first. This is to recognize your efforts to support quality standards through accreditation or Federal Head Start regulations.
 - If your accredited/Headstart program's CLASS assessment results are at the Quality Level (3, 4, or 5 star levels), your program will be assessed using the Quality First Points Scale Assessment. Your program will be given 6 months to prepare for the Points Scale Assessment during the first assessment cycle that your program qualifies for the Points Scale Assessment. Future Points Scale Assessments will be conducted at the same time as your CLASS assessment.
 - If your accredited/Headstart program's CLASS assessment scores do not meet Quality Levels (3, 4, or 5 star levels), the assessor will call to schedule the ERS assessment.
- If your program begins with an ERS assessment and receives an average program score of 3.0 or higher with no individual classroom score below 2.5, the assessor will conduct a CLASS assessment in 1/3 of the program's infant/toddler environments and 1/3 of the preschool environments. The CLASS assessment will not be conducted during the same visit as the ERS assessment; you will be contacted to schedule the CLASS assessment if it is required. Programs that have open Infant classrooms may be selected for an Infant CLASS. Infant CLASS assessments results will not be calculated into Star Ratings until July 1, 2018.
- Whenever possible, assessors who conduct the ERS assessments should not be the same assessors who conduct the CLASS assessments.
- Prior to assessing a classroom, the assessor will ask you if there are any enrolled children with an IFSP (Individualized Family Service Plan), IEP (Individualized Education Plan) documented gifted needs, and/or medically diagnosed conditions (i.e., asthma, diabetes, severe allergies) to determine if accommodations need to be taken into account. As this information is confidential, assessors will not need to view the individual plans.
- Classrooms containing more than 50% of the children present on the day of the assessment with an approved IEP/IFSP will have their CLASS score included in the calculations for their Star Rating.
- If your program is closed for the summer and your next assessment cycle is scheduled to begin during your summer break, your assessment window will be opened no earlier than October 1st. Nine month programs with an assessment cycle scheduled to begin after April 30th will have their assessment deferred until after October 1st.
- If your program moves to a new location in the middle of the assessment process, the assessment team will recomplete all of the assessments at the new location. 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.

- Once all of the assessment reports have been completed and approved, you will have the opportunity to review this information on the Quality First Extranet. Your program's assessment reports will remain confidential and are only available for review by you and your Quality First support team.
- Your new Quality First Star Rating will be available for viewing on your Extranet page 24 to 48 hours after you receive the email notification that your Assessment Reports are available for viewing.
- Your program will receive ongoing assessments on a regular basis:
 - At the Rising Star (1) and Progressing Star (2) level, your program will have an assessment every 12 to 14 months.
 - At the Quality Levels (3, 4, and 5 star) level, your program will have an assessment every 24 to 26 months.
 - If your program achieves a Quality Level (3, 4, or 5) Star Rating in your first assessment, you will be assessed again in 12-14 months unless you submit a Request for Public Rating. A public rating of 3, 4, or 5 stars will move your program into an assessment cycle of 24-26 months.
 - You may find your current assessment cycle end date on your program's Extranet page.
- You have the option of requesting your assessment to be completed up to two months prior to the end of your assessment cycle using the Request for Early Assessment form (see forms). The request will be reviewed to determine if this option is available, and you will be notified by the assessment team if your request is approved or declined. A Request for Early Assessment cannot be made two assessment cycles in a row for participants with Rising Star (1) or Progressing Star (2) ratings.

QUALITY FIRST ASSESSMENT TOOLS

A variety of assessment tools are used to collect information about the average experience of the children in your program. Research indicates that gathering meaningful big picture information to establish the level of quality practices that an early childhood program is implementing, requires an in-depth look at the program's environment, interactions, and administrative practices. Quality First Assessors will select the appropriate assessment tool(s) to be used in your program's assessment based on Quality First policies and procedures.

ENVIRONMENT RATING SCALES (ERS) - measuring elements of a quality environment

Establishing high quality learning environments has been shown to positively support the development of young children and their early education. 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 Environment 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 utilized by Quality First, 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 with mixed-age groups.

When an assessor conducts the ERS assessment, expect them to be in the classroom for 3 hours to complete the observation. The assessor will also ask to conduct an interview with the lead teacher in each classroom observed once the assessment is complete to follow up on any information that wasn't collected during the observation. Although the assessor will not be in the classroom for the entire day, the interview will give the teacher the opportunity to share information about the children's experience that may not be observed on that day.

More information can be found at <http://ersi.info/>

CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS) - measuring quality interactions

Research demonstrates that positive teacher-child interactions in early care and education settings are a vital part of supporting children's learning and development. The Classroom Assessment Scoring System (CLASS) is the next step in the assessment of your program's quality. This tool is used when your program's ERS Average Program Score is 3.0 or above, with no individual classroom scoring below a 2.5 or if your program is currently accredited by a national accrediting organization or as a federally recognized Headstart program.

The Classroom Assessment Scoring System (CLASS PreK; Pianta, La Paro, & Hamre, 2005) is a system for observing and assessing the quality of interactions between teachers and students in infant, toddler and 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 from 15 months to 5 years of age.

There are three versions of the Classroom Assessment Scoring System, Quality First currently uses the CLASS Pre-K and CLASS Toddler in the Rating Scale, each designed to assess a specific age group and early care setting.

1. CLASS Pre-K

This scale is designed to assess the quality of interactions within preschool environments (children 3 - 5 years of age) located in center-based and family child care settings.

2. CLASS Toddler

This scale is designed to assess the quality of interactions within toddler environments (children 15 - 36 months of age) located in center-based and family child care settings.

3. CLASS Infant

Programs providing care to infants may have a CLASS Infant Assessment conducted in their program. Infant CLASS scores are not yet utilized when calculating a participant's Quality Star Rating. It is currently anticipated that infant CLASS scores will be included in Quality Star Rating calculations beginning July 1, 2019.

A CLASS assessment will be conducted differently than the ERS assessment where the assessor will observe the classroom in at least four back-to-back 20 minute observations with a designated scoring time in between. The assessor will conduct the scoring between observations. More information can be found at: <http://www.teachstone.com/about-the-class/>

QUALITY FIRST POINTS SCALE – measuring program administrative practices.

Administrative practices are an important part of high quality early care and education programs. The Quality First Points Scale is a tool designed by First Things First that provides evidence of the quality levels of your program's administrative practices. Information will be collected when your program meets both the ERS Average Program Score and the CLASS average program scores at the Quality levels (3, 4, or 5 star levels). This assessment will be scored using both on-site observation and reviewing documentation that you will collect and present to the assessor during the scheduled visit. Curriculum and Child Assessment documents will be reviewed from classrooms that were selected in the current assessment cycle.

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 and Staff Retention
3. Curriculum and Child Assessment, which includes the use of the Arizona Early Learning Standards and Infant/Toddler Developmental Guidelines, Program Guidelines for High Quality Early Education, Curriculum and Developmental/Progress Assessment of individual children.

Your program's initial Points Scale Assessment will normally be scheduled ahead of time and will take place at your program. For all subsequent Points Scale Assessments, your Points Scale Assessment will take place at the same time as your CLASS assessment. You will be given a three week window to notify you of the upcoming CLASS and Points Scale Assessment. On the day of the Points Scale Assessment, the assessor will be reviewing the Points Scale Assessment documentation that you have collected and provided to them as well as conducting a count of the children in each classroom/group to establish the ratios and group sizes that your program has in place that day. In the event the assessor does not find the required documentation, you will be given a Missing Documents form and allowed 30 minutes to collect the documentation for assessor review. Incomplete documents or documents with insufficient information will not be identified by the assessor or result in a Missing Documents form.

It is the program's responsibility to review the Points Scale Assessment Guidance document and to ensure that all documentation that is provided to the assessor is complete and sufficient to meet the documentation requirements. Only documentation provided to the assessor on the day of the Points Scale Assessment will be considered for your program's Star Rating. It is important that you check your Extranet page and your program's Registry page for accuracy and review the Points Scale Guidance Document well before your Points Scale Assessment to ensure that your program is as successful as possible. More information can be found in the Points Scale Guidance Document (see resources section) or at [Quality First Points Scale.pdf](#) (see forms)

- ▼ If any of your Lead Teachers/Administrators 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:

Transcript Verification

Arizona PBS - Arizona Early Childhood Workforce Registry

555 N. Central Ave. Suite 500

Phoenix, Arizona 85004

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. As the participant, you are responsible for completing the Transcript Verification forms (see forms) and include the name of each staff member who has requested a transcript(s) and send the form directly to Quality First Assessment Transcript Verification. If a staff member has requested transcripts from more than one accredited college, each college should be listed individually. The Arizona Teaching Certificate/ CDA Verification form (see forms) must be completed by those with an Arizona teaching certificate or CDA certificate for every Points Scale Assessment. Copies of these certificates must accompany this form and be sent to the above address. Transcripts do not need to be resubmitted with each new Points Scale Assessment unless new coursework has been completed and needs to be updated.

QUALITY FIRST ASSESSMENT REPORTS

You will not receive direct feedback from the assessor on their observations or any assessment data collected during their assessment visit. An Assessment Report will be available online through the Quality First Extranet (Assessment Report tab) and can be printed to obtain a hard copy. Each tool that is used to conduct an assessment has a unique report with specific scores related to the indicators identified in each tool. You will find areas designated as strengths in your program as well as areas that can be used to focus your efforts in making improvements. Quality First Coaches can thoroughly review these assessment reports with you and assist you in highlighting specific areas for goal setting.

In the event that you have a question about your assessment report or if you find any inaccurate information based on your program specifics, you have the opportunity to submit an Assessment Clarification Request (see forms). Your request will be submitted to either the Assessment team or to First Things First depending on the content of your question (see the Assessment Clarification form for further guidance). The Assessment Clarification must be submitted within 30 business days of the assessment results being approved. A response to your Assessment Clarification Request will be provided within 15 business days as possible. If the clarification warrants a change in scores, this will be noted in the Extranet and your assessment report updated. The goal of the Assessment Clarification Request (see forms) is to ensure clear communication and understanding about your assessment and to ensure the accuracy of the reports.

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.

In the event you are having difficulty reviewing your assessment reports online, please contact the Extranet Help Desk for assistance at **Extranet@firstthingsfirst.org**

HOW TO PREPARE FOR A SUCCESSFUL ASSESSMENT

In order to make the most of your Quality First participation and to help prepare your program for successful assessments, here are some considerations:

- Review the assessment tools, including the Points Scale Assessment Guidance Document in advance with your Quality First Coach to ensure that you have a complete understanding of how your program's practices will be measured.
- Share information about the Quality First assessment tools with your staff, if applicable, potentially through a staff meeting prior to the assessment.
- Talk to your staff about what to expect during the assessment – how the assessor will be in the classroom, how long the assessor will be there, what the assessor will be looking for, and how to create a natural environment for the children.
- Be sure that your program information is up to date in the Extranet and Registry and that all class rosters are accurate in advance. Gathering all of the birthdates of the children in the classroom is helpful in planning ahead.
- Although assessors will not need to look at the individual plans for children with special needs, it is helpful to make them aware so that they are able to focus on the environment in terms of the child's unique needs.
- Prepare your families for the assessment so they understand your program's involvement in Quality First and your commitment to improvement.
- Consider the unique needs of your program in planning for your assessment, you will be asked by the assessor about specific language of instruction or a unique population served in order to support individual requirements.
- Plan your time accordingly so that you are available if the assessor may need additional information. Sometimes, a Lead Teacher may be asked for supporting information and need to have substitute coverage.
- Have the teachers talk to the children about the role of the assessor to alleviate any fears and to help them to feel comfortable with the assessor's presence.
- You have the option of introducing the Quality First Assessor to the children when he or she is ready to assess the classroom.
- If you are unsure about any part of the process before, during, or after the assessment is complete, be sure to ask questions of the assessor or through your Quality First Coach.
- Understand that the assessment report is a valuable piece of information to help provide guidance for your quality improvement efforts.
- All assessment information collected prior to April 1st will be used to determine a program's incentives and scholarships for the next fiscal year.
- See The Day of Assessment (see forms) for more detailed information about the process.

SECTION FOUR: Quality First Financial Incentives

Every program that is enrolled in Quality First has access to different forms of financial incentives to support the improvement process. Regional Partnership Councils budget an allotted amount of money for each Quality First participant in their region per fiscal year (July 1 – June 30). The amount budgeted supports all of the different components of the Quality First package including coaching, assessment, financial incentives, specialized technical assistance and professional development. The financial incentives are a part of this package of services offered.

There are two different types of financial incentives offered to Quality First Participants

- 1. Licensing fee assistance** - for Quality First providers licensed by the Department of Health Services (DHS)
- 2. Quality First Incentives** - for Quality First providers to support improvement efforts.

LICENSING FEE ASSISTANCE

Once you have signed your enrollment agreement and are actively enrolled in Quality First, you will receive assistance with payment of licensing fees if you are regulated by the Department of Health Services (DHS). Fifty percent (50%) of your licensing fees will be covered by First Things First and you will pay the additional fifty percent (50%) when your license is renewed every three years. The Quality First assistance with licensing fees is automatically paid directly to the Department of Health Services (DHS) by First Things First so this payment is taken care of on your behalf.

As part of your participation in Quality First, in collaboration with the Arizona Department of Health Services (ADHS), Bureau of Child Care Licensing (BCCL), you are required to participate in the Empower program and receive technical assistance as needed. The Empower program is designed to help young children and their families live healthier lives. There are ten standards that focus on health and wellness including nutrition, breastfeeding, physical activity and screen time, tobacco, oral health, sun safety and staff training. As part of your Empower agreement and licensing fee reduction, your program is required to have a written policy for each standard and to implement each standard. For support, guidance and further information on the Empower program, please visit www.theempowerpack.org.

The licensing fee assistance does not apply to family child care programs certified by the Department of Economic Security (DES) or tribal programs not licensed by DHS.

- ▼ **SMALL CENTER**
(0-5 licensed capacity = 50 or less)
- ▼ **MEDIUM CENTER**
(0-5 licensed capacity = 51-150)
- ▼ **LARGE CENTER**
(0-5 licensed capacity = 150+)
- ▼ **GROUP HOME**
(DHS licensed capacity = 10)
- ▼ **FAMILY CHILD CARE HOME**
(DES certified for 4 children or less)

The chart below demonstrates the 50% amount you will be responsible for paying to the Department of Health Services every three years:

SMALL CENTER	MEDIUM CENTER	LARGE CENTER	GROUP HOME
\$500	\$2,000	\$3,900	\$500

QUALITY FIRST INCENTIVES

Making improvements in your program can be challenging due to the associated costs and may become a barrier in the process toward providing high quality care. To assist you in overcoming these challenges, Quality First Incentives are available to all enrolled Quality First Enrolled participants, including rating only programs, to make program improvements. E-verify documentation and/or Lawful Presence documentation must be completed and submitted if applicable to your program's situation as a requirement for Quality First participation and to be eligible for incentives. Your Quality First coach will assist you in determining which of these items you need to submit. You will need to submit the required documentation prior to receiving any financial incentives.

Once your program has signed the enrollment agreement for Quality First participation and submitted E-verification paperwork and/or Lawful Presence documentation, Quality First Incentives will be available to your program. The following represents the total incentive amount that will be available to you for the fiscal year (beginning July 1, 2017 through June 30, 2018). Quality First Incentive funds are available to you each fiscal year and cannot be carried over from year to year if the full amount is unused.

The table below represents the incentive levels based on Quality Star Rating and program size:

PROVIDER TYPE	1 & 2 STAR	3 STAR	4 STAR	5 STAR
LARGE CENTER 151+ CHILDREN	\$8,400.00	\$9,400.00	\$10,400.00	\$11,400.00
MEDIUM CENTER 51-150 CHILDREN	\$5,250.00	\$5,875.00	\$6,500.00	\$7,125.00
SMALL CENTER 0 - 50 CHILDREN	\$3,675.00	\$4,125.00	\$4,575.00	\$5,025.00
GROUP HOME DHS LICENSED	\$2,100.00	\$2,350.00	\$2,600.00	\$2,850.00
FAMILY HOME DES CERTIFIED	\$1,050.00	\$1,175.00	\$1,300.00	\$1,425.00

- The implementation of financial incentives in Fiscal Year 2018 will be as follows:
 - o 1 – 2 star programs will have access to financial incentives to purchase materials, equipment and professional development tied to a program’s Quality Improvement Plan. Materials will be purchased through the coaching agency.
 - o 3 – 5 star programs will receive financial incentives through a check to use at their discretion or through purchasing offered by the coaching agency. Programs are encouraged to focus on continuation of efforts to maintain the quality of their program through facility improvements, professional development, staff salaries, or materials and resources. Programs receiving an incentives check will be required to provide details about their expenditures and maintain records documenting those expenditures. Programs may turn in their Incentives Spending Report to their Quality First coach at any time; however, the latest they will be accepted is 7/31/18. For 3-5 star programs licensed under a church, financial incentives will only be available through the coaching agency

* Incentive funds may not be used for religious purposes or activities, such as faith-based curriculum, religious children’s books, faith-based program accreditation, attendance at faith-based conferences, and staff salaries for program time spent on religious instruction or worship, bonuses for staff whose predominant or sole purpose is religious and facility improvements to buildings or rooms used for religious purposes unless necessary to comply with governmental health and safety requirements. Quality First participants will be required to repay any incentive funds determined to have been used for religious purposes or activities.

Quality First Incentives are available for a variety of purposes and should be utilized to support your program’s Quality Improvement Plan. Programs rated at the Rising Star and Progressing Star (1 & 2 star) levels will collaborate with their Quality First Coach to ensure that purchases are tied to a specific quality improvement goal that has been developed for your program.

Some examples of how the Quality First Incentive funds can be used by 1 - 2 star programs include:

1. **Materials and Equipment:** If your program has a specific need for additional learning materials and equipment, incentive funds can be used to purchase these items through an approved vendor.
2. **Consultation and Specialized Services:** Incentive funds can be used for consultation and specialized services. Your coach will provide this information to their agency who will work with the vendor to submit payment for services rendered.
3. **Facility Improvements:** Examples of facility improvement projects might include shelving, cement slabs, fencing, painting and carpet installation. You will work with your coach to complete a facility projects liability release for approval of these types of projects. Incentive checks will be made payable and mailed to the vendor delivering the service after it has been provided. Incentive funding requests for facility improvement projects cannot exceed 30% of the total incentive funds. Supportive documentation for these projects will be required for payment; your coach will provide the needed forms for your completion.
4. **Transcript Payment:** Incentive funds may be used to cover the cost of requesting transcripts for staff during the Quality First Points Scale preparation process. Please work with your Quality First Coach to receive reimbursement for the cost of requesting transcripts using your program’s incentive funds.

5. Professional Development- Incentive funds may be set aside to provide professional development opportunities for staff including: regional and national conferences, online trainings, and professional development materials to be kept in classrooms or onsite.

QUALITY FIRST CHILD CARE SCHOLARSHIPS

To better serve the needs of First Things First regional councils and their communities, Quality First Scholarships will be funded directly by the region and not tied to the Quality First package during Fiscal Year 2017 (July 1, 2017 – June 30, 2018). Regional councils will identify priorities through a strategic planning process that includes reviewing current data about the region. If selected as a priority, the number of Quality First Scholarships funded will be determined by the regional council and will be allocated to programs achieving Quality, Quality Plus and Highest Quality levels after April 1, 2017. Your program’s Star Rating as of April 1st will determine your scholarship allotment for the upcoming year. If your program is in the Points Scale Assessment process, your estimated Star Rating will be used in determining your scholarship allocation.

If you choose to charge a copayment to families, it is the recommendation of First Things First that families receiving scholarships would pay no more than 10% of their gross monthly income on any co-payments that would be charged to the family. If your program charges tuition that is less than the scholarship amount you are receiving, it is recommended that these additional funds be used to support your ongoing quality improvement efforts.

Scholarships are most often used for full-time care, but a full time scholarship can be split into two part-time scholarships. Part-time scholarships could be considered if a child is attending between 12 and 27 hours per week or a part-time model best meets the needs of the families.

The annual amount you will be reimbursed for scholarships per child is noted below. If your program does not operate for twelve months out of the year, this amount will be prorated:

TYPE	AGE	2 STAR	3 - 5 STAR
CENTER	0-36 MONTHS	\$7,969.00	\$11,300.00
	37-72 MONTHS	\$6,000.00	\$7,300.00
HOME	0-36 MONTHS	\$5,625.00	\$7,600.00
	37-72 MONTHS	\$4,875.00	\$6,200.00

Generally, only programs that receive a Star Rating at the Quality level and above (3, 4, and 5) will receive Child Care Scholarships. Programs at the Rising and Progressing Star levels (1 & 2) will continue to receive Quality First Incentives for program improvements. Some Regional Councils may approve funding for additional scholarships at the Progressing Star (2) level if a specific community need has been identified.

Rating Only programs may receive scholarships as an incentive depending on the regional funding available.

Scholarships allocated to a program licensed under a church or that includes religious instruction or worship as part of the program's activities will be transferable scholarships, meaning the scholarship will follow a child receiving a scholarship under certain conditions.

The number of scholarships your program receives can be found on the Quality First Extranet under the Scholarship Tab. For more information about Quality First Scholarships, you can visit the <http://qfscholarshipsreporting.org/> website or contact the Valley of the Sun United Way – Scholarship Team using the contact information noted below:

Valley of the Sun United Way - Scholarship Team

3200 E. Camelback Road, Suite 375

Phoenix, AZ 85018

Provider helpline: (602)240-6325

Parent helpline: (602)240-6324 or (866)973-0012

regionalscholarships@vsuw.org

SECTION FIVE: Quality First Specialized Assistance

Through your ongoing participation in Quality First, you will have the opportunity to receive additional specialized assistance through various specialized assistance providers to support the individual needs of your program as you work toward quality improvement. Specialized assistance basically gives you the chance to really look at the unique needs of your program to determine what services would be most beneficial.

The Quality First Specialized Assistance that is offered also provides a foundation for ongoing collaboration with technical assistance professionals and coaches. 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 complementary areas of expertise participating equally.

You and your Quality First coach will collaborate with other early childhood education technical assistance professionals 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 Early Childhood Specialists, DHS Surveyors, DES Certification Specialists and College Scholarship Specialists as they are available to help with goal setting and quality improvement planning.

Joint collaboration activities may include:

- Joint visits with you, your coach and other consultants/technical assistance professionals
- Collaboration on goal setting, identifying action steps, and planning visits
- Feedback and input on your program's strengths and opportunities for growth
- Sharing of training resources and materials
- Joint trainings, Communities of Practice, Professional Learning Communities, and other group events focused on quality improvement goals

TYPES OF SPECIALIZED ASSISTANCE

Child Care Health Consultants

All programs enrolled in Quality First have access to a Child Care Health Consultant (CCHC), either through phone consultation or on-site visits. The CCHC that is assigned to your program will be identified on your program's Extranet home page. Since 1987, CCHCs have been working side by side with early childhood programs to support their efforts in providing a healthy and safe environment for the children, staff, and families they care for every day. In Arizona, a CCHC

is a Nurse or Professional Health Educator who has completed specialized training based on the most currently established best practice standards. CCHCs provide health and safety trainings and are familiar with licensing requirements and local resources to link early care providers to their community. You and your CCHC can work as a collaborative team to develop a customized plan for health and safety for your unique environment and the specific needs of your program. A few examples of topics you might collaborate on include: development of health and safety policies to support your staff and children's well-being, development of an oral health program and how to incorporate tooth brushing with young children, education and training on nutrition through family style meals, and how to promote daily physical activity both inside and in the outdoors. You can seek more information on working with a CCHC by contacting the CCHC designated on your Quality First Extranet home page.

