



Silver State Stars Quality Rating Improvement System (QRIS)

You are welcome to share the following model with others, but please note this is a DRAFT and will most likely change by the start of the pilot project.

Procedures –

1. Complete enrollment form
2. Administrators receive an ERS orientation
3. Receive pre ITERS/ECERS score (average score for center is based on 50% of classrooms for each age group)
4. Develop a six month program improvement plan
5. Receive six months of technical assistance
6. Develop a plan for program improvement grant spending
7. Receive post ITERS/ECERS score
8. Complete application + documentation = Star Rating

Two-Year Pilot Project –

All licensed centers in Southern Nevada will receive a letter inviting them to participate in the pilot project

They will be required to return a postcard by set deadline

Cards will be grouped by size of center (under 60; 61-120; 121-240; 240+) and type (non-profit; privately owned; corporate owned)

24 centers will be randomly selected for the two year pilot project

12 initial centers will receive an orientation to the project

Results for individual centers will not be published and ratings given will not be official for the pilot project

Please direct any questions, comments, and/or concerns to Patti Oya

Office of Early Care and Education

702-486-1432

poya@dwss.nv.gov

SILVER STATE STARS QRIS REQUIRED CRITERIA

★	★ ★	★ ★ ★	★ ★ ★ ★	★ ★ ★ ★ ★
<ul style="list-style-type: none"> ▪ Center has current license with no pending or formal corrective action plan within the past year 	<ul style="list-style-type: none"> ▪ Center has current license with no pending or formal corrective action plan within the past year ▪ All administrators and teaching staff members have written Nevada Registry professional development plans ▪ All administrators have 2 clock hours on the topic of “inclusion of young children with disabilities” received in the past two years 	<ul style="list-style-type: none"> ▪ Center has current license with no pending or formal corrective action plan within the past year ▪ All administrators and teaching staff members have written Nevada Registry professional development plans ▪ All administrators and teaching staff have 2 clock hours on the topic of “inclusion of young children with disabilities” received in the past two years ▪ Center has no classroom score under 3.5 ▪ Director has a minimum placement on the career ladder of 3.1 	<ul style="list-style-type: none"> ▪ Center has current license with no pending or formal corrective action plan within the past year ▪ All administrators and teaching staff members have written Nevada Registry professional development plans ▪ All administrators and teaching staff have 2 clock hours on the topic of “inclusion of young children with disabilities” received in the past two years ▪ Center has a minimum average ERS score of 4.5, with no classroom score under 3.5 ▪ Director has a minimum placement on the career ladder of 4.2 ▪ Center meets NAEYC standards for group sizes and ratios 	<ul style="list-style-type: none"> ▪ Center has current license with no pending or formal corrective action plan within the past year ▪ All administrators and teaching staff members have written Nevada Registry professional development plans ▪ All administrators and teaching staff have 2 clock hours on the topic of “inclusion of young children with disabilities” received in the past two years ▪ All administrators and teaching staff have 2 clock hours on the topic “cultural competencies” received in the past two years ▪ Center has a minimum average ERS score of 5, with no classroom score under 4 ▪ Director has a minimum placement on the career ladder of 5.2 ▪ Center meets NAEYC standards for group sizes and ratios
	Centers must meet a minimum of four (4) Quality Indicators from each of the four categories	Centers must meet a minimum of eight (8) Quality Indicators from each of the four categories	Centers must meet a minimum of twelve (12) Quality Indicators from each of the four categories	Centers must be NAEYC Accredited

QUALITY INDICATORS

There are four categories of quality indicators:

- 1. Policies & Procedures**
- 2. Administration & Staff Development**
- 3. Health & Safety**
- 4. Family & Community Partners**

ENVIRONMENTAL RATING SCALES (ERS)

Each center will be assessed using the following ERS tools:

- **Infant Toddler Environmental Rating Scales (ITERS)**
- **Early Childhood Environmental Rating Scales (ECERS)**

An ERS score for each center will be determined based on the scores from 50% of the classrooms for each age group.