Additional Specialized Assistance

There are a number of additional support services that may be available to your program depending on which region you are located. Please understand that not all specialized assistance services are available in all regions; therefore, the Birth To Five Helpline offers assistance via the phone for ALL participants who may need support in a specific area.

- The “Birth to Five Helpline” links Quality First participants 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 telephone number is (877)705-KIDS (5437).

An example of a how you could use the Helpline would be in the event a child is exhibiting some questionable behaviors and a teacher is looking for some guidance in how to respond appropriately or to offer valuable resources to the family.

- 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. In regions that offer this support, consultants are available to work directly with teachers to develop strategies to work most effectively with children in early learning settings. Contact your Coach to find out if Smart Support is available in your area and a specific contact.

An example of services that might be provided through Smart Support would be training for teachers on helping children to label emotions and create helpful activities that assist children in learning how to deal with strong feelings.

- 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. Contact your coach to find out if Early Care and Education Inclusion is available in your area and a specific contact.

An example of how this specialized assistance could be provided would be in helping you find assistive learning devices for children who may have developmental or learning delays and using these learning tools effectively for the child's benefit.

- Arizona Department of Education (ADE) - ADE offers free training to all early childhood professionals throughout the state in a number of areas including the Arizona Early Learning Standards, the Infant Toddler Developmental Guidelines, and the Program Guidelines for High Quality Early Education. An ADE Early Childhood Program Specialist may also be available to participants in some regions to support the transition of children from early care and education settings into Kindergarten.

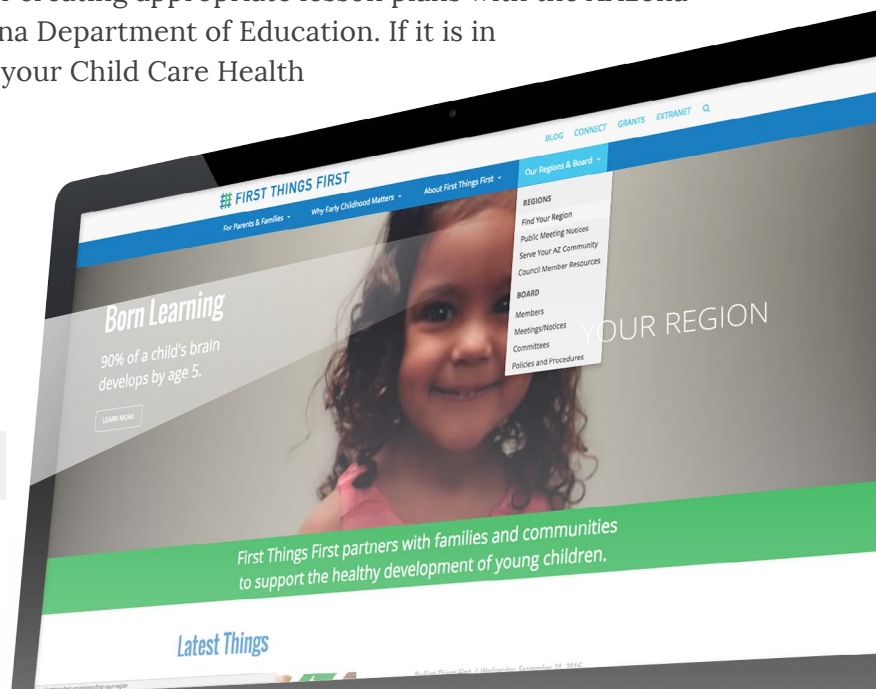
An example of the services offered through the Department of Education could be to invite a representative to your facility to offer hands-on training for you and your staff to discuss and learn more about the Infant Toddler Developmental Guidelines. If your group is too small to have a representative at your site, you could partner with another provider in your area or have your staff attend a regularly scheduled training that is listed on the ADE website.

HOW TO BENEFIT FROM SPECIALIZED ASSISTANCE

In order to make the most of the Specialized Assistance available to you as a Quality First participant, here are some considerations:

- Do some research to find what types of specialized assistance services are available in your area. Visit the FirstThingsFirst.org website. Under Regions and Boards, click on Find Your Region and insert the address. This will take you to your region page, which includes the Regional Council members and a selection of publications and resources available for that region.
- Talk with your Quality First Coach to discuss your specific needs. Consider some of the goals you have established for program improvement and how Specialized Assistance can be used to help you meet your goals.
- Reach out to the staff you work with. What are their needs in providing the best care to the children and families they serve? What types of specialized assistance could they engage in to support their teaching?
- Review your assessment reports and find areas that may indicate more work is needed to provide quality care. If it is in the area of creating appropriate lesson plans with the Arizona Early Learning Standards, call the Arizona Department of Education. If it is in the area of Personal Care Routines, call your Child Care Health Consultant.

Find Your Region



- Talk with your Quality First Coach to discuss your specific needs. Consider some of the goals you have established for program improvement and how Specialized Assistance can be used to help you meet your goals.
- Reach out to the staff you work with. What are their needs in providing the best care to the children and families they serve? What types of specialized assistance could they engage in to support their teaching?
- Review your assessment reports and find areas that may indicate more work is needed to provide quality care. If it is in the area of creating appropriate lesson plans with the Arizona Early Learning Standards, call the Arizona Department of Education. If it is in the area of Personal Care Routines, call your Child Care Health Consultant.
- Communicate with your families about the types of Specialized Assistance that you are using in your program. Help your families know the coaches and consultants who will be supporting your program as they may see them in your program on a regular basis.
- Quality First financial incentives can be used to support payment for professional membership in early childhood organizations, such as the National Association for the Education of Young Children (NAEYC) or the Family Child Care Association (NAFCC).

SECTION SIX: Quality First Professional Development

Professional Development is an important part of your Quality First participation and in working towards providing quality care to the children in your program. The opportunity to engage in professional development offers continuous learning for anyone working in the field of early education. Growing in levels of knowledge and the development of current skills based on the most recent research and standards of best practice can only benefit your program, the staff and the children. There are a variety of ways in which professional development can be offered to you and your staff based on your goals, staff qualifications, unique program needs and availability.

TYPES OF PROFESSIONAL DEVELOPMENT

- **Arizona Early Childhood Career and Professional Network** - The Purpose of this valuable resource is to provide information on Workforce Knowledge and Competencies, Training and Workshop offerings, Career Opportunities, as well as a Registry component for early childhood professionals to document and track their experience, education and knowledge over time. The Network is a comprehensive, consistent, and accessible web-based system designed to meet the professional development needs of Arizona's early childhood professionals from entry to advanced levels and promote high quality professional development.

THE NETWORK INCLUDES THE FOLLOWING COMPONENTS:

- A Professional Development website to promote and provide access to a variety of professional development, career and higher education resources to assist early childhood professionals in keeping their skills and knowledge up to date.
- A web-based Arizona Early Childhood Workforce Registry to collect and store data about the early childhood workforce. Information such as college credits, work history, workshops competed, and site training logs will be stored making it easier for early childhood professionals to keep track of their professional development.
- The Arizona Workforce Knowledge and Competencies Framework. These are a set of professional standards that identify the basic knowledge, skills, and attitudes needed for early childhood professionals across the sectors of early childhood including, early care and education, early intervention, mental health, physical health and social services/child welfare professionals. The Arizona Workforce Knowledge and Competencies Framework is comprised of two components:
 - A. The Arizona Career Lattice, a tool that early childhood professionals can use for individualized professional assessment, setting professional development goals, and documenting their progress in their career development.
 - B. The Arizona Workforce Knowledge and Competencies

- A Job Bank that includes information about early childhood jobs submitted from employers seeking employees as well as information pulled from Indeed.com.
- College Scholarships for Early Childhood Professionals - Well-educated and highly skilled early childhood teachers and staff are strongly linked with high quality and optimal child outcomes at entry into kindergarten. First Things First College Scholarships for Early Childhood Professionals are meant to provide access to higher education for the early childhood workforce working directly with or on behalf of young children birth to age 5. These scholarships are available to assist early childhood professionals with credential and degree attainment. The application for College Scholarships is housed within the Arizona Early Childhood Workforce Registry website.

QUALITY FIRST COACH SUPPORT – Quality First Coaches are another source of professional development for you and your program and can provide trainings and workshops to assist you in reaching your Quality Improvement Goals. Coaches offer professional development on a variety of goal related topics including Classroom Environments, Positive Interactions, Child Development, the importance of Administrative Practices, and other relevant topics in the field of early childhood. Coaches are also an excellent resource for helping you to find community resources to meet your professional development needs. Local and national conferences, workshops and seminars can all be funded using Quality First Incentives that align with your goals for quality improvement.

- Child Care Exchange Magazine – This professional journal is provided to you free of charge as a Quality First participant and offers valuable information about the field of early care and education with resources to support your staff, the families you serve and ideas for program practice.

SUCCESSFULLY USING PROFESSIONAL DEVELOPMENT

In order to make the most of Professional Development, here are some considerations:

- Take advantage of professional development opportunities as often as possible to not only increase your knowledge, but also to support your understanding of the needs of today's children and how best to support them. It is never too late to learn new things!
- When you or your staff members attend professional development events or complete course work through a college or university, provide opportunities for the information to be shared among all members of your team. This will not only create common learning opportunities but also create an advanced skill for the individual sharing the information.
- Create a mentor/on site coach role in your program for a staff member who has specialized or advanced knowledge or skills so that others can receive ongoing support and mentoring from within your own team.
- Consider the vision, philosophy and values of your program in establishing professional development plans for you and your staff. As you and your staff learn more ways to support the uniqueness of your program, the greater opportunities for unity and common understanding. For instance, if your program believes that "risk-taking" for young children is a part of your program philosophy, send your staff to training on how to create safe outdoor play environments that support these types of behaviors.
- Read your Exchange magazine and share it with all of your staff. Copy articles for families, do an article review with a group, or experiment with new ideas you find on the pages. The Exchange magazine also often publishes opportunities for continuing education credits available online or through correspondence.
- Seek out opportunities to learn about quality improvement efforts and how to be a leader in your program in supporting these changes. Make professional development a part of your goal planning process and have your coach or specialized assistance team help you to grow in this area.
- Create an environment that encourages and supports staff in putting new knowledge into practice.
- All of your program's classroom and management staff will need to become members of the Arizona Early Childhood Workforce Registry. As members they will have access to professional development opportunities, possible scholarship opportunities, and a place to store all of their education and professional development accomplishments. The information contained in the Registry will be used for Points Scale Assessments.

SECTION SEVEN: Quality First Administrative Practices

This section offers guidance on policies and state standards to support your participation in Quality First. These practices are listed in alphabetical order for easy review.

CODE OF ETHICAL CONDUCT (NAEYC)

The Code of Ethical Conduct is a document that provides a framework and guidance for the early childhood professional in working with families and young children. The Code outlines the Core Values of the early childhood profession and details the Ethical Responsibilities to children, to families, to colleagues, and to the community. This Code is a recommended tool for your work and can help in making ethical decisions and to develop sound policy and practice guidelines for your program. The Code of Ethical Conduct can be found on line at <http://www.naeyc.org/files/naeyc/file/positions/Ethics%20Position%20Statement2011.pdf>.

E-VERIFY AND LAWFUL PRESENCE

First Things First is required to collect documentation related to e-verify participation and Lawful Presence to ensure compliance with federal and state laws. Quality First participants are required to provide proof that they are registered with and participating in the e-verify program if they have employees. If a participant is an individual or sole proprietorship, they will need to submit a completed Statement of Lawful Presence and Eligibility form along with acceptable evidence of eligibility and lawful presence. E-Verify forms will be given to participants by their coaches and a link to the Statement of Lawful Presence and Eligibility form will be emailed to participants after enrollment with instructions.

CONCERN RESOLUTION

If you have a concern regarding your Quality First participation, the following processes are in place for your reference:

- **Informal Dispute Resolution Policy**

If you have a concern or disagree with a Quality First program decision that cannot be resolved through informal methods of discussion with your coach or coach supervisor, you have the opportunity to submit a Quality First Complaint form. In the Complaint form (see forms), you will provide a description of your concern and any attempts made to resolve the issue as well as recommendations of possible solutions.

The form will then be submitted to the Quality First Director at:

Quality First Director

First Things First

4000 N. Central Avenue, Suite 800

Phoenix, Arizona 85012

Email: qualityfirst@firstthingsfirst.org

Fax: (602) 274-6351

The Quality First Director will attempt to resolve the dispute through a meeting with all involved parties, ideally within 14 days of receiving the Complaint form. A decision will be made by the Director and you will be notified of the decision within 14 days of the meeting. The goal of this process is to come up with a mutually agreed upon decision that supports your participation and compliance with the Quality First policies and procedures.

- **Confidentiality**

All Quality First partners (coaches, assessors, child care health consultant, supervisors, and other support services) are expected to maintain confidentiality about your program in their work with others in the 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, except as required by law. If you feel your confidentiality has not been maintained, please discuss this with your coach or coach supervisor to address this issue.

- **Appeals Process**

The Appeals Process is reserved for when a participant believes that official policies and procedures have not been followed. If you believe that all policies and procedures have been followed but would like to discuss a specific challenge that you are having, the clarification process and/or Informal Dispute Resolution processes are the appropriate routes. There are two scenarios in which you have the opportunity to file an Appeal within Quality First:

1. Quality Star Rating*

**If you are appealing your Star Rating, you must first go through the Assessment Clarification process and the Informal Dispute Resolution process. (See Assessment Clarification Form)*

2. Termination of your participation

You have 60 calendar days to file your Appeal after your Star Rating has been assigned or your program has been disenrolled.

The Appeal must be submitted in writing using the Request for Appeal form (see forms) to:

Quality First Director

First Things First

4000 N. Central Avenue, Suite 800

Phoenix, Arizona 85012

Email: qualityfirst@firstthingsfirst.org

Fax: (602) 274-6351

Once received, the Quality First Director and the Senior Director for Early Learning, the Chief Program Officer (CPO), and/or the Chief Executive Officer (CEO) will review the Request for Appeal and provide a written response, which includes a scheduled meeting date, to you within 14 business days of the receipt of your Appeal.

At the conclusion of this process, if you remain unsatisfied with the result, you will have the opportunity to appeal further by requesting a formal hearing conducted by an Administrative Law Judge with the Office of Administrative Hearings. First Things First will notify you in writing when the opportunity to request a formal hearing is available. After receipt of that notice, you will have 30 calendar days to appeal further by requesting a hearing in writing. The request must include the name and address of the program seeking the hearing, the decision being appealed and a concise statement of the reasons for the appeal.

Written requests must be submitted to:

General Counsel

First Things First

4000 N. Central Avenue, Suite 800

Phoenix, Arizona 85012

Fax: (602) 274-7040

If you are appealing your termination from Quality First, all services including incentives, coaching, assessment and consultation services, will be placed on hold during the hearing process. The only possible exceptions to this hold are listed below:

- If you have a current College Scholarship/employee, that person will be able to continue receiving the scholarship for the remainder of their current contract.
- 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.

Once a recommendation decision is made 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. You will receive a written copy of the final Board decision.

CORRECTIVE ACTION PROCESS

As a Quality First participant, you have a key responsibility in the overall improvement process and working together with your coach and other consultants to implement the necessary policies and procedures noted in this Participant Guide. If additional support is needed to regain compliance with these standards, your coach will partner with you in the Corrective Action process to designate specific steps to be taken to get back on the right track. While your program is going through the Corrective Action process, the use of incentive funds will only be allowed if the purchase(s) is specifically connected to the items/actions steps identified in your Corrective Action Plan. In the event that you continue to struggle in complying with these standards, your participation may be reconsidered through a collaborative discussion between your Quality First Coach, the Coaching Grantee (Valley of the Sun United Way), and the Quality First Director at First Things First.

EXPECTATIONS OF PROGRESS

A significant investment is being made through Quality First to support the achievement and maintenance of quality early experiences for children birth – age five. The expectation is that all programs make progress and overcome barriers to increase quality throughout enrollment in Quality First. If progress is not made, your ongoing participation in Quality First may be terminated. The guidelines below outline the expectations for progress:

- Programs rated at 1 star must increase their rating to a 2 star or higher within 3 assessment cycles. This means that a program rated at 1 star will have 2 years of improvement supports before a 2 star or higher is expected.
- Programs rated at 2 stars must increase their rating to a 3 star or higher within 3 assessment cycles. This means that a program rated at 2 stars will have 2 years of improvement supports before a 3 star or higher is expected.

After the third assessment has been finalized, the First Things First Quality First Team will review each program individually that has not achieved the expectations above to determine next steps.

- See the Quality First Expectation of Progress policy for more detailed information (see forms).

EXTRANET (DATA SOURCE)

The Extranet is where you can access all of your Quality First information in one place and track all of your improvement data over time to note your progress and program status. As a Quality First participant, you have the responsibility of updating your information on a quarterly basis in the areas of program information, classroom enrollment, identification of children with special needs, staffing information and your ongoing Quality Improvement plans. This data is extremely helpful in keeping up to date on staffing trends, enrollment changes, and your movement in scores across time.

Your Quality First Coach will invite you to the Extranet with your own personal log in and password. If you have challenges logging in or navigating this database for your program, assistance is available at Extranet@firstthingsfirst.org. See the Extranet User Guide for more detailed information (see resources).

LACK OF ENROLLMENT OF CHILDREN 0-5

If you are at a place where you have no enrollment of children in your program that are age birth to five, your Quality First Coach will partner with you to consider how to support new enrollments. You will have up to one month from the last day of care to replace enrollment. During this 45 day period, your Quality First Coach will offer assistance in developing a marketing plan to recruit new families. After the marketing plan is developed, your coach will maintain contact through phone calls and email communication. If there are still no children enrolled in your program at the end of 45 calendar days, your continuation of Quality First services will be reconsidered.

MANDATED REPORTING

As an early childhood provider, you are a designated Mandated Reporter by law (as outlined in A.R.S. § 13-3620). Mandated reporters are individuals who are obligated by law to report suspected cases of child abuse and neglect. In general, any person who has contact with children in a professional capacity is a mandated reporter. Mandated reporter laws are designed to catch child abuse in its early stages, so that children are protected from physical or emotional trauma. If you reasonably believe a child in your program is a victim of abuse or neglect, you are required to report this information to Child Protective Services or your local law enforcement authority. If you have an incidence of child abuse in your program, it is your responsibility to contact your regulatory agency to make a report – DHS, DES or a tribal authority.

OWNERSHIP CHANGE

If your program has an ownership change, you will need to notify Quality First to update your information and ensure continuous participation. The following information will help to guide you in the process:

- 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 your Quality First Coach in order to ensure your program information is accurate and up to date on the Extranet, including updating Extranet access.
- A new enrollment agreement must be signed by the new owner to ensure understanding of the Quality First program guidelines and responsibilities.
- If a new license is issued, this information will need to be shared with your Quality First Coach and any modifications to the program size or licensed capacity updated in the Extranet.

PROGRAM CLOSURE

In the event your program has an unexpected closure, your Quality First Coach will work with you to establish a modified schedule to support continued participation during this time. Some examples of a temporary program closure include:

- Facility/property damage due to natural disasters such as fire or flooding
- On-site staff/child medical emergency
- Health epidemic/personal medical conditions

If your program does not resume services after a 30 business day period, your ongoing enrollment in Quality First will be reconsidered, taking into account any extenuating circumstances on a case by case basis. If your program chooses to close and will be disenrolling from Quality First, it is recommended that all materials purchased with your financial incentives be redistributed to other providers serving children in your region. Your Quality First Coach will provide assistance to you in this process. If you will be disenrolling from Quality First, but continue to serve children, you may retain the materials purchased with your financial incentives to support the ongoing development of the children.

For programs that may be moving to a new location, it is important to discuss this move with your Quality First Coach to ensure that the new location has Quality First funding available. A program staying in the same region can maintain participation in Quality First with an update in the program information and licensing.

REGULATORY STATUS

As part of your participation in Quality First, you are required to maintain your regulatory status and remain in 'good standing' to ensure compliance with state regulatory standards (DHS, DES, and/or tribal or military authority). If your program experiences an event that causes you to be placed in enforcement action with DHS or on probation or suspension with DES, you will not be able to access your Quality First Financial Incentives, or receive reimbursement for quality first child care scholarships during that time. While your program is in regulatory status your Quality Star Rating will not be publicly visible on the internet. Once your program is removed from this status, you will be able to regain access to your incentives , receive reimbursement for all Quality First Scholarships (Including during the time of the enforcement action), and continue Quality First participation.

If your program is noted as not in good standing with your regulatory agency for over 60 calendar days or if you have more than one incident in a twelve month period, your participation in Quality First may be jeopardized. It is important for you to maintain open communication with your Quality First Coach and other consultants to help in supporting your compliance with state standards. Your licensing surveyor or certification specialists are also available to support you in the process of creating a plan of improvement for your success.

STATE STANDARDS

The State of Arizona through its various agencies has a wealth of resources available to you as an early childhood professional in your work with young children. Quality First, through First Things First, partners with these state agencies in providing documentation to guide your practice. The following tools are available to you free of charge and are excellent sources of information for you and your program to establish best practices in your work with the children you serve. Trainings for all three of these resources are now available online and free of charge. Please visit the AZ Dept of Education website for more information.

- **Infant and Toddler Developmental Guidelines**

Arizona's Infant and Toddler Developmental Guidelines are part of a continuum of early learning guidelines which provide a framework for understanding and communicating a common set of developmentally appropriate expectations for young children, presented within a context of shared responsibility and accountability for helping young children meet these expectations. Specifically, these guidelines will describe expectations about what infants and toddlers should know (understand) and do (competencies and skills) across multiple domains of development during specific age ranges, as well as what adults can do to support children's optimal learning and development. (Click on the link below to access these Guidelines)

Arizona's Infant and Toddler Developmental Guidelines

(http://www.azed.gov/early-childhood/files/2012/10/az_infant_toddler_guidelines_complete-2.pdf)

- **Arizona Early Learning Standards**

The Arizona Early Learning Standards have been developed to provide a framework for the planning of quality learning experiences for all children three to five years of age. The standards cover a broad range of skill development and provide a useful instructional foundation for children from diverse backgrounds and with diverse abilities. The standards are intended for use by all those who work with young children in any early care and education setting in urban, rural and tribal communities. (Click on the link below to access these Standards)

Arizona Early Learning Standards

(<http://www.azed.gov/early-childhood/files/2011/11/arizona-early-learning-standards-3rd-edition.pdf>)

- **Program Guidelines for High Quality Early Education: Birth Through Kindergarten**

The Program Guidelines for High Quality Early Education: Birth through Kindergarten are not a list of requirements, but rather a set of recommended practices for programs to use as they strive for excellence in the care and education of young children throughout Arizona. This document is intended to provide guidance by delineating quality and providing a set of indicators that concretely describe what a program will look like when providing high quality early care and education for children birth through age six. (Click on the link below to access these Guidelines)

Program Guidelines for High Quality Early Education: Birth Through K.

(<http://www.azed.gov/early-childhood/files/2011/10/program-guidelines-completed.pdf>)

Participant Guide Resources

Fiscal Year 2018



QUALITY FIRST 
FIRST THINGS FIRST

qualityfirstaz.com

User Guide: Extranet Log-in

Fiscal Year 2018



QUALITY FIRST

FIRST THINGS FIRST



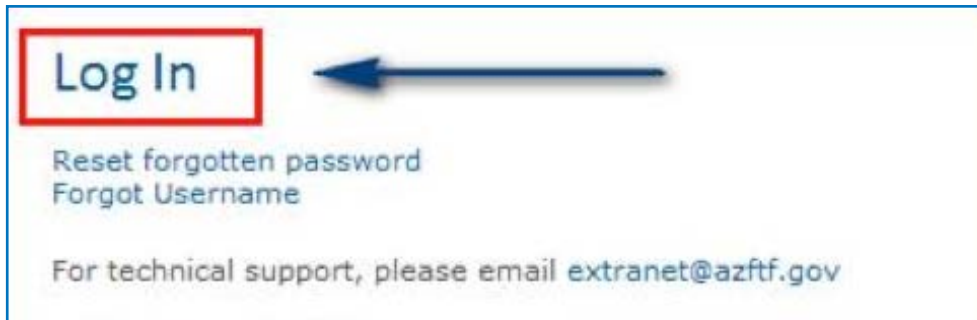
qualityfirstaz.com



WELCOME TO FTF EXTRANET!

To access FTF Extranet, please go to the following website or click here:
<https://extranet.azftf.gov/Extranet/Pages/default.aspx>

1. Click Log In



2) Log in window will pop up to enter Username and Password.

- a. Username must include backslash (\); not a forward slash
 - This is typically the first initial of first name and last name
- b. Password is case sensitive;
 - You will be sent a temporary password, which you can change once logged in. Passwords must be minimum 8 characters and include at least one capital letter and one number.

Username: AZFTF\jsmith

Password: Cartoons8



3) Click Ok. You will be on the main Dashboard. Click in Quality First Graphic.



4) Click on My Center or Home link.

For Technical Support, please email extranet@aztf.gov.
 For Quality First program related questions, please email qualityfirst@aztf.gov.
 For all Child Care Health Consultation program related questions, please email cchc@aztf.gov.

Quality First Announcements

[Recall of Baby Carriers](#) by [lutherland](#) 5/12/2016 9:16 AM
 Twin Go Recalls Baby Carriers Due to Fall Hazard, Please visit the U.S. Consumer Product Safety Commission website for more information on this recall. <http://www.cpsc.gov/en/Recalls/2016/Twin-Go-Recalls-Baby-Carriers/>

Center Lookup

Provider ID

Participant Quick Links

- Quality First Participants

5) Click Select to access your Provider Profile.

Show only inactive Participants

Select status of participants you would like to view:
 Selected Pending Verification Selected for Rating Only Enrolled Participant Rating Only Enrolled Participant CCHC Only

	Provider ID	Organization Name	Site Name	Address	City	Postal Code	Regional Partnership Council	Provider Type	Status	New
<input type="button" value="Select"/>	146	Quality First Test Center	Center #1	123456 Test Center	Phoenix	85205	Cocconino Regional Partnership Council	Home	Data Not Verifiable	

6) The first page is the Profile Summary.

Quality First
Profile Summary

Quality First Test Center, Center #1
 Address: 120496 Test Center Phoenix, AZ 85006
 Regional Partnership Council: Cocooning Regional Partnership Council
 First Name: 602-555-1111
 Home: N/A
 Home Type: N/A
 Provider Size: Home

Current Users and Assignments

Role	Name	Title	User ID	Phone	E-Mail
Coach	Test Coach	Coach	ADP1Coach	602-555-1111	coach@qf1.com
COHC	Test COHC	COHC	ADP1CoHC	602-771-1111	cohc@qf1.com
Inclusion Coach	Test Inclusion Coach	Inclusion Coach	ADP1Inlc	602-771-5100	inc@qf1.com
Mental Health Consultant	Test MHC	MHC	ADP1mhc	602-771-5100	mhc@qf1.com
Child Care Center Director	Test Child Care Center Director	Child Care Center Director	ADP1ccDirector	602-771-5100	ccDirector@qf1.com
Main Contact	First Name	Last Name		602-555-1111	QFDirector@email.com
Primary Program Designer	First Name	Last Name		602-555-1111	QFDirector@email.com

Site Details

Provider Type: Home

Contact Information:
 Name: First Name
 Title: Last Name
 Phone: 602-555-1111
 Fax:
 Email: QFDirector@email.com
 Provider Website: http://www.testqf1.com

Hours of Operation:

Day	From	To
Monday	8:00 AM	5:00 PM
Tuesday	8:00 AM	5:00 PM
Wednesday	8:00 AM	5:00 PM
Thursday	8:00 AM	5:00 PM
Friday	8:00 AM	5:00 PM

Program Snapshot

Size of Site: Home
 Number of Staff:
 Classrooms: 1
 Total Enrolled: 0
 Ages Served:
Number of Children who are Non-English Speakers:
 Spanish:
 Other:
Primary Language Used for Instruction:

QF Activities

Orientation Completed:
 Orientation Completed Date:
 Status: Data Not Verifiable
 Fund Source: FTY/ADE Pre-K

Assessment Cycle

Assessment Cycle:
 Rating: (QF)
 Assessment Completion Date: 9/25/2015
 Date Current Cycle Ends: Pending

Service Information

COHC Service Level:
 QF Tier 2 Expert Mode Services

7) To update our provider profile, click on the Left Navigation Link to access each area of your profile.

Extranet

Quality First

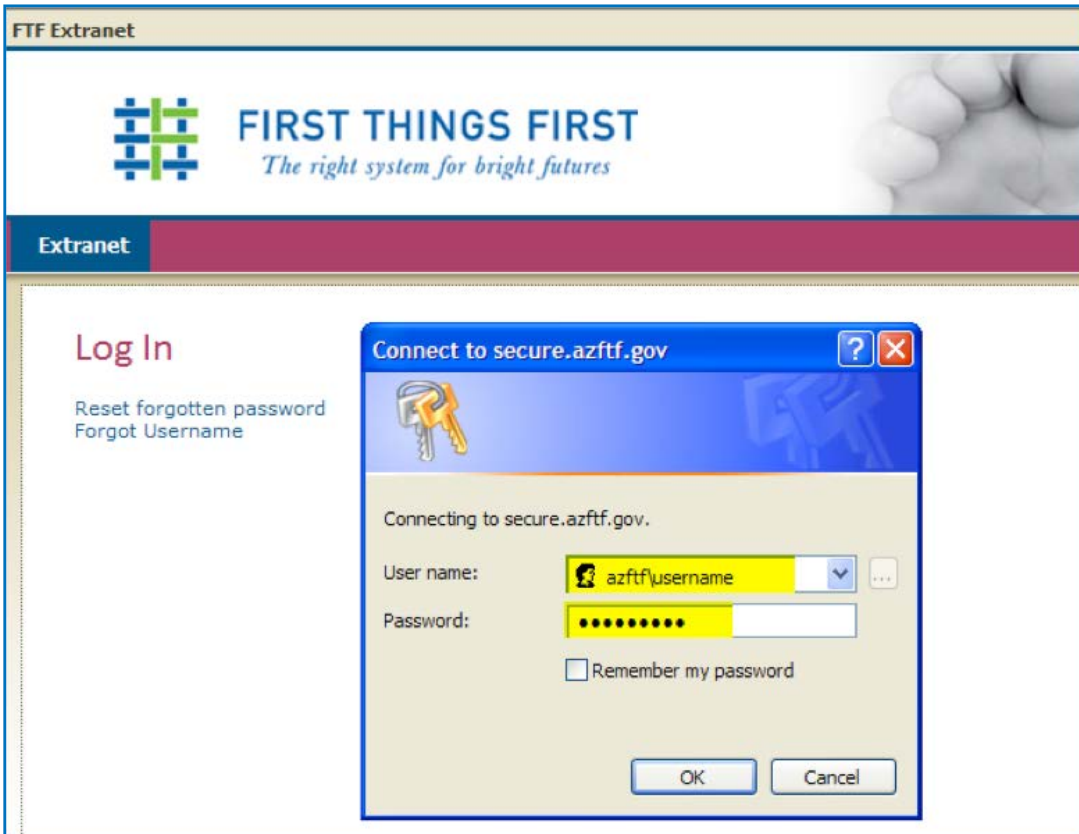
Profile Summary

- Site
- Program
- Staffing
- Classroom / Family Group
- Assessment Summary
- Quality First Points Scale
- QF Rating Provider Checklist
- Quality Improvement Plans
- Calendar of Events
- Scholarships
- Print Application

TROUBLESHOOTING USERNAME AND PASSWORD ISSUES FOR FTF EXTRANET:

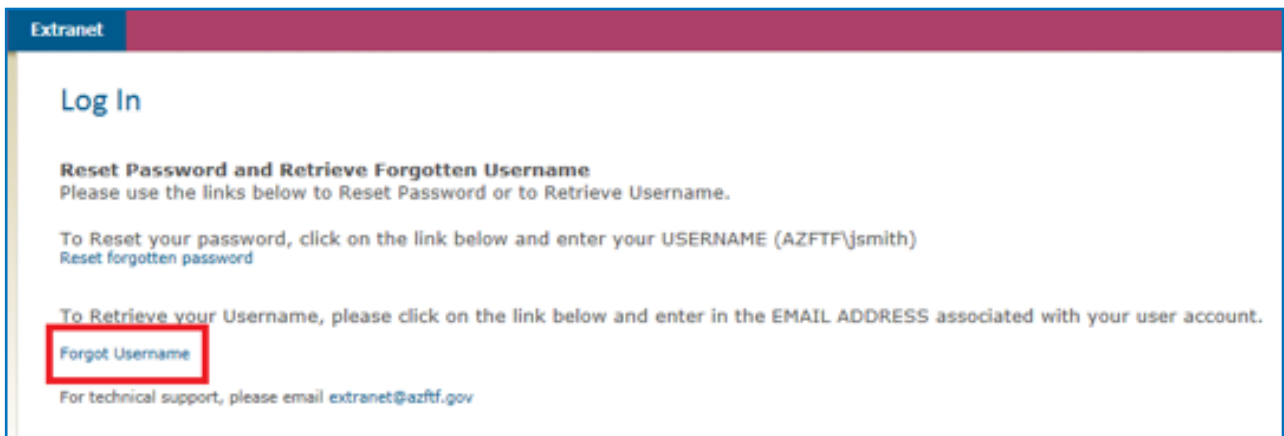
1. Username and Password Error:

- Check that your username is being entered correctly.
- The back slash is a “ \” and must be entered as AZFTF \username.
- A common error is for users to put in their username with the forward slash AZFTF/username; this will cause an error.
- Your Password is case sensitive.



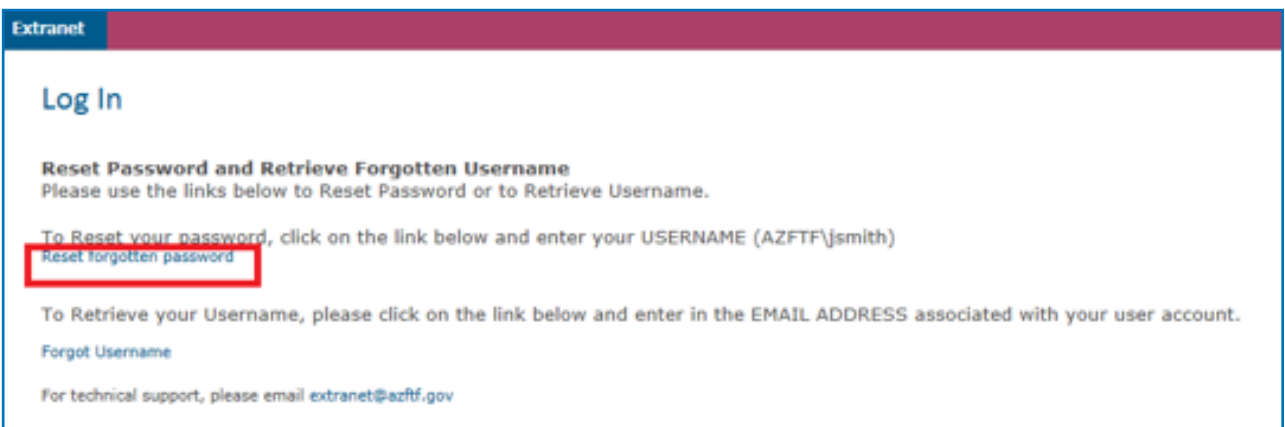
2. Forgotten Your Username:

- a. You can request to have your username sent to you via email by accessing the main FTF Extranet Dashboard and selecting the FORGOT USERNAME link.
(<https://extranet.azftf.gov/Extranet/Pages/Default.aspx>)
- b. You will be requested to enter in the email address that was used to provide your original username and password. Your username will be emailed to you.



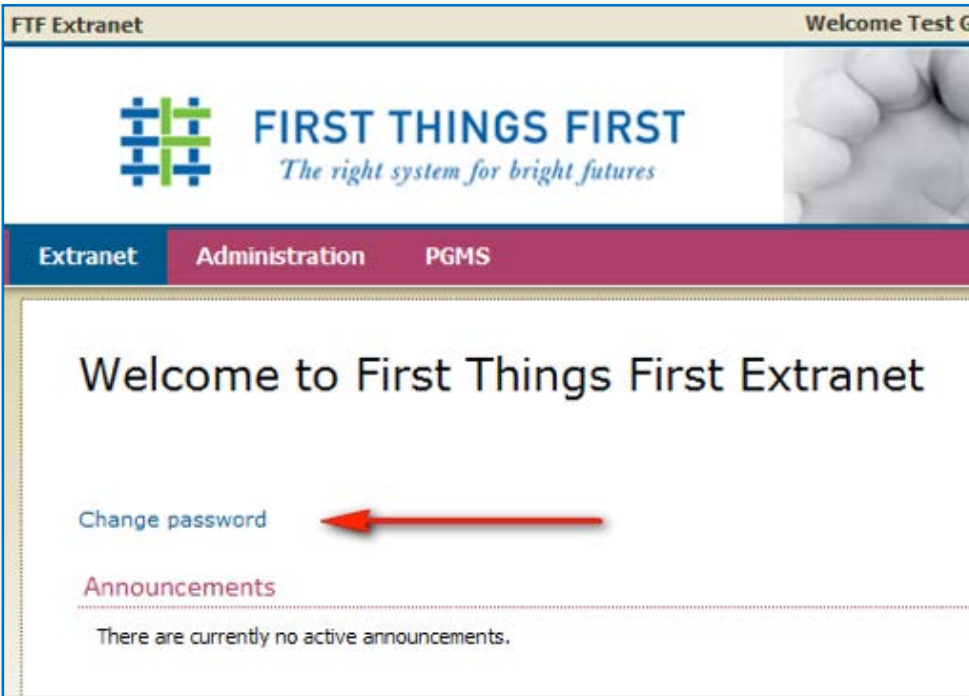
3. Reset Forgotten Password:

- a. If your username is correct and you need to Reset Forgotten Password you can request a reset password be sent to you by accessing the FTF Extranet Dashboard and selecting the FORGOT PASSWORD link. (<https://extranet.azftf.gov/Extranet/Pages/Default.aspx>) You will be requested to enter in your username (AZFTF\username) that was provided to you. A temporary new password will be emailed to you. If you do not have your username, you must complete steps in #2 to obtain your username.



4. To Change a Password (not FORGOT Password),

- a. You can change your password by logging in to the Extranet with your AZFTF\username and password.
- b. Once logged in, you will be at the main Welcome Page of the Extranet.
- c. Select the CHANGE PASSWORD link.



- a. You will be prompted to enter in your current password along with your New Password and Confirm.
- b. Next, select Change Password.
- c. **IMPORTANT:** a pop up window will appear after you click Change Password; you will need to enter your Username AND your NEWLY CHANGED password.

Change Your Password

Your new password must be a minimum of 8 characters and contain 3 of the 4 groups of following characters:

- Alpha uppercase
- Alpha lowercase
- Numeric
- Non-alphabetic characters (for example, !, \$, #, %)

Your password must not contain more than 2 consecutive characters of your user ID.


Current Password: *

New Password: *

Confirm Password: *

IMPORTANT: a pop up window will appear after you click Change Password; you will need to enter your Username AND your NEWLY CHANGED password.

FTF Extranet




FIRST THINGS FIRST
The right system for bright futures

Extranet

Log In

Reset forgotten password
Forgot Username

Connect to secure.azftf.gov



Connecting to secure.azftf.gov.

User name:

Password:

Remember my password

EXPECTATION OF PROGRESS

The purpose of Quality First, Arizona's Quality Improvement and Rating System, is to support the quality of the early care and education provided to children birth – age 5.

The Quality First Rating Scale indicates the quality of programs from a Rising Star through the Highest Quality (1 star through 5 stars).

Once a program is rated, supports are provided to help remove barriers to increasing quality within the program. Supports include:

- A Quality First Coach who partners on-site with the provider to develop quality improvement goals, provide classroom observations and feedback, customize training for the staff, review policies to support best practices in implementation and provide resources;
- Financial incentives that can be used to purchase materials and supplies that enhance the learning environment, offset costs of facility improvements that enhance the environment, and to support professional development opportunities for staff;
- Formal assessment reports that provide the program an outside look at the environment and practices based on standardized program assessment tools;
- Child Care Health Consultation, either on-site or over the phone, to ensure that best practices in health and safety are incorporated in the program;
- College Scholarships to support the attainment of a Child Development Associate Credential (CDA) or Associate's Degree in Early Childhood Education.
- Regional consultation in Early Childhood Mental Health and Inclusion of Children with Special Needs.

A significant investment is being made to support the achievement and maintenance of quality early experiences for children birth – age 5. The expectation is that participants make progress and overcome barriers to increase quality throughout their enrollment in Quality First.

If progress is not made by a participant, termination from Quality First may occur. The guidelines below outline the expectations for progress:

- Participants rated at 1 star must increase their rating to a 2 star or higher within 3 assessment cycles. This means that a participant rated at 1 star will have 2 years of improvement supports before a 2 star or higher is expected.
- Participants rated at 2 stars must increase their rating to a 3 star or higher within 3 assessment cycles. This means that a participant rated at 2 stars will have 2 years of improvement supports before a 3 star or higher is expected.

After the third assessment has been finalized, the First Things First Quality First Team will review each program individually that has not achieved the expectations above and review considerations of the particular regional council.

The individual review will include obtaining information and communicating as identified below:

1. A Quality First Team Member will contact the program Director/Owner to inquire about barriers to achieving expectations.
2. A Quality First Team Member will contact the Coaching Grantee, Coaching Agency and Coach to inquire about the program's participation in Quality First.
3. The First Things First Early Learning Implementation Team will review the information and make a final determination regarding the enrollment status of the program.
4. A Quality First Team Member will communicate the final enrollment decision, in writing, to the program with a copy to the Quality First Coaching Grantee, Quality First Coach, and First Things First Regional Director.

Programs that are terminated from Quality First due to not meeting the Expectations of Progress will:

- have the opportunity to appeal the termination using the Appeal Process outlined in the Quality First Participant Guide;
- be allowed to keep the purchases made with Quality First incentives, as long as the program continues services to children;
- maintain their College scholarship contracts for staff utilizing the scholarships through the end of each staff contract.
- have access to the Birth to Five Helpline for technical assistance and support, although on-site CCHC services may discontinue if the region has not funded CCHC outside of the Quality First package;
- **not be reimbursed** for Quality First child care scholarships as of the date of termination;
- have their Star Rating and Program information removed from the Quality First Website; and
- not be able to reapply for Quality First for three (3) years from the date of termination. First Things First will monitor applications to ensure this policy.

Programs that are not terminated from Quality First:

- May go through the corrective action process.
- Will maintain access to their College scholarships, Quality First Child Care scholarships, CCHC services, and incentives.

Starting August 1, 2013, all programs enrolled in Quality First will be monitored on the expectations listed above. The expectations will not be retroactive to programs that have been enrolled in Quality First prior to August 1, 2013. The timeline for monitoring the above expectations starts on August 1, 2013.

NATIONAL ACCREDITING ORGANIZATIONS

Transcripts must be received from an accredited institution. “Accredited” means approved by the:

- New England Association of Schools and Colleges,
- Middle States Association of Colleges and Secondary Schools,
- North Central Association of Colleges and Schools,
- Northwest Association of Schools and Colleges,
- Southern Association of Colleges and Schools, or
- Western Association of Colleges and Schools

National Early Childhood Education Accrediting Organizations

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

***Head Start programs are also recognized at the same level as accredited programs**

THE DAY OF AN ERS ASSESSMENT

The Assessor will call to schedule your program's assessment. For centers, the Assessor will assess your classrooms based on the chart below. If you care for infants and toddlers, both an ITERS and ECERS will be completed.

- 1 classroom = 1 classroom assessment
- 2-6 classrooms = 2 classroom assessments
- 7-9 classrooms = 3 classroom assessments
- 10-12 classrooms = 4 classroom assessments
- 12 + classrooms = 1/3 of the number of classrooms

Family child care home will have the areas assessed which are part of the child care program.

When the Assessor arrives, they will need to gather some initial information regarding the total number of children enrolled, the number of children in attendance that day, information about children with special needs and the birthdates of the youngest and oldest child enrolled in the classroom selected.

If more than one classroom is being assessed, the Assessor will ask you to randomly draw which classroom will be assessed that day. In order to maintain the integrity of the assessment, the participants cannot choose which classrooms will be assessed in multi-room programs.

The Assessor will remain at your program for at least three hours when conducting the ERS assessment. They may stay longer if they need to gather information they were unable to collect during the first three hours. The Assessor will not talk to the staff during the assessment. They are unable to answer questions or provide information during the assessment. They will move around the classroom, collect data on materials, watch interactions and routines, and write notes. After they have completed collecting the data, they will request an interview with the Lead Teacher from the classroom. The interview may be arranged (time and location) before the assessment begins.

It is required that the Lead Teacher be allowed to participate in the interview process, as this is a part of the overall assessment. The questions asked will relate to things the Assessor did or did not see during the assessment, and a series of other questions relating to the program. In some cases, the Assessor may ask for clarification from program administration.

Once the interview is completed, the Assessor will leave the site and begin their scoring and report writing using the notes they collected at your site. Once the report is complete, your site and your Quality First Coach will receive notice that the assessment is ready for review. You and the Coach will review the results and move forward with the Quality Improvement Plan (QIP).