SILVER STATE STARS QRIS RATING

A center's star rating will be based on a combination of meeting the required criteria which includes the ERS scores and the number of quality indicators met.

QUALITY INDICATORS

1. Policies & Procedures				
<input type="checkbox"/> Center has a documentation system in place to support collaboration with specialist working with identified children	<input type="checkbox"/> Each classroom maintains a classroom portfolio documenting program activities and lesson plans	<input type="checkbox"/> Center has a written statement on curriculum	<input type="checkbox"/> Center has a written statement on child evaluation and referral process	<input type="checkbox"/> Center has a written statement for the purpose of on-going child assessment
<input type="checkbox"/> Center has a written statement on the inclusion of children with special needs; obtains (with parental consent) an IFSP/IEP for each child with a diagnosed disability enrolled who has such a plan	<input type="checkbox"/> Center has a documented procedure to receive staff feedback on program quality and feedback is used to develop a written plan for program improvement	<input type="checkbox"/> Documentation of modifications and reasonable accommodations made for children with special needs	<input type="checkbox"/> Center has a compensation plan that provides for merit increases in addition to annual salary increases	<input type="checkbox"/> Center meets ADA accessibility requirements. Accessibility includes access to buildings, toilets, sinks, drinking fountains, outdoor play space, and all classrooms
<input type="checkbox"/> Each classroom has a documented improvement plan based on their ERS score	<input type="checkbox"/> Center documents collaboration with outside agency and family before administrative withdrawal of any child with medical/behavioral issues	<input type="checkbox"/> Center has a written policy for procedures on reporting child abuse & neglect	<input type="checkbox"/> Center has a written employee handbook that all employees have access to and have reviewed	<input type="checkbox"/> On-going child assessment includes a variety of methods such as observations, checklist, rating scales, portfolios, teacher anecdotal records, or screening/assessment tools
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Administration & Staff Development

<input type="checkbox"/> Minimum placement on the career ladder is 2.1 for 75% of staff OR <input type="checkbox"/> Minimum placement on the career ladder is 4.1 for 50% of staff	<input type="checkbox"/> Teachers receive an additional 5 hours of annual training	<input type="checkbox"/> All teaching staff receive an annual written evaluation	<input type="checkbox"/> 50% of teaching staff are current members of a national early childhood professional organization	<input type="checkbox"/> Teaching teams have time to meet and plan on a weekly basis built into their schedule
<input type="checkbox"/> Work environment for staff includes a place for adults to take a break from children, an adult-sized bathroom, a secure place for staff to secure their belongings, and an administrative area for planning that is separate from children's areas	<input type="checkbox"/> Preschool lesson plans address Nevada Pre-K Standards	<input type="checkbox"/> Center provides age and individually appropriate classroom materials and activities to prepare children for transitions	<input type="checkbox"/> Supervisor provides teaching staff with written feedback based on observation of teacher's performance at least three times a year	<input type="checkbox"/> Director has completed an approved ERS training
<input type="checkbox"/> Center is accredited by an approved accrediting body	<input type="checkbox"/> Director is a current member of a national early childhood professional organization	<input type="checkbox"/> Director participates on an early childhood committee	<input type="checkbox"/> Center is a T.E.A.C.H. Early Childhood Nevada site	<input type="checkbox"/> Medical insurance is available to staff members
<input type="checkbox"/> Benefits (other than medical insurance) are provided to staff members	<input type="checkbox"/> Center holds monthly staff meetings that include staff development activities	<input type="checkbox"/> Director has taken PAS training and has a documented plan based on the PAS score	<input type="checkbox"/> Center reimburses professional development expenses incurred by teaching staff	<input type="checkbox"/> Director has a minimum of 21 credits in management or business related courses
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Health & Safety