If you have questions or concerns about the assessment, please contact the Assessment Program Manager, Katie Romero at 602-633-8652 or kromero@swhd.org. The Assessor is not permitted to share any results or information about the assessment with the program, nor are they allowed to provide technical assistance.

It is important to prepare the classroom staff for the assessment. Your Coach can facilitate a meeting to discuss further the assessment process with the teaching staff. It is important to inform them that an assessment will occur as part of your participation with Quality First.

THE DAY OF A CLASS ASSESSMENT

The Assessor will call to schedule your program's assessment. For centers, the assessor will assess one-third of your preschool classrooms (ages 3-5) using the Pre-K CLASS and one-third of your infant/toddler classrooms using the Infant (birth to 18 months) or Toddler CLASS (15 months to 3 years). The Assessor will determine the number of classrooms in each age group to be assessed based on the chart below.

- 1 classroom = 1 classroom assessment
- 2-6 classrooms = 2 classroom assessments
- 7-9 classrooms = 3 classroom assessments
- 10-12 classrooms = 4 classroom assessments
- 12 + classrooms = 1/3 of the number of classrooms

For family child care homes, the Assessor will look at the ages of the children birth to five to determine which CLASS tool is appropriate in the setting using the following guidelines:

- If 51% of the expected attendance at the family child care home on the day of the assessment is made up of children between the ages of 3-5, the Pre-K CLASS will be conducted.
- If 51% of the expected attendance at the family child care home on the day of the assessment is made up for children between the ages of 15-35 months, the Toddler CLASS will be conducted.
- In cases when the expected attendance on the day of the assessment is 50/50, the Toddler CLASS will be conducted.

When the Assessor arrives, they will need to gather some initial information regarding the total number of children enrolled, the number of children in attendance that day, and the age composition of the classroom.

If more than one classroom is being assessed, the Assessor will ask you to randomly draw which classroom will be assessed that day. In order to maintain the integrity of the assessment, the participants cannot choose which classrooms will be assessed in multi-room programs.

The Assessor will remain at your program for approximately 2-3 hours for a CLASS assessment. The Assessor will complete four CLASS cycles during the assessment. One cycle includes a 20 minute observation period immediately followed by a 10 minute coding period. The Assessor will conduct another cycle if any of the four cycles are less than 10 minutes in length, making the observation incomplete. At the end of the CLASS assessment, the Assessor will ask the staff in the classroom if there are any children with an IEP/ISFP present in the classroom just assessed.

In FY 18, Infant CLASS data will be collected but will not be released or count towards a program's final star rating. If the Infant CLASS is conducted in your program, the Assessor will re-draw an additional Toddler classroom. The randomly selected Toddler room will be used in calculating your program's star rating.

If you have questions or concerns about the assessment, please contact the Assessment Program Manager, Katie Romero at 602-633-8652 or kromero@swhd.org. The Assessor is not permitted to share any results or information about the assessment with the program, nor are they allowed to provide technical assistance.

It is important to prepare the classroom staff for the assessment. Your Coach can facilitate a meeting to discuss further the assessment process with the teaching staff. It is important to inform them that an assessment will occur as part of your participation with Quality First.

FY18 Transcript and Education Documentation Policy

Beginning in Fiscal Year 2018 (July 1, 2017), the Arizona Early Childhood Workforce Registry will verify education documentation, including transcripts and certificates, for Quality First.

- To create a registry account, visit <http://azearlychildhood.org/> and click on the registry link at the top right side of the page or use the attached written instructions titled, “Creating account flyer.pdf.”
 - Written instructions are also available for review on the Quality First Resources section of the extranet.
 - A video on how to create a registry account can be viewed at <https://youtu.be/pPnDGuVmk9Q>.
- Each staff member must have their own registry account and ensure their information remains up-to-date.
- Administrators have the ability to view all their staff, including their professional development reports, by requesting administrator access.
 - Written instructions on titled “Request admin access with download.pdf” are attached and also available for review on the Quality First Resources section of the extranet.
- For assistance with creating or managing a registry account, please contact Arizona Early Childhood Workforce Registry at info@thearizonaregistry.org or 1-855-818-6613.

TIMELINES:

All education documentation must be received and verified by your program’s date of assessment.

- Education documentation sent from higher education institutions within the United States must arrive at the registry at least 3 weeks prior to your program’s assessment date to ensure time for processing and verification.
- Education documentation sent from higher education institutions outside of the United States must arrive at the registry at least 6 weeks prior to your program’s assessment date to ensure time for processing, translation and verification.
- Long term substitute/ new staff member’s education documentation must be requested prior to the Points Scale Preparation end date. (For definitions of long term substitute and new staff member, please see the Points Scale Guidance Document).

All documentation considered towards scoring of the Points Scale Assessment must be presented at the time of assessment. Documentation not presented at the time of assessment (via the registry) may not be submitted for review during the assessment clarification process.

FY18 Transcript and Education Documentation Policy

THINGS TO KNOW:

- Quality First will automatically transfer all education documentation previously received and verified by Southwest Human Development to the Arizona Early Childhood Workforce Registry in the beginning months of calendar year 2017. In order to successfully transfer documentation into the registry, each staff member must have a registry account. If you have questions about this, please contact your Quality First Coach or the First Things First Quality First Team at 602-771-5000 or qualityfirst@firstthingsfirst.org.
- The Arizona Early Childhood Workforce Registry is a separate program from Quality First and is managed by different staff. For questions about your account, status of education documentation or coursework credited, please contact the registry staff at info@thearizonaregistry.org or 1-855-818-6613.
- There is an appeal process in place if you disagree or question the coursework credited by the Arizona Early Childhood Workforce Registry. This process is separate from the Quality First Assessment Clarification Request process. The process is outlined in the attached document titled, "Arizona Early Childhood Workforce Registry appeal process." It is also available on the Quality First Resources section of the Extranet. It is the participant's responsibility to initiate and manage the appeal process through the registry.

Points Scale Guidance

Fiscal Year 2018



QUALITY FIRST

FIRST THINGS FIRST



qualityfirstaz.com



TABLE OF CONTENTS

INTRODUCTION

HIGHLIGHTS FOR FISCAL YEAR 2018

STAFF QUALIFICATIONS

HOW TO UPDATE STAFF INFORMATION ON THE EXTRANET

TRANSCRIPT AND EDUCATION DOCUMENTATION POLICY

ADMINISTRATIVE PRACTICES

**HOW TO FIND THE ASSESSOR'S RATIOS AND GROUP SIZE
DOCUMENT ON THE EXTRANET**

QUALITY FIRST POINTS RETENTION PLAN SAMPLE

CURRICULUM AND CHILD ASSESSMENT

FREQUENTLY ASKED QUESTIONS

PRIMARY CAREGIVING

AM I READY CHECKLIST

INTRODUCTION

The Quality First Points Scale Assessment is used to collect information about your program's administrative practices. The elements measured within the Points Scale Assessment are best practices that apply to all program types and populations (e.g. tribal, special needs, family home childcare, etc.).

This Points Scale Guidance Document has been developed to help your staff prepare for your program's Points Scale Assessment. This document is not intended to be used in isolation; rather it is intended to be used alongside the First Thing's First Quality First Points Scale rubric. The Points Scale rubric is the scoring rubric that will be used to assess your program. This Points Scale Guidance Document will help your program gather the evidence needed to demonstrate each concept being assessed.

This document is divided into three main sections: Staff Qualifications, Administrative Practices, and Curriculum and Child Assessment. These sections mirror the three domains in the Points Scale Assessment. Within each section, there are best practice statements to inform you of why Quality First is assessing the domain and additional resources if you would like to learn more about the domain's importance. Next, the section will outline what information will be reviewed for each domain during the Points Scale Assessment, and whether the information will be looked at by an Assessor on-site or by reviewing the Quality First Extranet or the Arizona Early Childhood Workforce Registry. Following this, there is additional information regarding the requirements for each scoring indicator in the Quality First Points Scale. This includes descriptions of the indicators and the details to each piece of required evidence. At the end of each section is a checklist to help you track that you have gathered all of the required evidence for each domain. There is also a list of definitions used in the Points Scale and Points Scale Guidance Document and picture directions for how to update the Quality First Extranet with needed information.

There are three additional sections within this document for Fiscal Year 2018. First, there is a Highlights for 2018 section. This section highlights important practices for this fiscal year. Second, there is a Frequently Asked Questions section, which is compiled of questions that were commonly asked by participants in the previous fiscal year. Finally, there is a Primary Caregiving section. This section provides further details on how to organize and submit information if your program practices the philosophy of primary caregiving.

You are encouraged to utilize this document alongside your Quality First Points Scale rubric. Take the time to match the evidence you have gathered and the indicator(s) it aligns with. You can self-assess where your program should score in each domain and what is needed to achieve full points. While the Points Scale Guidance Document is a comprehensive, you may find you need additional assistance when gathering your evidence. Please feel free to reach out to the Quality First team, whether by asking additional questions of your Quality First Coach and Quality First Consultants, the Quality First Assessment Team, or the Quality First Team at First Things First. We are all here to support you in this process

HIGHLIGHTS FOR FISCAL YEAR 2018

The following information includes updates for this fiscal year. This information should not be used in isolation. Please refer to the remainder of the Points Scale Guidance Document as more details are provided.

GENERAL INFORMATION

- Beginning July 1, 2016, all documentation considered towards scoring of the Points Scale Assessment must be presented at the time of assessment. Documentation reviewed by the Assessor during the on-site visit and reviewed via the extranet by Quality First staff is what will be used to determine the score of the Points Scale Assessment. Documentation not presented at the time of assessment (in person to the Assessor or updated on the Extranet) may not be submitted for review during the assessment clarification process.
- Please remember that sites going through the Points Scale Assessment for a second time, or any time thereafter, do not have a six month preparation period. The Points Scale Assessment is conducted at the same time as the site's ERS and CLASS assessments. Programs should use their Assessment Cycle End Date as the date that all documentation must be prepared for assessment.

STAFF QUALIFICATIONS

- Fiscal Year 2018 (beginning July 1, 2017), education documentation submitted for the Points Scale Assessment will be reviewed using the Arizona Early Childhood Workforce Registry (HYPERLINK "<http://www.azregistry.org>" www.azregistry.org). Any documentation that you submitted to Quality First prior to Fiscal Year 2018 has been transferred from Quality First to the registry. All new education documentation that a site would like considered in their Points Scale Assessment must be submitted directly to the registry. Additional information on how to create and manage a registry account, request administrator access for the registry, and how Quality First and the Arizona Early Childhood Workforce Registry will interface is included in the Staff Qualifications section.
- The staff considered in your ratio and group sizes counts, with the exception of short term substitutes, must also be included in your extranet's staffing tab and on the Arizona Early Childhood Workforce Registry.
- A definition of provider has been added for family childcare homes. A provider is "the person who holds the childcare license/ certification." This will be the staff member whose education documentation and years of experience are assessed in indicators 2c, 4c and 6c.
- Guidance has been added regarding when new staff and/or long term substitutes will be considered in the scoring of Staff Qualifications. Timelines for submitting education documentation for these staff members has also been added.

ADMINISTRATIVE PRACTICES

- A program administrator must accompany the assessor during both sets of ratio/group size counts. The administrator will initial each classroom's ratio/group size count verifying that the information recorded matches what both the program administrator and assessor observe.

CURRICULUM AND CHILD ASSESSMENT

- All lead teachers, administrators and family childcare providers are required to attend the revised version of Introduction to the Arizona Early Learning Standards training (received training on or after May 2013) AND the Introduction to the Infant Toddler Developmental Guidelines training to receive credit for indicator 2a.
- All written lesson plans must reflect the Arizona Early Learning Standards or Infant Toddler Developmental Guidelines. The Arizona Early Learning Standards will be assessed for classrooms/childcare groups serving children 3-5 years. The Infant Toddler Developmental Guidelines will be assessed for classrooms/ childcare groups serving children birth-2 years.

STAFF QUALIFICATIONS

1. WHY IS QUALITY FIRST ASSESSING STAFF QUALIFICATIONS? WHAT RESEARCH AND BEST PRACTICES TELL US THIS IS GOOD FOR CHILDREN?

NAEYC Program Standard #6: Teachers

The program employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.

RATIONALE:

Children benefit most when their teachers have high levels of formal education and specialized early childhood professional preparation. Teachers who have specific preparation, knowledge, and skills in child development and early childhood education are more likely to engage in warm, positive interactions with children, offer richer language experiences, and create more high-quality learning environments. Opportunities for teaching staff to receive supportive supervision and to participate in ongoing professional development ensure that their knowledge and skills reflect the profession's ever-changing knowledge base. (National Association for the Education of Young Children, 2008)

2. HOW WILL THE INFORMATION FOR STAFF QUALIFICATIONS BE ASSESSED?

The information used to score the Staff Qualifications domain of the Quality First Points Scale is accessed directly from the extranet (<http://extranet.azftf.gov>) and the Arizona Early Childhood Workforce Registry (www.azregistry.org).

CENTERS:

For each lead teacher and administrator, the information reviewed includes:

- Months employed at the current program
- Total years of early childhood experience working with children birth-eight prior to employment at current program
- Educational documentation (highest degree earned and number of ECE and/or related fields credits) **Credit will only be given for courses with a grade C or better.

For each assistant teacher, the information reviewed includes:

- Months employed at the current program
- Total years of early childhood experience working with children birth-eight prior to employment at current program

FAMILY CHILD CARE HOMES:

Staff Qualifications are assessed for the person who holds the family childcare license/certification. The information reviewed includes:

- Months employed at the current program
- Total years of early childhood experience working with children birth-eight prior to employment at current program
- Education documentation (highest degree earned and number of ECE and/or related fields credits) **Credit will only be given for courses with a grade C or better.

¹ National Association for the Education of Young Children. (2008). Early Childhood Program Standards. Retrieved December 26, 2014, from [www.naeyc.org](http://www.naeyc.org/files/academy/file/OverviewStandards.pdf): <http://www.naeyc.org/files/academy/file/OverviewStandards.pdf>

Please remember that only paid staff members who work directly with children should be included on the extranet's staffing tab. Information will be gathered from the extranet and the Arizona Early Childhood Workforce Registry for all active staff members during the Quality First Points Scale assessment.

FOR SITES IN THEIR FIRST POINTS SCALE ASSESSMENT

All official transcripts, teaching certificates and CDAs must be verified by the Arizona Early Childhood Workforce Registry prior to your Points Scale Preparation End Date to be credited in the Points Scale Assessment.

Education documentation should be submitted directly to the registry at:
Arizona PBS - Arizona Early Childhood Workforce Registry
555 N. Central Ave Suite 500
Phoenix, Arizona 85004 Or by email to info@thearizonaregistry.org

All education documentation that your site has previously sent to Quality First and was verified (visible in the extranet's staffing tab) has been transferred from Quality First to the Registry.

Please see the FY18 Transcript and Education Documentation Policy located at the end of the Staff Qualifications section for further details.

FOR SITES IN THEIR SECOND POINTS SCALE ASSESSMENT (OR ANY CYCLE THEREAFTER)

All official transcripts, teaching certificates and CDAs must be submitted to the Arizona Early Childhood Workforce Registry prior to the start of your assessment cycle. (This date is located on your extranet profile page. On the right side of the page, under Assessment Cycle, see "Date Current Cycle Ends.") Please see the information listed above for sites submitting education documentation for their first Points Scale Assessment for further details.

If you have requested an early assessment, your documentation must be received prior to your first day of assessment (ERS or CLASS).

FOR SITES WHO HAVE HIRED NEW STAFF MEMBERS/SUBSTITUTE STAFF NEAR THE TIME OF ASSESSMENT

If a staff member meets the criteria below **on your Points Scale Preparation end date**, the staff must be included in your extranet's and the Arizona Early Childhood Workforce Registry. Their education documentation will be considered in your Points Scale Assessment.

- If the administrator has worked onsite for 15 business days, their information will be considered in the scoring of the Staff Qualifications section of the Points Scale Assessment.
- If the lead teacher has worked in the classroom for 15 classroom days, their information will be considered in the scoring of Staff Qualifications section of the Points Scale Assessment.
- If the assistant teacher has worked in the classroom for 15 classroom days, their information will be considered in the scoring of the Staff Qualifications section of the Points Scale Assessment. (Assistant teachers' months employed at the current program and total years of early childhood experience working with children birth-eight prior to employment at current program are assessed.)

If your program employs a substitute administrator, lead teacher or assistant teacher at the time of assessment

If a staff member meets the criteria below **on your Points Scale Preparation end date**, the staff must be included on your site's extranet staffing tab and the Arizona Early Childhood Workforce Registry. Their education documentation will be considered in your Points Scale Assessment.

- If the administrator has worked onsite for 15 business days, their information will be considered in the scoring of the Staff Qualifications section of the Points Scale Assessment.
- If the lead teacher has worked in the classroom for 15 classroom days, their information will be considered in the scoring of Staff Qualifications section of the Points Scale Assessment.
- If the assistant teacher has worked in the classroom for 15 classroom days, their information will be considered in the scoring of the Staff Qualifications section of the Points Scale Assessment.

Long term substitute's/ new staff member's education documentation must be requested prior to your Points Scale Preparation end date documentation requested after the Points Scale end date **will not be considered**. Quality First allows 15 business days after your Points Scale end date for the education documentation to be received and verified by Arizona Early Childhood Workforce Registry staff. Any documentation not received and verified by 15 business days after the Points Scale end date will not be considered in the scoring of your Points Scale Assessment.

3. WHAT COURSES/SUBJECTS/MAJORS ARE CONSIDERED FOR CREDIT IN THE QUALITY FIRST POINTS SCALE?

Fields considered for college credit in ECE or related fields include:

- Early Childhood Education
- Child and Family Studies
- Human Development
- Elementary Education
- Special Education
- Developmental Psychology
- Social Work
- Consumer Studies
- Human Services

You will need to submit official transcripts for each lead teacher/ administrator to the Arizona Early Childhood Workforce Registry to verify coursework in ECE or a related field.

Please refer to the FY18 Transcript and Education Documentation Policy document located at the end of this section for further details.

4. WHICH OF MY STAFF'S TEACHING CERTIFICATES/ CDA CERTIFICATES SHOULD I SUBMIT FOR VERIFICATION?

AZ Teaching Certificates considered for credit in the Quality First Points scale include:

- State of AZ Provisional/Standard Teaching Certificate in Early Childhood Education
- State of AZ Provisional/Standard Teaching Certificate in Early Childhood Special Education with ECE endorsement

- State of AZ Provisional/Standard Teaching Certificate in Elementary Education with ECE endorsement

If you have a staff member with a teaching certificate not listed above, please have them submit their official transcripts instead of their teaching certificate to verify coursework in ECE or a related field. Teaching certificates other than those listed above are not credited at any level of the Points Scale Assessment.

If you have a staff member with a valid CDA, please submit a copy of the certificate to the Arizona Early Childhood Workforce Registry. If the certificate's expiration date has passed, credit cannot be given.

5. WHAT FORMS DO I NEED TO SUBMIT TO QUALITY FIRST?

You do not need to submit any forms, such as the old transcript verification form, to the Arizona Early Childhood Workforce Registry.

All education documentation is stored by staff member, rather than by site, in the registry. Therefore, each staff member at your site must have their own registry account and complete their profile to include their current place of employment.

Directions for how to request administrator access so that your site's on-site administrator can view all staff member's associated with your program are included at the end of this section.

6. HOW/WHAT DO I NEED TO UPDATE IN THE QUALITY FIRST EXTRANET (HTTP://EXTRANET.AZFTF.GOV)?

Please update the extranet's staffing tab to include the following information:

- All currently employed staff members who work directly with children should be listed
- Each staff member's position title should be up-to-date
- Each staff member's "Staff Details" section should be up-to-date
- Arizona Early Childhood Workforce Registry information will be reviewed by Quality First staff for all lead teachers/ administrators listed on the extranet's staffing tab and used in the scoring of the Staff Qualifications domain of the Points Scale Assessment. Registry information will not be reviewed for any lead teacher/ administrator not listed as active on the extranet's staffing tab.

Picture directions are included at the end of the Staff Qualifications section to help perform these tasks.

7. HOW WILL MY PROGRAM SCORE ON THE QUALITY FIRST POINTS SCALE'S STAFF QUALIFICATION DOMAIN ACCORDING TO THE FTF BOARD APPROVED POINTS SCALE RUBRIC?

STAFF QUALIFICATIONS (MUST MEET STANDARDS IN ALL COLUMNS OF EACH ROW TO RECEIVE POINTS)			Points earned
Center Based - Administrators (Director and Assistant director) and Teachers* have the following education and experience:	Center Based - Assistant Teachers have the following education and experience:	Family Child Care - Providers have the following education and experience:	
<p>2a. July 1, 2011 25% have Education: 12 college credit hours in early childhood or related fields listed in the documentation requirements section. OR Certificate of completion in ECE or child development from a community college OR CDA AND Experience: 1 year of teaching in or administration of an early care and education program</p>	<p>2b. 50% have experience: 6 months of experience working in an early care and education program.</p>	<p>2c. Education: 6 college credit hours in early childhood or related fields listed in the documentation requirements section. OR Certificate of completion in ECE or child development from a community college OR CDA AND EXPERIENCE: 1 year of experience in an early care and education program</p>	2 points

* Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.

STAFF QUALIFICATIONS (MUST MEET STANDARDS IN ALL COLUMNS OF EACH ROW TO RECEIVE POINTS)			Points earned
Center Based - Administrators (Director and Assistant director) and Teachers* have the following education and experience:	Center Based - Assistant Teachers have the following education and experience:	Family Child Care - Providers have the following education and experience:	
<p>4a. A total of 75% have the following education. EDUCATION: 25% HAVE 12 college credit hours in early childhood or related fields listed in the documentation requirements section. OR Certificate of completion in ECE or child development from a community college or CDA AND 50% HAVE AA or AAS in ECE OR AA or AAS that includes at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section. AND EXPERIENCE: 1 year of teaching in or administration of an early care and education program.</p>	<p>4b. 50% HAVE EXPERIENCE: 6 months of experience working in an early care and education program.</p>	<p>4c. Education: 12 college credit hours in early childhood or related fields listed in the documentation requirements section. OR Certificate of completion in ECE or child development from a community college OR CDA AND EXPERIENCE: 1 year of experience in an early care and education program</p>	4 points

STAFF QUALIFICATIONS (MUST MEET STANDARDS IN ALL COLUMNS OF EACH ROW TO RECEIVE POINTS)			Points earned
Center Based - Administrators (Director and Assistant director) and Teachers* have the following education and experience:	Center Based - Assistant Teachers have the following education and experience:	Family Child Care - Providers have the following education and experience:	
<p>6a. 25%** HAVE EDUCATION BA or BS in ECE or related field OR State of AZ Provisional/Standard Teaching Certificate in Early Childhood Education OR State of AZ Provisional/Standard Teaching Certificate in Early Childhood Special Education with ECE endorsement. OR State of AZ Provisional/Standard Teaching Certificate in Elementary Education with ECE endorsement. AND EXPERIENCE: 6 months of teaching in an early care and education program AND The remaining percentage of teachers meets the requirements at the 2 point level.</p>	<p>6b. 50% HAVE EXPERIENCE: 6 months of experience working in an early care and education program.</p>	<p>6c. Education: AA or AAS in ECE OR AA or AAS that includes at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section. OR BA or BS in any field w/at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section. AND EXPERIENCE: 1 year of experience in an early care and education program</p>	6 points

8. AM I READY?

- All of my current staff members included on the Quality First extranet's staffing tab. This includes new staff/ long term substitutes that have been working in the program for 15 classroom days by your Points Scale Preparation end date.
- I updated the Staff Details information for each staff member on the Quality First extranet's staffing tab.
 - All of my current staff members have created an Arizona Early Childhood Workforce Registry account. This includes new staff/ long term substitutes that have been working in the program for 15 classroom days by your Points Scale Preparation end date.
 - I or another site administrator have requested administrator access for the Arizona Early Childhood Workforce Registry to review all of my staff member's information.
- My lead teachers/ administrators have requested education documentation (official transcripts, teaching certificates, CDAs) be sent to the Arizona Early Childhood Workforce Registry.
- The Arizona Early Childhood Workforce Registry verified my staff's education documentation. (I'll know this has happened because I will be able to see the information using my administrator access in the registry.)
- I reviewed the FTF Board approved Quality First Points Scale rubric to see where I believe my program should score in the Staff Qualifications domain of the Points Scale.

9. USEFUL DEFINITIONS:

Administrator: The one who is engaged in administrative duties or program practices and is onsite at the program more than 50% of the time.

Family Childcare Home Provider: The person who holds the license/ certification.

Lead Teacher: The one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.

Staff: For Quality First's purposes, staff includes paid staff members who work directly with children.

10. ADDITIONAL RESOURCES FOR INFORMATION ON STAFF QUALIFICATIONS

National Association for the Education of Young Children. (1993). A Conceptual Framework for Early Childhood Professional Development. Retrieved December 26, 2014, from naeyc.org:

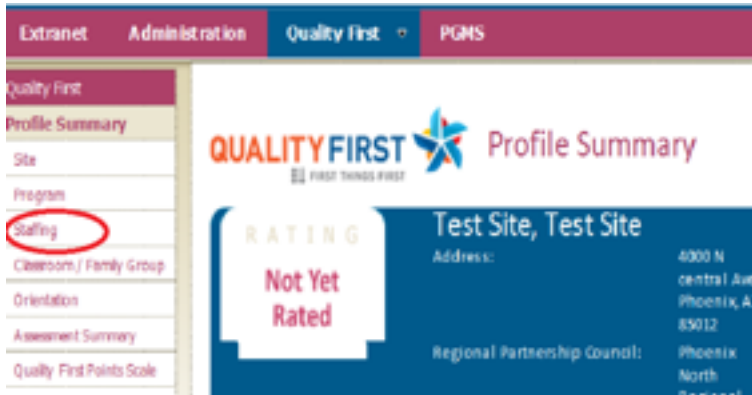
<http://www.naeyc.org/files/naeyc/positions/PSCONF98.PDF>

National Association for the Education of Young Children. (2009). Where We Stand on Professional Preparation Standards. Retrieved December 26, 2014, from www.naeyc.org:

<http://www.naeyc.org/files/naeyc/file/positions/programStandards/pdf>

HOW TO UPDATE STAFF INFORMATION ON THE EXTRANET

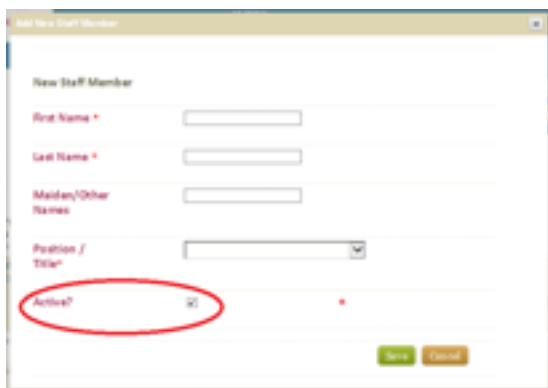
1. ON THE EXTRANET, GO TO THE STAFFING TAB.



2. TO ADD A NEW STAFF MEMBER, CLICK ON "ADD NEW ROW."



3. FILL OUT THE POP UP BOX WITH ALL OF THE INFORMATION. MAKE SURE THE "ACTIVE?" BOX IS CHECKED. THEN CLICK ON THE GREEN SAVE BUTTON.



4. YOU SHOULD NOW SEE THE STAFF MEMBER AND THEIR POSITION TITLE IN THE STAFFING TAB.

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.

First Name	Last Name	Maiden/ Other Names	Position / Title	Months Employed	Active?	Staff Details	Education Documentation Requested	Date Requested	Date Education Documentation Received	Highest Degrees Earned	# of ECE and/or Related Field Credits	Education Documentation and Training Data
Staff	One		Lead Teacher		<input checked="" type="checkbox"/>	Edit Details						View/Edit Data
Staff	Two	Zero	Assistant Teacher/Classroom Aide		<input checked="" type="checkbox"/>	Edit Details						View/Edit Data

[+ Add new row](#)

5. CLICK ON "EDIT DETAILS" FOR THE STAFF MEMBER JUST ADDED.

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.

First Name	Last Name	Maiden/ Other Names	Position / Title	Months Employed	Active?	Staff Details	Education Documentation Requested	Date Requested	Date Education Documentation Received	Highest Degrees Earned	# of ECE and/or Related Field Credits	Education Documentation and Training Data
Staff	One		Lead Teacher		<input checked="" type="checkbox"/>	Edit Details						View/Edit Data Delete
Staff	Two	Zero	Assistant Teacher/Classroom Aide		<input checked="" type="checkbox"/>	Edit Details						View/Edit Data Delete

[+ Add new row](#)

6. FILL IN THE "STAFF DETAILS" INFORMATION (WITH THE EXCEPTION OF THE END DATE FOR EMPLOYMENT) AND THEN CLICK ON THE GREEN SAVE BUTTON.

Staff Details

First Name:

Last Name:

Maiden/Other Names for Education Identification:

Position/Title:

Active?

Total Years of Early Childhood Experience (PDEE) (to employment at this site):

Start Date of Employment at Current Location:

End Date of Employment at Current Location:

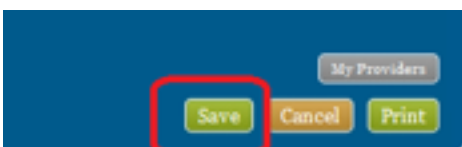
Emergency Contact:

Emergency Number:

Full Hours Worked in Average Week:

Continuing Training Hours (Over College Credits):

7. CLICK ON THE GREEN SAVE BUTTON AT THE TOP OF THE PAGE.



8. REPEAT STEPS 2-7 FOR EACH NEW STAFF MEMBER.

9. TO REMOVE A STAFF MEMBER WHO IS NO LONGER EMPLOYED, START ON THE STAFFING TAB AND CLICK ON "EDIT DETAILS."

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.

First Name	Last Name	Maiden/Other Names	Position/Title	Months Employed	Active?	Staff Details	Education Documentation Requested	Date Requested	Date Education Documentation Received	Highest Degree Earned	# of ECE and/or Related Field Credits	Education Documentation and Training Data	
Staff	One		Lead Teacher		<input checked="" type="checkbox"/>	Edit Details						View/Edit Data	Delete
Staff	Two	Zero	Assistant Teacher/Classroom Aide		<input checked="" type="checkbox"/>	Edit Details						View/Edit Data	Delete

10.UNCHECK THE ACTIVE BUTTON AND ADD THE STAFF MEMBER'S END DATE THEN CLICK ON THE GREEN SAVE BUTTON.

Staff Details

First Name:

Last Name:

Maiden/Other Names for Education Identification:

Position/Title:

Active?

Active is for staff members who are currently employed.

Total Years of Early Childhood Experience PRIOR to employment at this site: Years Months

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:

11. CLICK ON THE GREEN SAVE BUTTON AT THE TOP OF THE PAGE.

My Providers

12. THE STAFF MEMBER'S NAME SHOULD MOVE TO THE BOTTOM OF YOUR STAFFING LIST, UNDERNEATH ALL OF THE ACTIVE STAFF MEMBERS. ALSO, THE TOTALS FOR CURRENT STAFF MEMBERS SHOULD REFLECT THE CHANGE IN ACTIVE STAFF.

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.

First Name	Last Name	Median / Other Names	Position / Title	Months Employed	Active?	Staff Details	Education Documentation Requested	Date Requested	Date Education Documentation Received
Staff	One		Lead Teacher		<input checked="" type="checkbox"/>	Staff Details			
Staff	Two	Zero	Assistant Teacher/ Classroom Aide		<input checked="" type="checkbox"/>	Staff Details			

[+ Add New Row](#)

Staff Information

Number of Active Teachers/Directors/Assistant Directors	1
Number of Active Assistant Teachers	1

13. REPEAT STEPS 8-10 FOR EACH STAFF MEMBER NO LONGER EMPLOYED IN THE PROGRAM.

14. TO CHANGE A STAFF MEMBER'S POSITION TITLE OR OTHER EMPLOYMENT INFORMATION, REPEAT STEPS 5-7.

**Please remember that only paid staff members who work directly with children should be included in the staffing tab. Information will be gathered from the extranet for all active staff members during the Points Scale assessment.

FY18 Transcript and Education Documentation Policy

Beginning in Fiscal Year 2018 (July 1, 2017), the Arizona Early Childhood Workforce Registry will verify education documentation, including transcripts and certificates, for Quality First.

- To create a registry account, visit <http://azearlychildhood.org/> and click on the registry link at the top right side of the page or use the attached written instructions titled, “Creating account flyer.pdf.”
 - Written instructions are also available for review on the Quality First Resources section of the extranet.
 - A video on how to create a registry account can be viewed at <https://youtu.be/pPnDGuVmk9Q>.
- Each staff member must have their own registry account and ensure their information remains up-to-date.
- Administrators have the ability to view all their staff, including their professional development reports, by requesting administrator access.
 - Written instructions on titled “Request admin access with download.pdf” are attached and also available for review on the Quality First Resources section of the extranet.
- For assistance with creating or managing a registry account, please contact Arizona Early Childhood Workforce Registry at info@thearizonaregistry.org or 1-855-818-6613.

TIMELINES:

All education documentation must be received and verified by your program’s date of assessment.

- Education documentation sent from higher education institutions within the United States must arrive at the registry at least 3 weeks prior to your program’s assessment date to ensure time for processing and verification.
- Education documentation sent from higher education institutions outside of the United States must arrive at the registry at least 6 weeks prior to your program’s assessment date to ensure time for processing, translation and verification.
- Long term substitute/ new staff member’s education documentation must be requested prior to the Points Scale Preparation end date. (For definitions of long term substitute and new staff member, please see the Points Scale Guidance Document).

All documentation considered towards scoring of the Points Scale Assessment must be presented at the time of assessment. Documentation not presented at the time of assessment (via the registry) may not be submitted for review during the assessment clarification process.

ADMINISTRATIVE PRACTICES

1. WHY IS QUALITY FIRST ASSESSING ADMINISTRATIVE PRACTICES? WHAT RESEARCH AND BEST PRACTICES TELL US THIS IS GOOD FOR CHILDREN?

“Group size works to raise program quality, not simply because there is magic in having a particular number of children gathered together, but because when the number of children is small, each child gets more individual attention and interaction is more likely. Small groups do not automatically produce quality; quality lies in what can be achieved because the size of the group is small. Group size is, therefore, a key indicator of program quality.” (Wilson, 2007)²

NAEYC Program Standard #10: Leadership and Management

The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all children, families, and staff have high quality experiences.

RATIONALE:

Excellent programming requires effective governance structures, competent and knowledgeable leadership, as well as comprehensive and well functioning administrative policies, procedures, and systems. Effective leadership and management create the environment for high quality care and education by

- Ensuring compliance with relevant regulations and guidelines;
- promoting fiscal soundness, program accountability, effective communication, helpful consultative services, positive community relations, and comfortable and supportive workplaces;
- maintaining stable staff; and
- instituting ongoing program planning and career development opportunities for staff as well as continuous program improvement. (National Association for the Education of Young Children, 2008)³

2. HOW WILL THE INFORMATION FOR ADMINISTRATIVE PRACTICES BE ASSESSED?

The assessor will collect the information used to score indicators related to ratios and group sizes (indicators 2a, 2b, 4a, 4b, 6a and 6b) during the onsite Points Scale assessment visit.

- Ratios and group sizes will be assessed for all open classrooms serving children 0-5 years. This includes coming back on a different day if required by classroom configurations, such as a program with M/W/F and T/TH classrooms. AM/PM classrooms will be assessed separately.
- The assessor, accompanied by a program administrator, will visit each open classroom to perform a ratio/group size count. This will be done at two different points in time for each classroom. The ratio counts will be collected at least two hours apart in full day programs. For programs operating four hours or less, the ratio counts will be collected at least one hour apart.

² Wilson, R. A. (2007). Group Size- A Key Indicator of Quality. Retrieved December 26, 2014, from Early Childhood News: http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=576

³ National Association for the Education of Young Children. (2008). Early Childhood Program Standards. Retrieved December 26, 2014, from [www.naeyc.org](http://www.naeyc.org/files/academy/file/OverviewStandards.pdf): <http://www.naeyc.org/files/academy/file/OverviewStandards.pdf>

- The program administrator will be asked to initial each ratio/group size count verifying that the information recorded matches what both the program administrator and the assessor observe.
- The staff considered in your ratio and group sizes counts, with the exception of short term substitutes, must also be included in your extranet's staffing tab and on the Arizona Early Childhood Workforce Registry.

To maintain consistency and integrity in the assessment cycle data, the Quality First Points Scale Assessment will use the classroom/ family group information you provided to the Assessor on your first day of assessment, ERS or CLASS, to verify the site's open classrooms. This information was verified using the On-site Assessment Summary Form, signed by the on-site administrator. A copy was left with the site.

- If your program has had a change in enrollment and a classroom has been opened or closed since that time, please let the assessor know. Ratios/ group sizes will be captured in all classrooms open at the time of assessment.
- A single classroom's composition cannot be shifted in between the ERS/CLASS assessments and the Points Scale Assessment. This means that if a classroom that is assessed during the ERS/CLASS as one group of children, it may not be split into more than one group of children (two classrooms sharing the same space) for the Points Scale Assessment. The classroom's composition (one classroom with all the teachers and children) will be assessed during the Points Scale Assessment.
- If your program utilizes the philosophy of Primary Caregiving and has throughout your assessment cycle (including ERS and CLASS), please refer to the Primary Caregiving section of the Points Scale Guidance Document for further details of how ratios/ group sizes will be assessed for your program.

The information used to score the indicators related to staff retention (indicators 2c, 4c and 6c) is accessed from the extranet (<http://extranet.azftf.gov>) and by the assessor during the onsite Points Scale assessment visit.

- For each staff member, the information reviewed from the extranet includes the months employed at the current program.
- The assessor will review the program's written retention plan during the onsite Points Scale assessment visit.

3. WHAT DO I NEED TO PREPARE FOR THE ASSESSOR'S ONSITE POINTS SCALE ASSESSMENT VISIT?

1. A written retention plan

- A retention plan includes information about the policies and benefits offered to employees that encourage them to stay employed at their current job.
- A retention plan is suggested for any program that employs more than one staff member.

- This information may be included as part of an existing document, for example, a staff handbook, a company's operations manual, or a policy and procedures manual.
- You can also write a new retention plan. The plan can be written in any format, but there is a Quality First Retention Plan form included on the extranet (<http://extranet.azftf.gov>) to use if desired.

Picture directions on how to access the Quality First Retention Plan form are included at the end of the Administrative Practices section.

2. A classroom list for ratios and group sizes

- List each open classroom/childcare group
- Note if the classroom has been newly opened in the last two years, newly opened in the last three years, or has been open for more than three years.
- What is the highest number of children you would allow in the classroom/childcare group at one time? Is this the licensed capacity or did you self-limit at a lower number?
- What is the birthdate of the youngest child enrolled (on the attendance roster) in the classroom/childcare group? The child's name is not needed.
- What staff members are assigned to that classroom/childcare group? What is each staff member's position title? (This position title should match the staff member's position title on the extranet's staffing tab.)
- You can use the assessor's ratio/group sizes form to capture the information, if desired.

Picture directions on how to access the assessor's Ratio/Group Sizes form for the Quality First Points Scale are included at the end of the Administrative Practices section.

4. HOW/WHAT DO I NEED TO UPDATE IN THE QUALITY FIRST EXTRANET (HTTP://EXTRANET.AZFTF.GOV)?

- Each staff member's Staffing Details on the staffing tab should be up-to-date.
- All open classrooms (those with children enrolled on an attendance roster) should be included in the classroom/family group tab.

Picture directions on how to update the Staffing Details section of the staffing tab are included at the end of the Staff Qualifications section.

Picture directions on how to update the Classroom/Family Group tab are included at the end of the Administrative Practices section.

5. HOW WILL MY PROGRAM SCORE ON THE QUALITY FIRST POINTS SCALE'S ADMINISTRATIVE PRACTICES DOMAIN ACCORDING TO THE FTF BOARD APPROVED POINTS SCALE?

ADMINISTRATIVE PRACTICES (MUST MEET STANDARDS IN ALL COLUMNS OF EACH ROW TO RECEIVE POINTS)			Points earned
Center Based - Ratios and Group Sizes*** Age of youngest child determines ratio of group. All classrooms will be assessed.	Family Child Care - Ratios and Group Sizes***	All Programs - Retention	
<p>2a. Group sizes are a maximum of no more than two times the ratio of children per a single adult</p> <ul style="list-style-type: none"> • Infants 1:5, max or 10 children • 12-24 months 1:6, max of 12 children • 2 year olds 1:8, max of 16 children • 3 year olds 1:13, max of 26 children • 4-5 year olds 1:15, max of 30 children 	<p>2b. Ratios and group sizes are the following: Up to 5 children enrolled</p> <ul style="list-style-type: none"> • 1:5, max of 5 children 6-10 children enrolled • 1:5, max of 10 children 	<p>2c. In the past 2 years, the retention rate for Director, Assistant Director and Lead Teachers or Family Child Care Provider does not fall below 60% If a program falls below 60%, 2 points will be earned with a written retention plan to address barriers and propose recommendation to be implemented.</p>	2 points
ADMINISTRATIVE PRACTICES (MUST MEET STANDARDS IN ALL COLUMNS OF EACH ROW TO RECEIVE POINTS)			Points earned
Center Based - Ratios and Group Sizes*** Age of youngest child determines ratio of group. All classrooms will be assessed.	Family Child Care - Ratios and Group Sizes***	All Programs - Retention	
<p>4a. Group sizes are the following:</p> <ul style="list-style-type: none"> • Infants 1:5, max or 10 children • 12-24 months 1:6, max of 12 children • 2 year olds 1:8, max of 16 children • 3 year olds 1:12, max of 24 children • 4-5 year olds 1:13, max of 26 children 	<p>4b. Ratios and group sizes are the same as the previous level.</p>	<p>4c. In the past 2 years, the retention rate for Director, Assistant Director and Lead Teachers or Family Child Care Provider does not fall below 65% If a program falls below 65%, 4 points will be earned with a written retention plan to address barriers and propose recommendation to be implemented.</p>	4 points

ADMINISTRATIVE PRACTICES (MUST MEET STANDARDS IN ALL COLUMNS OF EACH ROW TO RECEIVE POINTS)			Points earned
Center Based - Ratios and Group Sizes*** Age of youngest child determines ratio of group. All classrooms will be assessed.	Family Child Care - Ratios and Group Sizes***	All Programs - Retention	
<p>6a. Ratios and Group sizes meet the following:</p> <ul style="list-style-type: none"> • Infants 1:4, max or 8 children • 12-24 months 1:4, max of 8 children • 2 year olds 1:6, max of 12 children • 3 year olds 1:9, max of 18 children • 4-5 year olds 1:10, max of 20 children 	<p>6b. Ratios and group sizes are the following:</p> <p>Up to 5 children enrolled</p> <ul style="list-style-type: none"> • 1:4, max of 5 children • 6-10 children enrolled • 1:4 max of 10 children 	<p>6c. In the past 3 years, the retention rate for all classroom staff or Family Child Care staff does not fall below 65% If a program falls below 65%, 6 points will be earned with a written retention plan to address barriers and propose recommendation to be implemented.</p>	6 points

6. AM I READY?

- All of my current staff members included on the Quality First extranet's staffing tab and the Arizona Early Childhood Workforce Registry. This includes new staff/ long term substitutes that have worked at the program at least 15 classroom days prior to your Points Scale Preparation end date.
- I updated the Staff Details information for each staff member on the Quality First extranet's staffing tab.
- I have a written retention plan in place for my program. It is included in the documents for the assessor to review.
- All of my open classrooms serving children birth-5 are included on the Quality First extranet's classroom/family group tab.
- I have a list of all my open classrooms, the birthdate of the youngest child enrolled in each classroom, and the staff assigned to each classroom (including their position title) ready for the assessor.
- I reviewed the FTF Board approved Quality First Points Scale rubric to see where I believe my program should score in the Administrative Practices domain of the Points Scale.

7. USEFUL DEFINITIONS

Lead Teacher: The one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.

Open Classroom: A classroom or childcare group in which there are children currently enrolled (on an attendance roster).

Retention Plan: A retention plan includes policies and benefits offered to employees that encourage them to stay employed at their current job.

8. ADDITIONAL RESOURCES FOR INFORMATION ON ADMINISTRATIVE PRACTICES

Barnet, S. W. (2003, March). Low Wages = Low Quality: Solving the Real Preschool Teacher Crisis. Retrieved December 26, 2014, from National Institute for Early Education Research: <http://nieer.org/resources/policybriefs/3.pdf>

Schumacher, R. a. (2008, August). Continuity of Care: Charting Progress for Babies in Child Care Research-Based Rationale. Retrieved December 26, 2014, from The Center for Law and Social Policy: <http://research.policyarchive.org/13791.pdf>

HOW TO UPDATE THE CLASSROOM/ FAMILY GROUP TAB ON THE EXTRANET

1. ON THE EXTRANET, GO TO THE CLASSROOM/FAMILY GROUP TAB.



2. TO ADD AN OPEN CLASSROOM, CLICK "ADD CLASSROOM."

Classroom/Family Groups

Click on "Add Classroom" to enter individual classroom/family group information.