<input type="checkbox"/> Health and Safety Assessment is completed by a child care health consultant	<input type="checkbox"/> Child Record Review is completed by a child care health consultant	<input type="checkbox"/> Playground Safety Assessment is completed by certified playground safety inspector	<input type="checkbox"/> Menus are evaluated by a nutritionist	<input type="checkbox"/> Center has documentation indicates that the building has been assessed for lead, radon, radiation, asbestos, fiberglass, or any other hazards from friable material
<input type="checkbox"/> Center provides care for sick children in a separate location, supervised by a nurse	<input type="checkbox"/> Center has an advanced plan for emergency preparedness addressing specific disasters and appropriate emergency preparedness kits	<input type="checkbox"/> Additional first-aid kits are located in each classroom, on the playground and in all vehicles used to transport children	<input type="checkbox"/> All administrators and teachers have advanced training for emergency medical response to threatening incidents for administrators and teachers	<input type="checkbox"/> Center has individualized health plans for children with medical concerns
<input type="checkbox"/> All administrators and teaching staff have an additional 4 hours of training for administrators and teaching staff in health, safety, or nutrition received in the past two years	<input type="checkbox"/> Center has additional safety equipment for outside play i.e. helmets, protective gear	<input type="checkbox"/> Children with teeth, brush or are assisted in brushing, at least once during the day	<input type="checkbox"/> Infant's teeth and gums are wiped with a disposable tissue after each feeding	<input type="checkbox"/> All classrooms have a cleaning and sanitation schedule posted
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Family & Community Partners				
<input type="checkbox"/> Parent Teacher Conferences are scheduled on a regular basis and as needed	<input type="checkbox"/> Center is registered with the subsidy program	<input type="checkbox"/> Center has a written plan for parent involvement	<input type="checkbox"/> Materials from community agencies are available for families at the center	<input type="checkbox"/> Center has a documented procedure to receive family feedback on program quality and feedback is used to develop a written plan for program improvement
<input type="checkbox"/> Center has documentation of a partnership with a community agency	<input type="checkbox"/> Staff members participate in cultural events designed for children and their families to better understand the cultural backgrounds of children, families, and the community	<input type="checkbox"/> A written procedure is in place to help families transition to the next classroom, other programs, or schools	<input type="checkbox"/> Center has an advisory or governing board which includes family members	<input type="checkbox"/> Program provides families with newsletter (at least four times per year)
<input type="checkbox"/> Center offers quarterly parenting classes or training opportunities (minimum one per year by outside agency)	<input type="checkbox"/> Center offers family involvement activities (minimum two per year)	<input type="checkbox"/> Center compiles and provides written program information to families in a language that the families can understand	<input type="checkbox"/> Center has a communication form families can use to communicate with teachers	<input type="checkbox"/> Center displays samples of children's work at child level to include: writing sample, process art, photos of child and family activity.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INCENTIVES FOR PARTICIPATION

	1	2	3	4	5
One-time Initial Grant (\$4,000-\$8,500)	Based on licensing capacity	Based on licensing capacity	Based on licensing capacity	Based on licensing capacity	Based on licensing capacity
One-time Initial Application Bonus	\$50	\$100	\$200	\$300	\$500
Advancement Bonus at Renewal		\$100	\$250	\$500	\$1000
Tiered Reimbursement		3%	6%	9%	12%

Shaded benefits will not be provided during the pilot project.

Centers participating in the pilot project will only receive the initial grant and a \$250 bonus for participation.