Classroom	Infants	Toddlers	2-year-olds	3-year-olds	4-year-olds	5-year-olds	Active		
ABC	2	4	0	0	0	0	<input checked="" type="checkbox"/>	See Details	Assessments
TEST	1	2	1	1	5	1	<input checked="" type="checkbox"/>	See Details	Assessments
Test2	0	11	0	0	0	0	<input checked="" type="checkbox"/>	See Details	Assessments
Add Classroom									

Print

3. FILL OUT THE INFORMATION IN THE POP-UP BOX AND CLICK THE GREEN SAVE BUTTON.

Classroom/Family Group Name*

Classroom/Family Group Action

Number of Children who are Non-English Speakers: Spanish Other Please list all other Non-English languages

Max. Group Size Allowed by Age Group

Before Maintained

Examined Separately by Classroom/Home Setting

of Children that are under with an EP

of Children that are under with an ERF

of Children identified with special health needs (Diabetes, allergies, feeding tube, asthma, etc.)

enrolled by age:

4. YOU SHOULD NOW SEE THE NEWLY ENTERED CLASSROOM IN THE LIST.

Classroom/Family Groups

Click on "Add Classroom" to enter individual classroom/family group information.

Classroom	Infants	Toddlers	2year-olds	3year-olds	4year-olds	5year-olds	Active		
ABC	2	4	0	0	0	0	<input checked="" type="checkbox"/>	Edit Details	Assessments
TEST	1	2	1	1	5	1	<input checked="" type="checkbox"/>	Edit Details	Assessments
Test2	0	11	0	0	0	0	<input checked="" type="checkbox"/>	Edit Details	Assessments

[Add Classroom](#)

5. REPEAT STEPS 2-4 FOR EACH NEWLY OPENED CLASSROOM.

6. TO INACTIVATE A CLASSROOM THAT IS NOW CLOSED, FIND THE CLASSROOM'S NAME IN THE LIST AND CLICK ON "EDIT DETAILS."

Classroom/Family Groups

Click on "Add Classroom" to enter individual classroom/family group information.

Classroom	Infants	Toddlers	2year-olds	3year-olds	4year-olds	5year-olds	Active		
ABC	2	4	0	0	0	0	<input checked="" type="checkbox"/>	Edit Details	Assessments
TEST	1	2	1	1	5	1	<input checked="" type="checkbox"/>	Edit Details	Assessments
Test2	0	11	0	0	0	0	<input checked="" type="checkbox"/>	Edit Details	Assessments

[Add Classroom](#)

7. UNCHECK THE "CLASSROOM/FAMILY GROUP ACTIVE" BOX. THEN CLICK THE GREEN SAVE BUTTON.

Classroom/Family Group Active

checked box indicates an Active Classroom or Family Group. Please uncheck if Classroom/Family Group area is no longer being used.

8. YOU SHOULD NOW SEE THE CHECKMARK GONE AND THE CLASSROOM HAS MOVED TO THE BOTTOM OF THE LIST, UNDERNEATH ALL OF THE ACTIVE CLASSROOMS.

Classroom/Family Groups

Click on "Add Classroom" to enter individual classroom/family group information.

Classroom	Infants	Toddlers	2year-olds	3year-olds	4year-olds	5year-olds	Active		
TEST	1	2	1	1	5	1	<input checked="" type="checkbox"/>	Edit Details	Assessments
Test2	0	11	0	0	0	0	<input checked="" type="checkbox"/>	Edit Details	Assessments
ABC	2	4	0	0	0	0	<input type="checkbox"/>	Edit Details	Assessments

[Add Classroom](#)

9. REPEAT STEPS 6-8 FOR EACH CLASSROOM THAT NO LONGER HAS CHILDREN ENROLLED (ON AN ATTENDANCE ROSTER).

10. TO UPDATE THE NUMBER OF CHILDREN IN A CLASSROOM, CLICK ON "EDIT DETAILS."

Classroom/Family Groups

Click on "Add Classroom" to enter individual classroom/family group information.

Classroom	Infants	Toddlers	2year-olds	3year-olds	4year-olds	5year-olds	Active	Edit Details	Assessments
ABC	2	4	0	0	0	0	<input checked="" type="checkbox"/>	Edit Details	Assessments
TEST	1	2	1	1	5	1	<input checked="" type="checkbox"/>	Edit Details	Assessments
Test2	0	11	0	0	0	0	<input checked="" type="checkbox"/>	Edit Details	Assessments

+ Add Classroom

11. UPDATE THE INFORMATION AND CLICK THE GREEN SAVE BUTTON.

Number: Date Number Last Verified:

of Children Five and Under with an EP:

of Children Five and Under with an IFSP:

of Children Identified with Special Health Needs (Severe allergies, feeding tube, asthma, etc.):

Enrolled By Age

Infants (6 to 24 months)	Toddlers (24 to 36 months)	2 year olds	3 year olds	4 year olds	5 year olds
<input type="text" value="2"/>	<input type="text" value="4"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

12. YOU SHOULD NOW SEE THE CHANGES THE CLASSROOM LIST.

Classroom/Family Groups

Click on "Add Classroom" to enter individual classroom/family group information.

Classroom	Infants	Toddlers	2year-olds	3year-olds	4year-olds	5year-olds	Active	Edit Details	Assessments
ABC	2	4	0	0	0	0	<input checked="" type="checkbox"/>	Edit Details	Assessments
TEST	1	2	1	1	5	1	<input checked="" type="checkbox"/>	Edit Details	Assessments
Test2	0	11	0	0	0	0	<input checked="" type="checkbox"/>	Edit Details	Assessments

+ Add Classroom

13. REPEAT STEPS 10-12 FOR EACH CLASSROOM REQUIRED.

14. IF YOU WANT TO MAKE A PREVIOUSLY CLOSED CLASSROOM ACTIVE, CLICK ON "EDIT DETAILS."

Classroom/Family Groups

Click on "Add Classroom" to enter individual classroom/family group information.

Classroom	Infants	Toddlers	2year-olds	3year-olds	4year-olds	5year-olds	Active	Edit Details	Assessments
TEST	1	2	1	1	5	1	<input checked="" type="checkbox"/>	Edit Details	Assessments
Test2	0	11	0	0	0	0	<input checked="" type="checkbox"/>	Edit Details	Assessments
ABC	2	4	0	0	0	0	<input type="checkbox"/>	Edit Details	Assessments

+ Add Classroom

15. CHECK THE "CLASSROOM/FAMILY GROUP ACTIVE" BOX. THEN CLICK THE GREEN SAVE BUTTON.

Classroom/Family Group Name*

Classroom/Family Group Active

Checked box indicates an Active Classroom or Family Group. Please uncheck if Classroom/Family Group area is no longer being used.

16. YOU SHOULD NOW SEE THE "ACTIVE" BOX CHECKED WHEN LOOKING AT THE CLASSROOM LIST.

Classroom/Family Groups
Click on "Add Classroom" to enter individual classroom/family group information.

Classroom	Infants	Toddlers	2-year-olds	3-year-olds	4-year-olds	5-year-olds	Active		
ABC	2	4	0	0	0	0	<input checked="" type="checkbox"/>	Edit Details	Assessments
TEST	1	2	1	1	5	1	<input checked="" type="checkbox"/>	Edit Details	Assessments
Test2	0	11	0	0	0	0	<input checked="" type="checkbox"/>	Edit Details	Assessments

[Add Classroom](#)

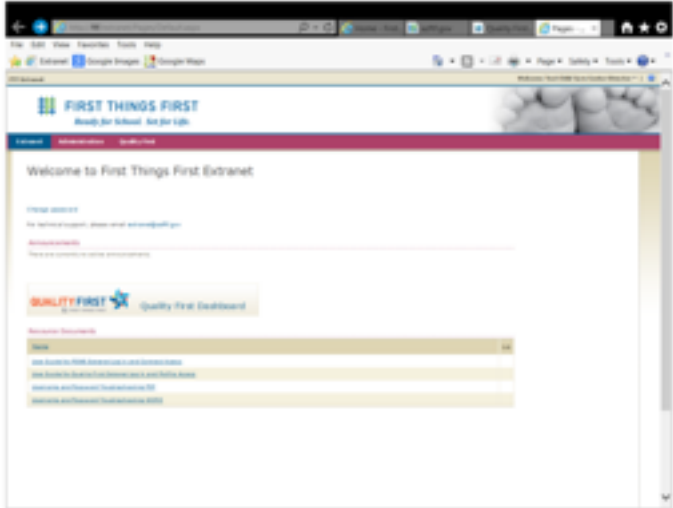
17. REPEAT STEPS 14-16 FOR EACH CLASSROOM REQUIRED.

All active classrooms in the extranet will be assessed for ratios/group sizes during the Quality First Points Scale assessment.

An open (active) classroom is one in which children are enrolled (i.e. on an attendance roster).

HOW TO FIND THE ASSESSOR'S RATIOS AND GROUP SIZE DOCUMENT ON THE EXTRANET

1. SIGN INTO THE EXTRANET.



2. CLICK ON QUALITY FIRST.



3. YOU SHOULD NOW BE LOOKING AT THE QUALITY FIRST DASHBOARD.



4. SCROLL DOWN TO THE BOTTOM OF THE PAGE. THERE IS A SECTION TITLED “QUALITY FIRST RESOURCES.”

Quality First Resources

Name	Edit
CCSC	
Curriculum and Assessment Resources	
FY15 Quality First Forms	
QF Resource Documents	
Quality First Marketing Toolkit	
USCPSC Recalled Products	
FY15 QF Participant Implementation Guide – Final	
Quality First Points Scale FY15	
TEACH Forman List - October 2014	

5. CLICK ON THE LINK TITLED “FY18 QUALITY FIRST FORMS.” (THIS MAY TAKE YOU BACK TO THE TOP OF THE PAGE. THAT’S OKAY. JUST SCROLL DOWN TO THE BOTTOM OF THE PAGE AGAIN.)

QF Provider Resources

Name	Edit
Curriculum and Assessment Resources	
FY15 Quality First Forms	
Quality First Marketing Toolkit	
TEACH	
USCPSC Recalled Products	
FY15 QF Participant Implementation Guide – Final	

6. CLICK ON THE LINK TO THE FORM YOU WANT. YOU CAN NOW VIEW, PRINT, OR DOWNLOAD THE ASSESSOR’S FORM FOR RATIO/GROUP SIZES.

QF Provider Resources

Name	Edit
Assessment Report Clarification Request	
At Teaching Certificate CDA Certificate Verification Form	
Complaint Form	
Enrollment Agreement	
E-Verify participation verification form	
Expectation of Progress Final July 2013	
Facility Projects Liability Release form	
Goal Form	
Lesson Plan Infant Toddler SAMPLE	
Lesson Plan Preschool SAMPLE	
National Accrediting Organizations	
Points Scale Administrative Documents Review	
Points Scale Child Assessment Review	
Points Scale Curriculum Review	
Points Scale Missing Documents	
Points Scale Ratio and Group Sizes	
Request for Appeal	
Request for Early Assessment	
Request for Public Rating	
The Day of the Assessment	
Transcript Timeline	
Transcript Verification and Fee Request	



SAMPLE QUALITY FIRST POINTS SCALE RETENTION PLAN

PROGRAM NAME: FTF Child Development Center	ADDRESS: 4000 North Central Avenue Suite 800 Phoenix, Arizona 85012
CONTACT PHONE: 602.771.5000	DATE PLAN CREATED: 8.20.2011
PROGRAM DESIGNEE NAME: Ena Binns	PROVIDER TYPE: <input checked="" type="checkbox"/> Center-Based <input type="checkbox"/> Family Child Care
NAME OF COACH: Ginger Sandweg	

BARRIER <i>List barriers that impact teacher retention. List one barrier per line, with at least one barrier.</i>	PLAN OF ACTION <i>For each barrier, write a plan to address the challenge.</i>	PERSON RESPONSIBLE
<i>Many teaching staff have not stayed longer than 6 months.</i>	<p>Hiring practices will include recruiting from community colleges.</p> <p>Interview questions will be reviewed by both the Director and the Coach .</p> <p>Regularly scheduled supervision meetings will be implemented with all Lead Teaching staff.</p> <p>Individual Performance Plans will be developed in collaboration with the teaching staff and director.</p>	Ena Binns/ Ginger Sandweg
<i>Teaching staff have left without providing a reason.</i>	<p>Exit interviews will be scheduled with each employee that quits to determine the reasons for leaving the position.</p>	Ena Binns
<i>Teaching staff has resinged due to low staff morale.</i>	<p>Strategies will be implemented as recommended by teaching staff about how to raise staff morale in the program. (i.e. staff planning times, professional development opportunities, staff appreciation)</p>	

CURRICULUM AND CHILD ASSESSMENT

1. WHY IS QUALITY FIRST ASSESSING CURRICULUM AND CHILD ASSESSMENT? WHAT RESEARCH AND BEST PRACTICES TELL US THIS IS GOOD FOR CHILDREN?

NAEYC Program Standard #2: Curriculum

The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.

RATIONALE:

A curriculum that draws on research assists teachers in identifying important concepts and skills as well as effective methods for fostering children's learning and development. When informed by teachers' knowledge of individual children, a well-articulated curriculum guides teachers so they can provide children with experiences that foster growth across a broad range of developmental and content areas. A curriculum also helps ensure that the teacher is intentional in planning a daily schedule that (a) maximizes children's learning through effective use of time, materials used for play, self-initiated learning, and creative expression as well as (b) offers opportunities for children to learn individually and in groups according to their developmental needs and interests. (National Association for the Education of Young Children, 2008)⁴

NAEYC Program Standard #4: Assessment of Child Progress

The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results are used to benefit children by informing sound decisions about children, teaching, and program improvement.

RATIONALE:

Teachers' knowledge of each child helps them to plan appropriately challenging curricula and to tailor instruction that responds to each child's strengths and needs. Further, systematic assessment is essential for identifying children who may benefit from more intensive instruction or intervention or who may need additional developmental evaluation. This information ensures that the program meets its goals for children's learning and developmental progress and also informs program improvement efforts. (National Association for the Education of Young Children, 2008)⁵

⁴ National Association for the Education of Young Children. (2008). Early Childhood Program Standards. Retrieved December 26, 2014, from www.naeyc.org National Association for the Education of Young Children. (2008). Early Childhood Program Standards. Retrieved December 26, 2014, from www.naeyc.org/files/academy/file/OverviewStandards.pdf

⁵ National Association for the Education of Young Children. (2008). Early Childhood Program Standards. Retrieved December 26, 2014, from www.naeyc.org/files/academy/file/OverviewStandards.pdf

2. HOW WILL THE INFORMATION FOR CURRICULUM AND CHILD ASSESSMENT BE ASSESSED?

The assessor will collect the information used to score indicators related to written lesson plans (indicators 2b, 4b and 6b), child assessment portfolios (indicators 2c and 4c), and written policies/procedures (indicators 2b, 2c, 4a and 6c) during the onsite Points Scale assessment visit.

- The assessor will review written activity plans/lesson plans for all classrooms that received an ERS or CLASS assessment during current assessment cycle.
- The assessor will review child assessment portfolios for all classrooms that received an ERS or CLASS assessment during the current assessment cycle.
- The assessor will review the program's written transition plan, policy for sharing curriculum with families, parent-teacher conference schedule, and policy for children's screening and referral.

All documentation a site wants considered towards the scoring of their Points Scale Assessment must be presented at the time of assessment. Documentation that is not presented to the assessor during onsite visit may not be submitted for review during the assessment clarification process.

The information used to score indicators related to staff training requirements (indicators 2a and 6a) is assessed directly from the extranet (<http://extranet.azftf.gov>).

For each lead teacher and administrator, the information reviewed from the extranet includes:

- Which modules of the Arizona Early Learning Standards (AZELS) and Infant Toddler Developmental Guidelines (ITDG) trainings have been completed
- Months employed at the current program

All documentation a site wants considered towards the scoring of their Points Scale Assessment must be presented at the time of assessment. Documentation that is not updated in the Extranet at the time of assessment may not be submitted for review during the assessment clarification process.

3. WHAT TRAININGS DO MY STAFF NEED TO COMPLETE PRIOR TO THE QUALITY FIRST POINTS SCALE ASSESSMENT?

At minimum, all lead teachers and administrators should participate in trainings regarding the Arizona Early Learning Standards and the Infant Toddler Developmental Guidelines. For family home childcare, the person who holds the family childcare license/certification should participate in the trainings. There are two benchmarks (indicators 2a and 6a) in the Quality First Points Scale that state how many modules must be completed by each lead teacher and administrator to receive credit.

**Staff must have the revised version of the Introduction to the Arizona Early Learning Standards training for credit. (Staff who have received the training after May 2013 meet this requirement.)

When a staff member has attended a training session, please work with your Quality First coach to update the extranet's staffing tab to reflect completion of a training module.

- Staff with an ECE endorsement on their Arizona Teaching Certificate may waive the introduction to the Arizona Early Learning Standards training.
- The requirement of attending the introduction to the Arizona Early Learning Standards training is waived for staff who have been employed in the program for six months or less at the time of their Points Scale assessment.

The introduction to the Arizona Early Learning Standards training and the introduction to the Infant Toddler Developmental Guidelines can be facilitated by your Quality First coach or scheduled through the Arizona Department of Education or accessed online at <https://ems.azed.gov/Home/Calendar>.

All additional modules of the Arizona Early Learning Standards training must be scheduled through the Arizona Department of Education (<http://www.azed.gov/early-childhood/>).

4. WHAT DO I NEED TO PREPARE FOR THE ASSESSOR TO REVIEW REGARDING WRITTEN ACTIVITY PLANS/ LESSON PLANS?

The most recently completed four weeks of lesson plans will be reviewed by the assessor for each classroom/childcare group that received an ERS or CLASS assessment during the current cycle.

There is not a required format for lesson plans. Your program is encouraged to utilize the lesson planning format that is already in place. Rather than a specific format, assessors are looking for three elements of best practice to be included on the lesson plan, in whatever format works best for you.

1. Each lesson plan must include at least one Arizona Early Learning Standard or Infant Toddler Developmental Guideline.

- The documentation must include the domain (ITDG) or standard (AZELS) and a matching activity. For example, if you've identified the Arizona Early Learning Standard as Language and Literacy, there must be an activity that demonstrates this standard, such as reciting rhymes or retelling a story.
- The Arizona Early Learning Standards will be assessed for classrooms/childcare groups serving children 3-5 years.
- The Infant Toddler Developmental Guidelines will be assessed for classrooms/ childcare groups serving children birth-2 years.

2. Each lesson plan must include at least one specific learning objective for the children.

- A specific learning objective documents how the teacher(s) individualize instruction to meet different children's needs or interests.
 - For example, a teacher has planned an activity for stringing beads and plans for the entire classroom participate in the activity at the same time. During the whole group activity, she plans to focus on a subset of children who need extra help using a pincher grasp to string beads. This subgroup of children and the specific learning objective

(working in pincher grasp) need to be identified. There is another group of children she plans to focus on patterning with. This subgroup of children and the specific learning objective (patterning) needs to be identified.

- As another example, a teacher may plan a small group activity for a set of children that have indicated a desire to focus on a particular skill. For instance, during free play, the teacher plans to initiate a small group activity that works on one-to-one correspondence for a group of pre-identified children who have shown an interest in counting. This subgroup of children and the learning objective (small group focusing on one-to-one correspondence) would need to be identified on the lesson plan activity of free play.
- As a third example, a teacher may facilitate an activity that was designed to focus on an individual need. For instance, each day, prior to lunch, the entire class will practice standing on one foot while waiting in line to wash hands, but the teacher plans to pay special attention to one child who was pre-identified as struggling with this skill. The individual child and the learning objective (standing on one foot) must be identified during the activity of handwashing.
- The specific learning objective may be included on the written lesson plan itself or on an attached document. If using another document, there must be clear indication for the assessor that the lesson plan and additional sheet go together and the documentation must be presented together. The additional document must include the date(s) of the activity (month, day and year), and the date(s) must align with the lesson plan. The document must also in some way identify the small group/ individual child the learning objective is targeted to and during which activity it will take place
- To protect the identity of children in your care, initials or other coding systems, such as numbers or shapes, may be used instead of children's names. If using a coding system, you must attach a key for the assessor.

3. In a classroom/childcare group where there is a child with a special need enrolled, each lesson plan must include at least one strategy, adaptation or modification for the child.

You are not required to provide the child's name, their area of special need, or their evaluation/assessment paperwork (for example their IEP or IFSP) to the assessor.

- A strategy, adaption or modification identifies the resources a teacher will introduce into the learning environment to allow the child to participate in an activity.
 - For example, there is a child in the classroom with special needs in the area of fine motor. There is an art activity on the lesson plan and the teacher identifies that in addition to the bottles of glue, this child will need a glue stick to successfully participate in the activity. The child, the activity, and the adaption (glue stick vs. glue bottle) should be documented.
 - As another example, there is a child with a language delay in a classroom. The teacher knows that the child best understands when directions are given in short, clear sentences in a one-on-one setting. The teacher would document the child and the need (all directions are restated one-on-one with short, clear sentences).

- The assessor will ask if there are any children with special needs or special health concerns in the classroom. If the answer is yes, this criterion is required.
- The strategy, adaptation or modification may be included on the written lesson plan itself or on an attached document. If using another document, there must be clear indication for the assessor that the lesson plan and additional sheet go together and the documentation must be presented together. The additional document must include the date(s) (month, day and year) the strategy, modification and/or adaptation will be used. It must also in some way identify who the target child is and during which activity it will take place.
- To ensure confidentiality, initials or other coding systems may be used in place of children's names. If using a coding system, you must also attach a key for the assessor.

Definitions for Early Learning Standards, lesson plan, specific learning objectives for children, and a strategy, adaptation or modification for children with special needs are included at the end of the Curriculum and Child Assessment section.

5. WHAT DO I NEED TO PREPARE FOR THE ASSESSOR TO REVIEW REGARDING CHILD ASSESSMENT PORTFOLIOS?

The assessor will review four child portfolios from each classroom/childcare group that received an ERS or CLASS assessment during the current cycle. The portfolios will be selected through a random draw process on the day of the onsite Points Scale visit. Please have current classroom/childcare group rosters available on the day of the Points Scale visit; they will be used during the random draw process.

- Children must be in attendance for 30 classroom days in the past six months to be eligible for review.
- If a child who has not attended 30 classroom days in the past six months is randomly selected, please inform the assessor. A redraw will be conducted for an eligible portfolio.

If your program uses an electronic child assessment/portfolio system, you will need to convert the information into a PDF format for review by the assessor.

- Instructions on how to do this for Teaching Strategies Gold are included at the end of the Curriculum and Child Assessment Section.
- If the system you use is unable to be converted into PDF, you will need to print out the documentation. Please make sure that once printed, each piece of documentation still reflects the child's first and last name, the date of collection (month, day and year), and the domain it represents.

If your program uses a mix of formats, for example, online and hard copy, both sets of documentation need to be provided to the assessor for review.

There is not a required format for child portfolios. Your program is encouraged to use the documentation system that is already in place. Rather than a certain format, the assessor is looking to see that each portfolio includes three elements of best practice.

1. Each child's portfolio has at least one piece of documentation for social development, one piece for emotional development, one piece for cognitive development, and one piece for physical development. (The developmental domains align with the Arizona Early Learning Standards.)

- The documentation must have been collected within the last calendar year, as of the date of the onsite points scale visit.
- The documentation must be labeled with the child's first and last name, the date it was collected (including month, day and year), and the domain it represents.
- One piece of documentation may be credited in more than one domain (i.e. cognitive and physical).