Appendix A

NAEYC Teacher¹-Child Ratios within Group Size

For further clarification, please also see notes below AGE GROUP	GROUP SIZE									
	6	8	10	12	14	16	18	20	22	24
Infants (birth to 15 months) ²	1:3	1:4								
Toddler/Twos (12 to 36 months) ²										
12-28 months	1:3	1:4	1:4 ³	1:4						
21-36 months		1:4	1:5	1:6						
Preschool ²										
2.5 year-olds to 3 year-olds (30-48 months)				1:6	1:7	1:8	1:9			
4 year-olds						1:8	1:9	1:10		
5 year-olds						1:8	1:9	1:10		
Kindergarten								1:10	1:11	1:12

Notes: In a mixed-age preschool class of 2.5-year-olds to 5-year-olds, no more than four children between the ages of 2.5 years and 3 years may be enrolled. The ratios within group size for the predominant age group apply. If infants or toddlers are in a mixed-age group, the ratio for the youngest child applies.

Ratios are to be lowered when one or more children in the group need additional adult assistance to fully participate in the program:

- a. because of ability, language fluency, developmental age or stage, or other factors or
- b. to meet other requirements of NAEYC Accreditation.

A *group* or *classroom* refers to the number of children who are assigned for most of the day to a teacher or a team of teaching staff and who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or area.

Group sizes as stated are ceilings, regardless of the number of staff.

Ratios and group sizes are always assessed during on-site visits for NAEYC Accreditation. They are not a required criterion. However, experience suggests that programs that exceed the recommended number of children for each teaching staff member and total group sizes will find it more difficult to meet each standard and achieve NAEYC Accreditation. The more these numbers are exceeded, the more difficult it will be to meet each standard.

¹Includes teachers, assistant teachers/teacher aides.

²These age ranges purposefully overlap. Programs may identify the age group to be used for on-site assessment purposes for groups of children whose ages are included in multiple age groups.

³Group sizes of 10 for this age group would require an additional adult. © Copyright 2005 National Association for the Education of Young Children. All rights reserved.

Appendix B

Definitions

Accreditation Facilitation Project

The Office of Early Care and Education (OECE) have child development specialists across the state to assist child care centers and family home providers with the process of accreditation. Technical assistance includes support navigating the accreditation process, classroom or home observation, and staff training. The OECE covers all costs for all accreditation materials and fees, provides quality improvement grants, and a one-time accreditation bonus. Grant and bonus amounts are based on the number of children served. To learn more about accreditation, feel free to contact the Office of Early Care and Education staff member in your area.

The six approved accrediting agencies are:

- The National Association for the Education of Young Children (NAEYC)
- The National Association for Family Child Care (NAFCC)
- The National Early Childhood Program Accreditation (NECPA)
- The National Accreditation Commission (NAC)
- The Association of Christian Schools International (ACSI)
- The National After-School Association (NAA)

<http://dwss.nv.gov/>

American with Disabilities Act (ADA)

The ADA says people with disabilities are entitled to “the full and equal enjoyment of the goods, services, facilities, privileges, advantages, or accommodations” that a public accommodation provides to its customers. In other words, every type of good or service a business provides to customers is covered by the ADA. All businesses that serve the public must provide equal opportunity for customers with disabilities.

The ADA requires that child care providers not discriminate against persons with disabilities on the basis of disability, that is, that they provide children and parents with disabilities with an equal opportunity to participate in the child care center's programs and services.

Specifically:

- Centers cannot exclude children with disabilities from their programs unless their presence would pose a *direct threat* to the health or safety of others or require a *fundamental alteration* of the program.
- Centers have to make *reasonable modifications* to their policies and practices to integrate children, parents, and guardians with disabilities into their programs unless doing so would constitute a *fundamental alteration*.
- Centers must provide appropriate auxiliary aids and services needed for *effective communication* with children or adults with disabilities, when doing so would not constitute an *undue burden*.
- Centers must generally make their facilities accessible to persons with disabilities. Existing facilities are subject to the *readily achievable* standard for barrier removal, while newly constructed facilities and any altered portions of existing facilities must be *fully accessible*.

<http://www.ada.gov/>

Assistant Teacher

An assistant teacher is an adult who works under the direct supervision of a teacher. An assistant teacher can work independently in a teacher's absence, but for the vast majority of the time, the assistant teacher works directly with the teacher in the same space and with the same group of children. This would also include student workers in a college or university child care setting.