2. Within the children's portfolios, there is a variety of methods used to document the children's developmental progress. These can include work samples, anecdotal notes, and developmental checklists. Definitions for these terms are included at the end of this section.

- Each developmental domain (social, emotional, cognitive, and physical) does not need to include documentation in all three methods. Rather, across the children and across the developmental domains, different methods should be represented so that looking holistically at the portfolios there is evidence that a teacher is using different documentation methods to capture children's developmental information.
- One piece of documentation may represent more than one method (i.e. a work sample and an anecdotal note).

3. Family input must be included as a part of each child's portfolio. Family input consists of information about the child's development that comes from the family to the program. Families offer insight into their child's development that is occurring outside of the classroom/childcare group environment, and the information is important for consideration in developing learning plans and objectives. You are encouraged to use documents already in place in your program, for example getting to know you forms, parent-teacher conference notes, parent filled surveys and questionnaires.

- The documentation must have been collected within the last calendar year, as of the date of the onsite points scale visit. Updating of forms dated older than 12 months as of the date of assessment cannot be credited. Family input must be regathered on a new form as a child's growth and development changes rapidly in the early years.
- The documentation must be labeled with the child's first and last name, the date it was collected (month, day and year), and include a parent/guardian signature.
- If the family input is embedded within another piece of documentation, you are encouraged to highlight or otherwise mark the information for easy review by the assessor.

6. WHAT DO I NEED TO PREPARE FOR THE ASSESSOR TO REVIEW MY WRITTEN POLICIES AND PROCEDURES DURING THE ONSITE VISIT?

There is no required format for the policies. You are encouraged to use the ones already a part of your employee handbook, parent handbook or other operating manuals, if available.

Rather than a certain format, the assessor is looking to see that each portfolio includes four elements of best practice.

1. Parent- Teacher Conference Schedule: Written documentation of how often parent-teacher conferences occur during a calendar year.

- To receive credit, the program must OFFER the conferences to the parent/guardian. Having parent-teacher conferences upon request is not enough as it is best practice for early childhood programs to reach out to families and keep them informed of their child's development.

2. Policy for children's screening and referral: A written statement that informs parents of the activities and timelines regarding their child's screening and referrals as a result of those screenings. (Definitions of these terms are included at the end of the Curriculum and Child Assessment section.)

3. Transition Plan: Outlines the activities and timelines that a program/child/family goes through when transitioning from home to the program (enrolling), within the program (changing classroom's/childcare group's attendance rosters), and exiting the program (withdrawing).

- There must be at least one timeline and one activity for transitioning into the program. This can be child/family or program based.
- There must be at least one timeline and one activity for transitions within the program. This can be child/family or program based. If children do not change classrooms/childcare groups during their enrollment in the program, this is not required.
- There must be at least one timeline and activity for transitions exiting the program. This can be child/family or program based.

4. Written Process for Sharing Curriculum with Families: A statement that shows how your program informs families of what their children are learning or identifies the curriculum used.

7. HOW/WHAT DO I NEED TO UPDATE IN THE QUALITY FIRST EXTRANET?

Please update the extranet's staffing tab to include the following:

- All currently employed staff members who work directly with children should be listed
- Each staff member's position title should be up-to-date
- Each staff member's Staff Details section should be up-to-date
- The modules of the Arizona Early Learning Standards and Infant Toddler Developmental Guidelines each staff member has completed should be marked in the extranet's staffing tab (This must be done in conjunction with your Quality First coach.)

Picture directions are included at the end of the Staff Qualifications section to help perform these tasks.

8. HOW WILL MY PROGRAM SCORE ON THE QUALITY FIRST POINTS SCALE'S CURRICULUM AND CHILD ASSESSMENT DOMAIN ACCORDING TO THE FTF BOARD APPROVED POINTS SCALE RUBRIC?

CURRICULUM AND CHILD ASSESSMENT (MUST MEET ALL COLUMNS OF EACH ROW TO RECEIVE POINTS)			Points earned
All Programs - State Standards and Program Guidelines	All Programs - Curriculum	All Programs - Child Assessment****	
<p>2a. Teachers*, Directors and Assistant Directors have completed the approved 2 hour training on the Introduction to the Arizona Early Learning Standards (AZELS)* and infant - Toddler Developmental Guidelines (ITDG). The infant - Toddler Developmental Guidelines will be required when written and available. * A valid Arizona Early Childhood Teaching Certificate or Endorsement is accepted in lieu of training.</p>	<p>2b. The Arizona Early Learning Standards and Infant-Toddler Development Guidelines (when complete) are clearly reflected in the written activity plans. and There is a written process for sharing curriculum with families.</p>	<p>2c. Assessment of children's growth and development is an ongoing process and is conducted during children's daily activities and routines to assess progress in the 4 domain areas of social, emotional, cognitive and physical development. AND Parent Teacher conferences are offered once per year.</p>	2 points

CURRICULUM AND CHILD ASSESSMENT (MUST MEET ALL COLUMNS OF EACH ROW TO RECEIVE POINTS)			Points earned
All Programs - State Standards and Program Guidelines	All Programs - Curriculum	All Programs - Child Assessment****	
<p>4a. Programs follow the Arizona Program Guidelines for High Quality Early Education Birth through Kindergarten. Recommendation for transitions between environments.</p>	<p>4b. Written curriculum plans include specific learning objectives for children based on each child's documented or observed assessment information.</p>	<p>4c. Assessment of children's growth and development includes gathering and documenting information received from families either from child information surveys, daily communications with families, or formal conferences held with the families. AND Programs use a variety of methods that include observation/anecdotal notes, children's work samples, developmental checklists.</p>	4 points

CURRICULUM AND CHILD ASSESSMENT (MUST MEET ALL COLUMNS OF EACH ROW TO RECEIVE POINTS)			Points earned
All Programs - State Standards and Program Guidelines	All Programs - Curriculum	All Programs - Child Assessment****	
6a. Teachers*, Directors and Assistant, Directors have completed the approved training on at least two of the modules of the Arizona early learning Standards or Infant - Toddler Development Guidelines (when written and available)	6b. Written activity plans includes strategies, modifications, and/or adaptations to fully involve all children with special health and/or developmental needs, including gifted and talented (e.g. adaptive materials are listed to be gathered, wide range of materials allow for individual use based on development, etc.) This item may be N/A	6c. Additional child assessment strategies include developmental and sensory screening activities (either provided directly or arranged for by the provider) and, when necessary, families are referred to appropriate health or intervention agencies. AND Parent teacher conferences are offered twice per year.	6 points

9. AM I READY?

- All of my current staff members listed on the extranet's staffing tab. This includes new staff/ long term substitutes that have worked at the program at least 15 classroom days prior to your Points Scale Preparation end date.
- I worked with my coach to update my staff's AZELS and ITDG training information in the extranet's staffing tab. (I'll know this is done by looking at the trainings marked in the staffing tab.)
- I collected the most recently completed four weeks of lesson plans (not including weeks the program was not in session) for each classroom that received an ERS and/or CLASS assessment in this assessment cycle.
- Each lesson plan includes the Arizona Early Learning Standards or Infant Toddler Developmental Guidelines. They are clearly marked for the assessor.
- Each lesson plan includes specific learning objectives for children. They are clearly marked for the assessor. If the specific learning objectives are located on a separate document from the lesson plan, the two pieces of documentation are put together.
- Each lesson plan includes adaptations, modifications and/ or strategies for children with special needs if any are enrolled in the classroom. They clearly marked for the assessor. If the strategies/modifications/strategies are located on a separate document from the lesson plan, the two pieces of documentation are put together.
- I collected assessment portfolios for all the children enrolled in classrooms that received an ERS or CLASS assessment this assessment cycle.
- Each child portfolio includes at least one piece of documentation for social development, one piece for emotional development, one piece for cognitive development, and one piece for physical development.
- Each piece of documentation (anecdotal note, work sample and/or developmental checklist) in a child's portfolio has the child's first and last name, the date it was collected (including month, day and year), and the developmental domain it represents- social, emotional, cognitive or physical.

- Each child's assessment portfolio includes family input. The documentation include the child's first and last name, the date it was collected (including month, day and year) and a parent/guardian signature. The family input clearly marked/ labeled for the assessor.
- I have classroom rosters printed/copied and available for each classroom that received an ERS or CLASS assessment in the current assessment cycle to use during the random draw for child portfolios.
- I have a written transition plan for my program. It includes the activities and timelines for children's transitions 1) into the program, 2) within the program and 3) exiting the program. It is included in the documents for the assessor to review.
- I have a written policy for sharing curriculum with families. It is included in the documents for the assessor to review.
- I have written parent-teacher conference schedule. It is included in the documents for the assessor to review.
- I have a written policy for children's screening and referral. It is included in the documents for the assessor to review.

10. USEFUL DEFINITIONS

Anecdotal Note: A way for a teacher to document children's development through short descriptions of what they see and hear a child doing throughout the day. A photo may accompany the note as well as an additional way of tracking developmental information about that child; a photo would need to have that written description so there is context about what area of development is being highlighted.

Developmental Checklist: A checklist that shows what developmental milestones a child is reaching at a certain age. Use of the checklist can show whether a child is reaching developmental milestones at the anticipated age range (the rate of a typical peer) or if there is a need for further assessment in a developmental domain because a child is not meeting the anticipated developmental milestones.

Early Learning Standards: Statements that describe the expectations for learning and development of young children. For Quality First's purposes, these include the Arizona Early Learning Standards (AZELS) and the Arizona Infant Toddler Developmental Guidelines (ITDG).

Lead Teacher: The one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.

Lesson Plan: A lesson plan is developed by a teacher to guide instruction throughout the day/week, and as a method of preparation. It usually includes the name or theme of the lesson, the date(s) of the lesson, the objective being focused on (early learning standard and specific learning objective), the materials that will be used (including modifications for children with special needs), and the activities to be done.

Referral: Making a recommendation or referral of a child and family with other professionals or programs, for the purpose of more in-depth assessment.

Screening: A quickly administered assessment used to identify children who may benefit from more in-depth assessment.

Specific Learning Objectives for Children: A concept or skill being taught to an individual child or a small group of children (not the entire classroom/childcare group) based on an identified developmental need or child interest.

Strategies, Modifications or Adaptations for a Child with Special Needs: A change in what or how a concept, skill or activity is presented to a child in order to allow the child to successfully participate with their peers. This can include altering the content, presentation, or materials used in a lesson or activity.

Transition Plan: Outlines the activities and timelines that a program/child/family goes through when transitioning from home to the program (enrolling), within the program (changing classroom's/childcare group's attendance rosters), and exiting the program (withdrawing).

Work Sample: A way to gather information on where is child is developmentally though a tangible piece of evidence that has been created by the child.

11. ADDITIONAL RESOURCES FOR INFORMATION ON CURRICULUM AND CHILD ASSESSMENT

Huffman, P. D. (2007). "Look What I Did!" Why Portfolio-Based Assessment Works. Retrieved December 26, 2014, from Early Childhood News:

http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=495

National Association for the Education of Young Children. (2009).

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. Retrieved December 26, 2014, from www.naeyc.org:

<http://www.naeyc.org/files/naeyc/file/positions/position%20statement%20Web.pdf>

HOW TO CONVERT OBSERVATION NOTES FROM A CHILD'S PORTFOLIO TO PDF IN TEACHING STRATEGIES GOLD

1. Through GOLD Administrator access, go to Administration / Manage Users / Teachers and Administrators.
2. Select a teacher from the list and click "GO" to the far right of the teacher's name. This will allow you to access this teacher's GOLD child portfolios. The top of your screen should show "Teacher Site for _____" in a gold banner.
3. Go to Documentation/ View Portfolio. Then, click on the name of a child.
4. To print a copy of the child's entire portfolio, click "PDF" located near the top right of screen, then click save as and save to the desktop as a PDF.

HOW TO CONVERT A CHILD'S DEVELOPMENTAL CHECKLIST TO PDF IN TEACHING STRATEGIES GOLD

1. Sign in to the *Teaching Strategies GOLD* program.
2. Go to "Reports"
3. Click on Individual Child report
4. Select-class/child/period include all levels
5. Select-English
6. The "Output" will be PDF
7. Click- "Generate Report"

FREQUENTLY ASKED QUESTIONS

STAFF QUALIFICATIONS

Where should I submit my staff members' official transcripts or other education documentation?

- All education documentation must be submitted to the Arizona Early Childhood Workforce Registry (www.azregistry.org).
- All education documentation that has been previously verified by Quality First (captured in the extranet's staffing tab) has been automatically transferred to the registry.

My staff ordered transcripts but I don't see them on the registry. What should I do?

- Have your staff member call the college/ university where they requested the transcripts. Sometimes if a staff member has outstanding fines, the college/ university will not send the transcripts.
- Also ask the college/university to verify the address where the transcripts were sent. Official transcripts must be sent to Arizona PBS - Arizona Early Childhood Workforce Registry 555 N. Central Ave Suite 500 Phoenix, Arizona 85004
- Or by email to info@thearizonaregistry.org.
- If you have verified that transcripts were requested from the college/ university and sent, contact the Arizona Early Childhood Workforce Registry at info@thearizonaregistry.org or 1-855-818-6613.

I have a staff member with a teaching certificate in Elementary Education can it be submitted as documentation?

- An AZ Teaching Certificate in Elementary Education is not considered for credit at any level of the Points Scale Assessment. (Unless the staff member has an endorsement in ECE.) Please submit official transcripts to verify the staff member's college coursework in ECE or a related field.

There is a substitute staff member working at my program right now. How will they be considered in the Points Scale Assessment?

- If a staff member meets the criteria below on your Points Scale Preparation end date, the staff must be included on your site's extranet staffing tab and in the Arizona Early Childhood Workforce Registry. Their education documentation will be considered in your Points Scale Assessment.
 - If the administrator has worked onsite for 15 business days, their information will be considered in the scoring of the Staff Qualifications section of the Points Scale Assessment.
 - If the lead teacher has worked in the classroom for 15 classroom days, their information will be considered in the scoring of Staff Qualifications section of the Points Scale Assessment.
 - If the assistant teacher has worked in the classroom for 15 classroom days, their information will be considered in the scoring of the Staff Qualifications section of the Points Scale Assessment.

- Long term substitute's education documentation must be requested prior to your Points Scale Preparation end date documentation requested after the Points Scale end date will not be considered.
- Quality First permits 15 business days after your Points Scale Preparation end date for the education documentation to be received and verified by Arizona Early Childhood Workforce Registry staff. Any documentation not received and verified by 15 business days after the Points Scale Preparation end date will not be considered in the scoring of your Points Scale Assessment.

I'm in the process of hiring new staff at my site. Will the new staff members need to submit education documentation?

- Quality First understands that programs may have staff changes occur close to the time of their Points Scale Assessment. Please refer to the guidance listed in the question above (about substitute staff); the same guidelines apply to newly hired staff members.
- Quality First uses the data you enter on the extranet's staffing tab, particularly a staff member's hire date in determining whether or not to consider the person in the scoring for the Staff Qualifications domain.

My staff member's education documentation has been updated in the Arizona Early Childhood Workforce Registry, but I think there is a mistake. What should I do?

- Refer to the Points Scale Guidance Document section on Staff Qualifications. Review the related fields and coursework that is considered for credit. Also, remember that staff must pass the course with a grade of C or better to receive credit.
- If you've reviewed the Points Scale Guidance Document and still believe there is an error, contact the Arizona Early Childhood Workforce Registry at info@thearizonaregistry.org or 1-855-818-6613.
- You must inquire about education documentation BEFORE your Points Scale Preparation end date to ensure that any updates made are accounted for in the scoring of your Points Scale Assessment.

ADMINISTRATIVE PRACTICES

Why must an onsite administrator accompany the assessor during both sets of ratio/ group size counts? Can't I accompany them once and then let the assessor do the second count alone?

- Quality First requires an onsite administrator accompany the assessor during all ratio/ group size counts. This provides your site a level of protection. Your administrator will hear and sign to verify the accuracy of the number of paid staff and number of children recorded at each ratio/group size count. You'll also have the opportunity to provide additional clarification to the assessor if there are anomalies in the classroom, such as substitutes, unpaid staff members, visiting children, etc.

Why does Quality First assess ratios and group sizes using the birthdate of the youngest child enrolled in the classroom? Shouldn't it be the youngest child present at the time of assessment?

- The Quality First Points Scale Assessment is intended to measure best practice. As such, best practice states that classrooms should be staffed in anticipation that the youngest

child enrolled could appear at any time. Therefore, regardless of whether the youngest child is present, their birthdate is used in determining the ratio and group size count at the time of assessment.

How does Quality First look at a child who is not enrolled in the classroom when conducting ratios and group size counts?

- Quality First considers all children the staff member(s) have supervisory responsibility for at the time of the count. If a child from another classroom is visiting and the teacher(s) in the classroom are responsible for the child's safety and well-being, the child will be counted in your ratio.
- If a child is visiting with their parent/guardian and not enrolled in the classroom, they will not be included in your ratio count. It is assumed that the child's parent is responsible for their safety and well-being.
- In a family childcare home, it is not a matter of whether the participant is receiving compensation for the care of the child, but if the child is participating as part of the group. If a child, including the participant's own child, is part of the group and you are responsible for the child's safety and well-being, they will be counted in the ratio.

Do I need to submit a written retention plan if I'm a family childcare home?

- Quality First recommends that your site develop a retention plan if more than one staff member is employed.
- There are three different benchmarks (indicators 2c, 4c and 6c) assessed regarding staff retention. If your staff does not meet the requirements, a retention plan may be submitted for credit at this level.

CURRICULUM AND CHILD ASSESSMENT

Why is Quality First requiring staff to have the revised version of the introduction to the Arizona Early Learning Standards training?

- The Arizona Early Learning Standards were revised in 2013. In conjunction, the introduction to the Arizona Early Learning Standards training was revised to include the changes in content.
- To ensure that staff have the most up-to-date information, Quality First is requiring all lead teachers/ administrators to have the revised version of the training for credit at indicator 2a. (Training date after May 2013)

Why would a preschool teacher need to attend the introduction to the Infant/Toddler Developmental Guidelines? Why would an infant/toddler teacher need to attend the introduction to the Arizona Early Learning Standards?

- Arizona's standards were intentionally built to be an ongoing continuum of learning. The domains identified in the Infant/Toddler Developmental Guidelines and representations of them through developmentally appropriate practices are infused into the design of the Arizona Early Learning Standards. Best practice for early childhood educators requires that we have an understanding of child development throughout the early childhood years.
- Exposure to both sets of standards also allows educators to individualize their teaching to children who may be developing at a pace faster or slower than their peers.

I have a staff member with an AZ Teaching Certificate with an ECE endorsement. Which AZELS/ ITDG trainings do they need to attend?

- Staff with an ECE endorsement on their Arizona Teaching Certificate may waive the introduction to the Arizona Early Learning Standards training.
- Staff with an ECE endorsement on their Arizona Teaching Certificate may NOT waive the introduction to the Infant Toddler Developmental Guidelines training.
- Staff with an ECE endorsement on their Arizona Teaching Certificate are required to complete two additional modules from the Arizona Early Learning Standards training for credit at indicator 6a.
- All lead teachers/ administrators are encouraged to attend the trainings regardless of if they have an ECE endorsement.

I have a substitute lead teacher/ administrator working with my program. Are they required to attend trainings on the Arizona Early Learning Standards and Infant Toddler Developmental Guidelines?

- The requirement of attending the introduction to the Arizona Early Learning Standards and introduction to the Infant Toddler Developmental Guidelines trainings (indicator 2a) are waived for staff who have been employed in the program for six months or less at the time of their Points Scale assessment.
- Substitutes must have the two additional modules at the time of assessment for credit at Curriculum and Child Assessment 6a. There is not a six month waive like there is for the introductions at indicator 2a. This is due in part because missing this indicator (6a) does not prevent a site from obtaining a quality level rating, even the highest quality level, like missing the introduction would.

I have new staff at my site. Are they required to attend trainings on the Arizona Early Learning Standards and Infant Toddler Developmental Guidelines?

- Please see the guidance offered in the question above (about substitute teachers). The same requirements apply to new staff members.

My program's policies prevent me from including children's names on lesson plans. How can I document that there are specific learning objectives included for each written lesson plan?

- You are not required to include children's names or even their initials on the lesson plan. You can create a code (such as shapes or numbers) to document the activity where specific learning objectives are being utilized. You must attach a code key, for example, ●= small group working on pincher grasp and □ = small group working on AB patterns.
- Quality First isn't looking for individual children's goals. We're looking to see how those goals translate into activities on a lesson plan. For instance, if you have a small group of children and your goal is that they can count from 1-10, what activity did you include on the lesson plan to work on that goal? Don't forget to include information about who the activity is aimed at (a small group or individual child) either by adding initials or another coding system.
- You can identify your specific learning objectives on a separate document from your lesson plan. However, both must documents must include the same dates and must be put together so the assessor knows to look at both pieces when scoring.

- For more information and examples, please refer to the Curriculum and Child Assessment section of the Points Scale Guidance Document.

My program's policies prevent me from including children's names on lesson plans. How can I document that strategies, accommodations and/or modifications for children with special needs are included for each written lesson plan?

- Please refer to the guidance offered in the question above (about specific learning objectives). The same techniques can be applied.

My site collects a lot of different documentation for child assessment portfolios. Should I give it all to the assessor or should I select pieces to hand in?

- You're encouraged to present all of your documentation at the time of assessment. Quality First understands that often you use different methods and have documentation in different forms (some electronic and some paper). By presenting all of the documents to the assessor, it helps to ensure that you will receive credit for all of the best practices your program implements.
- The Curriculum and Child Assessment section of the Points Scale Guidance Document details which elements of a child assessment portfolio are needed for credit.

How does Quality First consider child assessment portfolios when scoring? If one portfolio is missing a piece is that okay?

- Child assessment portfolios are chosen during a random draw. There are four portfolios from each classroom that received an ERS or CLASS assessment reviewed.
- Each portfolio the assessor reviews must include documentation in all four developmental domains to receive credit for Curriculum and Child Assessment indicator 2c.
- Each portfolio the assessor reviews must include family input to receive credit for Curriculum and Child Assessment indicator 4c.
- Looking holistically at all the portfolios reviewed by the assessor, there must be a variety of methods used to document children's ongoing progress to receive credit for Curriculum and Child Assessment indicator 4c.

Why is there such a big emphasis on documentation having a month, day and year. Shouldn't a month/day be enough?

- Assessment procedure states that documentation within the past 12 months as of the day of assessment can be considered for credit during the Points Scale Assessment.
- Having documentation that only documents the month/day, does not give the assessor enough information to determine if the piece can be credited.

What does family input need to look like to receive credit in the Points Scale Assessment?

- Quality First does not have a required format for family input. We've seen many variations used, such as questionnaires, surveys, parent-teacher conference notes, notes from families to teachers, teacher's capturing family member's comments, etc.
- All family input must include the child's first and last name, the date of collection (month, day and year), and a parent/guardian signature.
- The Curriculum and Child Assessment section of the Points Scale Guidance Document provides additional details on the requirements for family input.