<http://www.naeyc.org/academy/>

Division of Early Childhood of the Council for Exceptional Children (DEC)

DEC is one of seventeen divisions of the [Council for Exceptional Children \(CEC\)](#) - the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. DEC is especially for individuals who work with or on behalf of children with special needs, birth through age eight, and their families.

The mission of DEC is to promote policies and advance evidence-based practices that support families and enhance the optimal development of young children who have or are at risk for developmental delays and disabilities.

<http://www.dec-sped.org/>

Early Childhood Environmental Rating Scale (ECERS)

ECERS is one of four environmental rating scales. It is a tool designed to assess and improve quality of group programs for children of preschool through kindergarten age, 2½ through 5.

<http://www.fpg.unc.edu/~ecers/>

Early Language & Literacy Classroom Observation (ELLCO) Pre-K Tool

The ELLCO Toolkit provides a means to identify the practices and environmental supports that nourish children's early literacy and language development in early childhood and early elementary classrooms.

<http://www.brookespublishing.com>

Environmental Rating Scales (ERS)

There are four environmental rating scales, each designed for a different segment of the early childhood field.

Each one of the scales has items to evaluate: *Physical Environment; Basic Care; Curriculum; Interaction; Schedule and Program Structure; and Parent and Staff Education.*

The scales are suitable for use in evaluating inclusive and culturally diverse programs.

The scales have proven reliability and validity.

<http://www.fpg.unc.edu/~ecers/>

Individualized Educational Plan (IEP)

An education plan for children ages three to 21 receiving Special Education services from school districts. An IEP is similar to an IFSP, but more focused on the child's goals rather than the family goals.

<http://idea.ed.gov/>

Individualized Family Service Plan (IFSP)

An interagency document developed for a child ages birth to three years with special needs and his/her family. The IFSP is a single coordinated plan developed by the team, which includes parents and all providers who work with the child/family. The plan includes strengths, needs, outcomes/goals and services to be provided.

<http://idea.ed.gov/>

Individuals with Disabilities Education Act (IDEA)

IDEA is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3-21) receive special education and related services under IDEA Part B.

<http://idea.ed.gov/>

Infant Toddler Environmental Rating Scale (ITERS)

ITERS is one of four environmental rating scales. It is a tool designed to assess and improve quality of group programs for children from birth to 2½ years of age.

<http://www.fpg.unc.edu/~ecers/>

National Association for the Education of Young Children (NAEYC)

The National Association for the Education of Young Children (NAEYC) is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8. NAEYC is committed to becoming an increasingly high performing and inclusive organization.

Founded in 1926, NAEYC is the world's largest organization working on behalf of young children with nearly 100,000 members, a national network of over 300 local, state, and regional Affiliates, and a growing global alliance of like-minded organizations.

Membership is open to all individuals who share a desire to serve and act on behalf of the needs and rights of all young children.

<http://www.naeyc.org/>

National Association for the Education of Young Children (NAEYC) Accreditation

NAEYC Accreditation means that a program meets NAEYC's 10 standards of excellence in early childhood education. Programs that meet these standards provide a safe and healthy environment for children, have teachers who are well-trained, have access to excellent teaching materials, and work with curriculum that is appropriately challenging and developmentally sound. These programs are continuously improving themselves to provide the best possible educational opportunities for children.

<http://www.naeyc.org/academy/>

Nevada Pre-Kindergarten Content Standards

For the first time in Nevada's history, content standards have been developed to describe appropriate outcomes for children at the end of their preschool experience and entering kindergarten. The standards have been developed based on the research that supports the significance of the early years in future student achievement and can be used by all early childhood education programs in Nevada as a guide for child outcomes for preschool. The standards are a published list of descriptions of what most children should know and be able to do before they enter kindergarten.

The standards are focused on the following six areas:

- 1) Creative Arts (*visual arts, creative thinking, music and movement and dramatic play*)
- 2) Language/Literacy
- 3) Math

- 4) Physical Development/Health
- 5) Science
- 6) Social Studies/Social Emotional

<http://www.nevada-registry.org/resources/prekstandards.html>

The Nevada Registry

The Nevada Registry is a statewide system of career development and recognition created to acknowledge the dedicated professionals who work with Nevada's children. The Nevada Registry aims to support careers in Early Care and Education by validating the professional achievements of those working in the field and is one of the statewide efforts geared toward reducing staff turnover, increasing wages, heightening professionalism and increasing advancement opportunities for ECE practitioners. Serving as a clearinghouse of information for the field of ECE, The Nevada Registry offers Career Ladder placement, an online calendar of training, community resources/information and a statewide job board.

<http://www.nevada-registry.org/index.shtml>

The Nevada Registry Training Approval

On October 1, 2004, the State of Nevada Bureau of Services for Child Care designated The Nevada Registry the official site to approve all informal (non-credit bearing) child care training for the State of Nevada. As a result of this new designation, all requests for child care training hours must be reviewed and approved by the Registry regardless of which licensing jurisdiction would have previously been responsible.

The purpose of establishing a system of approval is to promote quality training opportunities statewide and to increase the level of consistency within the approval process across the state. Previously, all informal, non-college training was approved through one of five different licensing entities. With the establishment of this new system, all trainers and corresponding informal training events will be subject to the same approval criteria and will be processed through the same approval process within The Nevada Registry.

<http://www.nevada-registry.org/index.shtml>

Other Adult

Other adults not considered part of the teaching staff, include:

- Cook, bus driver, janitorial, or administrative support staff member
- Foster grandparent or volunteer reading buddy
- Parent participating in a parent cooperative program
- Individual who supports the ongoing work of the teacher and assistant teacher by assisting with routine tasks such as room setup, cleaning, meals, transitions, and supervision of napping children
- Special subject teacher (such as music or art) or other ancillary professional

<http://www.naeyc.org/academy/>

Program Administration Scale (PAS)

The PAS is a reliable and easy-to-administer tool for measuring the overall quality of administrative practices of early care and education programs.

The PAS assesses quality in ten areas: human resources development, personnel cost and allocation, center operations, child assessment, fiscal management, program planning and evaluation, family partnerships, marketing and public relations, technology, and staff qualifications.

<http://cecl.nl.edu/evaluation/pas.htm>

Substitute

A substitute is an adult who replaces a specific teacher or teacher assistant on a temporary basis. A substitute who replaces a specific teacher or assistant teacher for 20 or more consecutive business days must be considered a member of the teaching staff.

<http://www.naeyc.org/academy/>

Teacher

A teacher is the adult with primary responsibility for a group of children. The teacher must spend the vast majority of time with one group of children who attend at the same time, rather than divide his or her time between classrooms or float between groups.

<http://www.naeyc.org/academy/>

T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® Nevada

T.E.A.C.H. is an acronym for Teacher Education and Compensation Helps. The program is designed to address a lack of early childhood education, poor compensation, high turnover, and the need for increased professional recognition for child care providers in Nevada.

T.E.A.C.H. provides scholarships to any Family Child Care Provider, Center Teacher, or Center Director working in a licensed facility.

This scholarship is a partnership, sharing the responsibility of Education, Compensation, and Commitment of increased professional development for Nevada's child care workforce. The scholarship provides 80% of tuition, 80% of Books, \$50 per semester for travel, and \$250-400 bonus in conjunction with a 2% wage increase. Recipients of the scholarship commit to working with the sponsoring center for an additional year, following completion of the scholarship. Scholarship covers three semesters and is renewable each year.

<http://nevaeyc.org/teach/index.asp>

Teaching Staff

Teaching staff includes all adults working at a program who are assigned the role of teacher or assistant teacher.

<http://www.naeyc.org/academy/>