I have children that attend my program on a drop-in basis. Will the assessor review their portfolios?

- To be eligible for review, a child must be present at the program for 30 classroom days in the past six months. The 30 days can be consecutive or on a drop-in basis.

I just enrolled a child into a classroom. Will the assessor review their portfolio?

- To be eligible for review, a child must be present at the program for 30 classrooms days in the past six months. The 30 days can be consecutive or on a drop-in basis.
- The 30 days do not need to be in the same classroom. For example, if a child transitions from the Toddler Room to the Preschool Room but has been continuously enrolled at the site and has attended 30 days in the past six months, their portfolio is eligible for review.

OTHER

Will the assessor let me know if I'm missing anything at the time of assessment by marking it on the Missing Documents Form?

- The Missing Documents Form is intended to tell you if entire pieces of documentation are missing. For example, you'll be notified if a lesson plan was not observed or if the assessor did not receive one of child assessment portfolios.
- The Missing Documents Form does not capture if elements inside of a piece of documentation are missing, for example, if a lesson plan is missing a specific learning objective or a child assessment portfolio does not include family input.
- A template of the Missing Documents Form is available for your review at any time. It is posted on the resources section of the Quality First extranet or in the resource section of the Quality First Participant Guide.
- Consider using the "Am I Ready?" checklists at the end of each section of the Points Scale Guidance Document as a final cross-check to make sure that your documentation includes all the *required elements needed for full credit in the Points Scale Assessment*.

What if I forget to provide something to the assessor at the time of assessment?

Can I turn it in later?

- The Quality First Points Scale Assessment is an assessment tool, a snapshot in time. Therefore, all documentation a site wants considered in their scoring must be submitted at the time of assessment. Documentation that was not presented at the time of assessment will not be reviewed as part of the assessment clarification process.

I didn't find an answer to my question. What should I do?

- The FAQs included here are just a sampling of information. Review the remainder of the Points Scale Guidance Document to see if your question is answered in another section.
- Talk with one of your site's Quality First technical assistance providers, such as your coach.
- Reach out to the Quality First Assessment Team. You can contact the Assessment Program Manager, Katie Romero, at 602-633-8652 or kromero@swhd.org
- Contact the Quality First Team at First Things First by phone at 602-771-5000 or email qualityfirst@firstthingsfirst.org.

PRIMARY CAREGIVING

The following guidelines are intended for sites that embrace primary caregiving as part of their program philosophy. Please use them in conjunction with the information included throughout the main sections of the Points Scale Guidance Document when preparing for your assessment.

GENERAL GUIDELINES

- Your program must have identified at the beginning of your assessment cycle (your first day of assessment, either ERS or CLASS) that primary caregiving is part of your philosophy. It is the participant's responsibility to inform the assessor that primary caregiving is in practice; the assessor will not ask if primary caregiving is used.
- The same classroom configuration identified on the initial day of assessment (either ERS or CLASS) will be used when assessing all parts of the Points Scale Assessment.
- For Quality First purposes, each primary caregiving group is considered its own classroom.

STAFF QUALIFICATIONS

- Each primary caregiving group must be assigned a lead teacher, and the lead teacher must be identified as such in the extranet's staffing tab. This staff member's education documentation and years of experience will be considered in the scoring of this domain.

ADMINISTRATIVE PRACTICES

- Each primary caregiving group must be listed separately in the extranet's classroom tab, as each group is considered its own classroom.
- Ratio and group size counts will be assessed individually for each primary caregiving group.
- If your program has added a primary caregiving group due to increased enrollment, please let the assessor know. Ratios and group sizes will be captured for all open classrooms/groups.

CURRICULUM AND CHILD ASSESSMENT

- Each primary care group requires its own set of lesson plans.
- Lesson plans and child assessment portfolios will be reviewed for all primary caregiving groups that received an ERS/ CLASS assessment during the current assessment cycle.

AM I READY CHECKLIST

STAFF QUALIFICATIONS:

- All of my current staff members included on the Quality First extranet's staffing tab. This includes new staff/ long term substitutes that have been working in the program for 15 classroom days by your Points Scale Preparation end date.
- I updated the Staff Details information for each staff member on the Quality First extranet's staffing tab.
- I requested education documentation (official transcripts, teaching certificates, CDAs) for my lead teachers and administrators.
- I submitted my program's education verification form(s) to Quality First.

- I updated the Education Documentation section on the Quality First extranet's staffing tab.
- Quality First verified my staff's education documentation. (I'll know this has happened because I will be able to see the information on the Quality First extranet's staffing tab.)
- I reviewed the FTF Board approved Quality First Points Scale rubric to see where I believe my program should score in the Staff Qualifications domain of the Points Scale.

ADMINISTRATIVE PRACTICES:

- All of my current staff members included on the Quality First extranet's staffing tab. This includes new staff/ long term substitutes that have worked at the program at least 15 classroom days prior to your Points Scale Preparation end date.
- I updated the Staff Details information for each staff member on the Quality First extranet's staffing tab and the Arizona Early Childhood Workforce Registry.
- I have a written retention plan in place for my program. It is included in the documents for the assessor to review.
- All of my open classrooms serving children birth-5 are included on the Quality First extranet's classroom/family group tab.
- I have a list of all my open classrooms, the birthdate of the youngest child enrolled in each classroom, and the staff assigned to each classroom (including their position title) ready for the assessor.
- I reviewed the FTF Board approved Quality First Points Scale rubric to see where I believe my program should score in the Administrative Practices domain of the Points Scale.

CURRICULUM AND CHILD ASSESSMENT:

- All of my current staff members listed on the extranet's staffing tab. This includes new staff/ long term substitutes that have worked at the program at least 15 classroom days prior to your Points Scale Preparation end date.
- I worked with my coach to update my staff's AZELS and ITDG training information in the extranet's staffing tab. (I'll know this is done by looking at the trainings marked in the staffing tab.)
- I collected the most recently completed four weeks of lesson plans (not including weeks the program was not in session) for each classroom that received an ERS and/or CLASS assessment in this assessment cycle.
- Each lesson plan includes the Arizona Early Learning Standards or Infant Toddler Developmental Guidelines. They are clearly marked for the assessor.
- Each lesson plan includes specific learning objectives for children. They are clearly marked for the assessor. If the specific learning objectives are located on a separate document from the lesson plan, the two pieces of documentation are put together.

- Each lesson plan includes adaptations, modifications and/ or strategies for children with special needs if any are enrolled in the classroom. They clearly marked for the assessor. If the strategies/modifications/strategies are located on a separate document from the lesson plan, the two pieces of documentation are put together.
- I collected assessment portfolios for all the children enrolled in classrooms that received an ERS or CLASS assessment this assessment cycle.
- Each child portfolio includes at least one piece of documentation for social development, one piece for emotional development, one piece for cognitive development, and one piece for physical development.
- Each piece of documentation (anecdotal note, work sample and/or developmental checklist) in a child's portfolio has the child's first and last name, the date it was collected (including month, day and year), and the developmental domain it represents- social, emotional, cognitive or physical.
- Each child's assessment portfolio includes family input. The documentation include the child's first and last name, the date it was collected (including month, day and year) and a parent/guardian signature. The family input clearly marked/ labeled for the assessor.
- I have classroom rosters printed/copied and available for each classroom that received an ERS or CLASS assessment in the current assessment cycle to use during the random draw for child portfolios.
- I have a written policy for sharing curriculum with families. It is included in the documents for the assessor to review.
- I have written parent-teacher conference schedule. It is included in the documents for the assessor to review.
- I have a written transition plan for my program. It includes the activities and timelines for children's transitions 1) into the program, 2) within the program and 3) exiting the program. It is included in the documents for the assessor to review.
- I have a written policy for children's screening and referral. It is included in the documents for the assessor to review.

Participant Guide Forms

Fiscal Year 2018





Quality First Assessment Report Clarification Request

Participant Name and Address:		Participant ID#:	
Assessment Tool/Classroom Name:		Requested By:	
Date of Assessment:		Date of Assessment Report Clarification:	

The coach and/or participant will use this form to identify questions or comments that are not resolved through review of the All About book and clarifications on the ERS website or CLASS tool. Please use one form per classroom and assessment (i.e. One form for ECERS in Classroom A and a separate form for CLASS in Classroom A).

Clarification questions regarding ERS and/or CLASS assessments will be sent on to the Assessment Program Manager at kromero@swhd.org. Clarification for the Points Scale assessment will be sent to the Quality First team at qualityfirst@firstthingsfirst.org. The Assessment Clarification must be submitted within **30 business days of the assessment results being approved** and a response will be provided within 15 business days as possible. If the clarification warrants a change in scores, this will be noted in the Extranet and your program assessment report updated. The goal of the Assessment Clarification Request is to ensure clear communication about your assessment and to ensure the accuracy of the reports.

Any 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.

Item/Indicator	Comments/Questions	Assessor Comments

Participant Name and Address:	Participant ID#:
	Telephone Number:
	Coaching Agency Name:
Director/Owner Name:	Date Form Completed:

Directions: Please complete this form and submit to the Quality First Director at lltotten@firstthingsfirst.org or qualityfirst@firstthingsfirst.org. All submissions will be reviewed by First Things First.

The questions below are to be answered by the person making the complaint or by a person acting with knowledge and consent of the person making the complaint.

- Describe the complaint/issue.

- Has there been any attempt to resolve the complaint with the Quality First team (coach, assessor, consultant, supervisor etc.)? If so, please describe details of the telephone discussion, meetings, or written correspondence. Please also include a copy of the Corrective Action Plan as applicable.

- Do you have recommendations for possible solutions?

 Signature of Person filing the complaint Print Name Date

 Signature of person completing the form
 (if other than the person filing the complaint) Print Name Date

Proof of Registration and Participation in E-Verify Program

[A.R.S. §§ 23-211 & 23-214]

Dear Quality First Participant:

An employer must provide proof to First Things First that it is registered with and is participating in the e-verify program before receiving a grant. For the purposes of this requirement, an employer means:

any individual or type of organization that transacts business in this state, that has a license issued by an agency in this state and that employs one or more employees in this state. Employer includes this state, any political subdivision of this state and self-employed persons. In the case of an independent contractor, employer means the independent contractor and does not mean the person or organization that uses the contract labor.

Please check the appropriate box for each statement:

- Yes No I employ staff other than myself as described above.
- Yes No I operate a business in the State of Arizona.
- Yes No I have a license or certification issued by an Arizona state agency.

If any one of the above answers are, "No," then you are not an employer for the purposes of this requirement. Please return this signed form to First Things First as indicated below.

If all answers above are, "Yes," proof of e-verify registration and participation is required in addition to this signed form. **Please return this signed form and documentation of e-verify registration and participation to your Quality First Coach.** Before you are able to access Quality First Incentives and/or Quality First Scholarships, documentation of registration and participation in e-verify is required. If First Things First determines an employer is not complying with the requirement to be registered with and to participate in the e-verify program, the employer must repay all grant monies received.

I declare under penalty of perjury that the foregoing declaration is true and correct.

Applicant Name	(Authorized) Signature	Date
FTF ID #	Site Name	
Street Address	City	Zip

The purpose of Quality First, Arizona's Quality Improvement and Rating System, is to support the quality of the early care and education provided to children birth – age 5.

The Quality First Rating Scale indicates the quality of programs from a Rising Star through the Highest Quality (1 star through 5 stars).

Once a program is rated, supports are provided to help remove barriers to increasing quality within the program. Supports include:

- A Quality First Coach who partners on-site with the provider to develop quality improvement goals, provide classroom observations and feedback, customize training for the staff, review policies to support best practices in implementation and provide resources;
- Financial incentives that can be used to purchase materials and supplies that enhance the learning environment, offset costs of facility improvements that enhance the environment, and to support professional development opportunities for staff;
- Formal assessment reports that provide the program an outside look at the environment and practices based on standardized program assessment tools;
- Child Care Health Consultation, either on-site or over the phone, to ensure that best practices in health and safety are incorporated in the program;
- College Scholarships to support the attainment of a Child Development Associate Credential (CDA) or Associate's Degree in Early Childhood Education.
- Regional consultation in Early Childhood Mental Health and Inclusion of Children with Special Needs.

A significant investment is being made to support the achievement and maintenance of quality early experiences for children birth – age five. The expectation is that participants make progress and overcome barriers to increase quality throughout their enrollment in Quality First.

If progress is not made by a participant, termination from Quality First may occur. The guidelines below outline the expectations for progress:

- Participants rated at 1 star must increase their rating to a 2 star or higher within 3 assessment cycles. This means that a participant rated at 1 star will have 2 years of improvement supports before a 2 star or higher is expected.
- Participants rated at 2 stars must increase their rating to a 3 star or higher within 3 assessment cycles. This means that a participant rated at 2 stars will have 2 years of improvement supports before a 3 star or higher is expected.

After the third assessment has been finalized, the First Things First Quality First Team will review each program individually that has not achieved the expectations above and review considerations of the particular regional council. The individual review will include obtaining information and communicating as identified below:

1. A Quality First Team Member will contact the program Director/Owner to inquire about barriers to achieving expectations.
2. A Quality First Team Member will contact the Coaching Grantee, Coaching Agency and Coach to inquire about the program's participation in Quality First.
3. The First Things First Early Learning Implementation Team will review the information and make a final determination regarding the enrollment status of the program.
4. A Quality First Team Member will communicate the final enrollment decision, in writing, to the program with a copy to the Quality First Coaching Grantee, Quality First Coach, and First Things First Regional Director.

Programs that are terminated from Quality First due to not meeting the Expectations of Progress will:

- have the opportunity to appeal the termination using the Appeal Process outlined in the Quality First Participant Guide;
- be allowed to keep the purchases made with Quality First incentives, as long as the program continues services to children;
- maintain their College scholarship contracts for staff utilizing the scholarships through the end of each staff contract.
- have access to the Birth to Five Helpline for technical assistance and support, although on-site CCHC services may discontinue if the region has not funded CCHC outside of the Quality First package;
- **not be reimbursed** for Quality First child care scholarships as of the date of termination;
- have their Star Rating and Program information removed from the Quality First Website; and
- not be able to reapply for Quality First for three (3) years from the date of termination. First Things First will monitor applications to ensure this policy.

Programs that are not terminated from Quality First:

- May go through the corrective action process.
- Will maintain access to their College scholarships, Quality First Child Care scholarships, CCHC services, and incentives.

Starting August 1, 2013, all programs enrolled in Quality First will be monitored on the expectations listed above. The expectations will not be retroactive to programs that have been enrolled in Quality First prior to August 1, 2013. The timeline for monitoring the above expectations starts on August 1, 2013.

First Things First is approving the utilization of the Quality First Incentives towards the facility project: _____ submitted by _____ (herein referred to as Participant) on this _____ day of _____, 20__.

Incentive funds are designed to assist participants in achieving goals by overcoming barriers and supporting quality improvement efforts. Quality First participants may purchase materials, supplies and/or resources up to the maximum award amount available to support continued quality enhancements and professional development.

The Participant has received approval for **INSERT FACILITY PROJECT DESCRIPTION** at **INSERT NAME OF PROGRAM** located at **INSERT ADDRESS**. **INSERT HOW THE FACILITY PROJECT WILL IMPROVE PROGRAM QUALITY**.

It is the responsibility of the Participant to fulfill any and all fiscal actions that may be required **in excess** of **INSERT AMOUNT AVAILABLE FOR FACILITY PROJECT** which is 30% of the total incentive amount available for facility projects as indicated in the Quality First Incentive Policy. It is also the responsibility of the Participant to cover any costs associated with maintenance and/or potential structural damage that may occur. Additionally, future Quality First incentives may not be used to assist with any costs as mentioned above.

If the Participant relocates or if the facility is sold, First Things First, the Quality First Coaching and Incentive Grantee and/or sub-contractor will not be held liable in the event the facility project requires maintenance or is damaged. Additionally if the facility project does not pass any health and/or safety facility inspections First Things First, the Quality First Coaching and Incentive Grantee and/or sub-contractor will not be held liable.

I have read and understood the above liability release. I understand that I may use **INSERT AMOUNT** of my Quality First Incentives to supplement costs associated with the facility project. I agree that First Things First, the Quality First Coaching and Incentive Grantee and/or sub-contractor are not liable for any structural maintenance and/or damage that may be caused due to said facility project at **INSERT NAME OF PROGRAM AND ADDRESS**.

Participant Name: _____ FTF ID: _____

_____	_____	_____
Owner/Manager Name (Printed)	Owner/Manager Signature	Date
_____	_____	_____
Director Name (Printed)	Director Signature	Date



Quality First Goal Form

Participant Name: _____ ID# _____ Date _____

Goal: _____

Strengths related to goal achievement and potential barriers:

Action Steps – Sequential process to achieve goals			
	Person Responsible	Anticipated Completion	Action Step Completion
1.			
Goal Updates:			
2.			
Goal Updates:			
3.			
Goal Updates:			
4.			
Goal Updates:			
5.			
Goal Updates:			
6.			
Goal Updates:			
7.			
Goal Updates:			



Quality First Goal Form

How will this goal be maintained/sustainable practices?

Goal Support Team
Participant:
Coach:
CCHC:
Smart Support:
Inclusion Coach:
Others Supporting Goal:

Participant Name and Address:	Coaching Agency:
Participant ID#:	Quality First Coach:

I _____ designate authority to the program staff identified below to serve as the primary onsite contact for Quality First improvement activities. I have read the Quality First Enrollment Agreement and understand the commitment of the director and staff that is required to ensure success and improve program quality. I understand the role and responsibilities of the Quality First coach and my engagement to support all activities that are outlined in the quality improvement process.

I further understand that the responsibilities of the designated program staff identified below include following all participant responsibilities outlined in the Enrollment Agreement:

- Participation in onsite coaching visits that may include coordination of staff training, classroom observations, and technical assistance.
- Cooperation in the scheduling and administration of all assessment and rating activities including an initial rating and rating renewal assessments for the purpose of receiving a public star rating.
- Shared decision making with the Quality First coach and any technical assistance providers working with the program regarding the development and prioritization of goals identified in the quality improvement plan and the expenditure of program improvement grants.

Main Contact : _____

Position: _____

Secondary Program Designee: _____

Position: _____

As the designated authority and primary contact, I understand that my responsibilities include following all participant responsibilities as outlined in the Quality First Enrollment Agreement:

- Participation in at onsite coaching visits that may include coordination of staff training, classroom observations, and technical assistance.
- Cooperation in the scheduling and administration of all assessment and rating activities including an initial rating and rating renewal assessments for the purpose of receiving a public star rating.
- Shared decision making with the Quality First coach and any technical assistance providers working with the program regarding the development and prioritization of goals identified in the quality improvement plan and the expenditure of program improvement grants.

I recognize that if I am unable to fulfill the responsibilities as outlined in the enrollment agreement, my Quality First participation may be terminated.

Signature Participant Owner/Regional Manager Type Name

Date

Signature Participant Director Type Name

Date

Directions: Please complete this form and submit to the Quality First Director. All appeal requests are reviewed by First Things First. In addition, please include all documentation that has been received in regards to enrollment termination or Star Rating. Documentation may include but is not limited to: Corrective Action Plans, Quality Improvement Plans, Assessment Reports, meeting notes, emails or any written correspondence.

Participant Name and Address:	Telephone Number:
Participant ID#	Email Address:
Director/Owner Name:	Date Form Completed:

The questions below are to be answered by the person making requesting the appeal.

1. What is reason for the appeal? Star Rating* Enrollment Termination
 (*If appealing your Star Rating, you must first submit an Assessment Clarification)
2. Have you reviewed the Quality First Star Rating Policy and/ or the Participant Selection Policy? Yes No
3. Provide the reason for appealing the action.
4. Have you met with the Quality First coaching team to discuss the action? If so, please describe details of the telephone discussion, meetings, or written correspondence.
5. Is there any other information you would like to share relevant to this appeal request?

_____ Signature of Person requesting the appeal	_____ Type Name	_____ Date
_____ Signature of Person requesting the appeal (if other than the person filing the complaint)	_____ Type Name	_____ Date

Please complete the information below to request your program assessment completion be scheduled before the typical time frame. This form must be submitted through the Quality First Coach to the Assessment Grantee for approval. The Grantee will recommend to approve (A) or not approve (N) the request and forward to First Things First within 5 business days. First Things First will approve (A) or not approve (N) the request and notify the Participant, Coaching Grantee and Assessment Grantee of the decision. When not approved, rationale will be provided within 5 business days.

Participant Name and Address:	Participant ID#:
Current Assessment Cycle End Date:	Requested Assessment Time Period:

Please attach a statement of the reason for requesting an early assessment

Please initial each statement of understanding:

- I understand that the First Things First, Quality First Team will review the rationale and decisions of the Coaching and Assessment Grantees to make a final decision of approval.
- I understand that by requesting an early assessment, the results will be based on a reduced Quality Improvement time period (less than the typical 12 – 15 month timeline).
- I understand that these assessment results will be effective throughout the assessment cycle. Another assessment will not be completed prior to 12 – 15 months from the assessment completion date.
- I understand that I am not guaranteed an early assessment. The assessment grantee will review the request to determine feasibility in the assessment schedule.
- I understand that requests to schedule earlier than 2 months from the cycle end date will not be approved.
- I understand I cannot request an early assessment two years in a row (1-2 star participants).

_____	_____	_____
Participant Name	Participant Signature	Date
_____	_____	_____
Coach Grantee Name	Coach Grantee Signature	Date
_____	_____	_____
Assessment Grantee Name	Assessment Grantee Signature	Date
_____	_____	_____
FTF Quality First Director	FTF Quality First Director Signature	Date

Participant Name:	Address:
Participant ID#:	
Coach Name:	

Participants who achieve a Star Rating of 3, 4 or 5 in their initial rating cycle have an option to publicly post the Star Rating at that time rather than waiting for the Rating Assessment.

- “Grandfathered’ programs that enrolled in Quality First prior to July 1, 2011 have an assessment cycle schedule as follows:
 1. Initial Assessment (not public) – year one
 2. Progress Assessment (not public) – year two
 3. Rating Assessment (public) – year three
 4. Rating Renewal (public) – year 4 – ongoing
- Programs that enrolled in Quality First after July 1, 2011 have an assessment cycle schedule as follows:
 1. Initial Rating (not public) – year one
 2. Rating Renewal (public) – year 2 – ongoing

My program has achieved a Star Rating of 3, 4 or 5 at the Initial, Progress or Initial Rating cycle.

€ I choose to have the current Star Rating publicized and receive a Rating Assessment 24 – 26 months from the date of my current assessment.

_____	_____	_____
Director/Owner/Designee Name	Signature	Date
_____	_____	_____
Coach Name	Signature	Date

This form must be scanned and/or e-mailed to qualityfirst@firstthingsfirst.org, or mailed to: First Things First
 Quality First Team
 4000 N. Central Ave. Ste. 800
 Phoenix, AZ 85012

Please maintain a copy of this form for your records

Copy sent by FTF to: assessment grantee coaching agency coaching grantee