



Preschool Program Quality Level Rating System*
FAMILY CHILDCARE PROVIDERS
Demonstration Project: Year One
DRAFT Document (4-20-06)



UNIVERSAL CRITERIA (Criteria required for all PFA Family Child Care Providers)

Regulatory Compliance History

To ensure that all PFA Sites meet licensing regulations

- Family Child Care license is compliant with State child care licensing regulations, as determined by the Community Care Licensing Division (CCLD), both at intake and annually.
- Family Child Care center is: not on probation with CCLD; has no facility compliance plan; has no documentation of a compliance conference; has no civil penalties levied due to failure to correct deficiencies or due to a child's injury
- Family Child Care has at least one staff member who holds a current certification in CPR/First Aid at each site

Fiscal Stability

To demonstrate sound accounting and administrative practices

Demonstrated sound fiscal stability determined by providing:

- Previous year's budget
- Three (3) years tax records (Schedule C tax return only) OR most recent external annual audit review
- Number of years in business and enrollment history

Adult/Child Ratio

To ensure quality adult-child relationships

Mixed Ages:

- 1 PFA Teacher for up to 6 children
- 2 adults for 7-12 children (1 adult must be a PFA teacher)

Group Size:

- Small home – maximum 6 preschoolers (up to 8 children total)
- Large home – maximum 12 preschoolers (up to 14 children total)

San Diego PFA Enrollment:

- Minimum 3 children (can be mixed, 3 and 4 year-olds, however funds will be allocated for 4 year-olds only)

*This Program Quality Level Rating System serves three purposes: 1) to assist parents and providers in understanding the differences in quality in the San Diego PFA system of early care and education; 2) to determine the amount of reimbursement for services; and 3) as the foundation for identifying training and technical assistance needs in order to improve quality.

Curriculum

To ensure a high quality, developmentally appropriate preschool experience for children

- Written philosophy statement reflecting research based principles of developmentally appropriate practices
- Developmentally, culturally and linguistically appropriate curriculum guided by ongoing observation and assessment – both formal and informal
- Written activity plans based on individual and group developmental goals for a three-hour preschool day
- Varied daily schedule of indoor, outdoor, whole group, small group, and individual teacher-child time planned for children to learn critical skills
- Assessment of Children’s developmental progress twice a year utilizing the Desired Results Developmental Profile (DRDP)

Note: SDPFA plans to incorporate an additional tool to provide more comprehensive child-level assessment data

Inclusion

To ensure that PFA programs are accessible to all children

- Priority enrollment on a 1:10 ratio for preschool children who have identified special needs

NOTE: Providers are encouraged to include, as part of their written philosophy statement, an assurance regarding the practice of including children who have special needs alongside typically developing children in their program.

TIERED CRITERIA BELOW



TIERED CRITERIA

	1 PFA Entry Level <i>(Providers must advance to next level within three years)</i>	2 PFA Advancing Level <i>(Providers must advance to next level within four years)</i>	3 PFA Quality Level
Learning Environment Preschool Program To ensure a quality learning environment	<ul style="list-style-type: none"> <input type="checkbox"/> Receives an average overall score of 4 or more across all subscales of FDCERS <input type="checkbox"/> Completely meets standard on California Child Care Health Program Health and Safety Checklist (Revised 2005) 	<ul style="list-style-type: none"> <input type="checkbox"/> Receives an average overall score of 4.5 or more across all subscales of FDCERS <input type="checkbox"/> Completely meets standard on California Child Care Health Program Health and Safety Checklist (Revised 2005) 	<ul style="list-style-type: none"> <input type="checkbox"/> Receives an average overall score of 5.5 or more across all subscales of FDCERS <input type="checkbox"/> Completely meets standard on California Child Care Health Program Health and Safety Checklist (Revised 2005)

FDCERS= Family Child Care Environment Rating Scale

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Provider/Staff Qualifications To ensure high quality preschool programs	<p>Entry-Level Teacher: Each group of children is staffed by at least 1 teacher who:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Holds a Child Development Teacher Permit <input type="checkbox"/> Working toward NAFCC accreditation OR Child Development Associate (CDA) credential <p>Preschool Program Support Staff:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Eligible for a Child Development Assistant Permit 	<p>Advancing-Level Teacher: Each group of children is staffed by at least 1 teacher who:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Holds a Child Development Master Teacher Permit OR Has completed an AA in Child Development OR AA with a minimum of 24 ECE units including the core courses listed under the Child Development Permit Matrix <input type="checkbox"/> Has either NAFCC accreditation OR CDA credential <p>Preschool Program Support Staff:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Eligible for a Child Development Associate Teacher Permit 	<p>PFA Quality-Level Teacher: Each group of children is staffed by at least 1 teacher who:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Holds a BA degree in ECE OR BA/BS with a minimum of 24 ECE units including the core courses listed under the Child Development Permit Matrix <input type="checkbox"/> At least 1 year of teaching experience with preschool-age children <input type="checkbox"/> Has either NAFCC accreditation OR CDA credential <p>Preschool Program Support Staff:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Eligible for a Child Development Teacher Permit

Must have in place by site visit

Must have in place at Contract Signing

5/25/2006

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<p>Staff Development and Support To ensure that staff has necessary skills and knowledge to provide a quality preschool program</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Clear staff development plan at program level, directed to individual staff, linked to PFA entry assessment and/or program identified plans for areas of improvement <input type="checkbox"/> Minimum of 6 staff meetings/year (can be provider “network” meetings) <input type="checkbox"/> A specified allocation of PFA funding to be spent on staff development, with yearly re-approval of staff development plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Clear staff development plan at program level, directed to individual staff, linked to PFA entry assessment and/or program identified plans for areas of improvement <input type="checkbox"/> Minimum of 6 staff meetings/year (can be provider “network” meetings) <input type="checkbox"/> A specified allocation of PFA funding to be spent on staff development, with yearly re-approval of staff development plan <input type="checkbox"/> Release time for professional development activities <input type="checkbox"/> Paid preparation time and planning time

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<p>Wrap-Around Services To ensure that services include childcare beyond 3-hour day and/or linkages with other health or social services needed by the family</p>	<p>Demonstrate willingness to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide wrap-around services OR link with PFA Hub to partner with wrap-around service providers 	<p>Demonstrated history of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Providing wrap-around services directly or partnering with wrap-around service providers <p>Demonstrate willingness to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Link with PFA Hub to partner with wrap-around service providers in order to maximize services to families 	<p>Demonstrated history of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Providing wrap-around services directly or partnering with wrap-around service providers serving the majority of their families who need wrap-around services with little or no assistance from PFA Hub

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<p>Engaging Families As Partners To ensure meaningful parent participation, San Diego's PFA utilized the six types of parent involvement developed by Joyce Epstein(John Hopkins University)</p>	<ul style="list-style-type: none"> □ Communicating: 2 parent-teacher conference per year □ Volunteering: Open-door policy for parents to participate in the program and/or visit the classroom □ Parenting: Developmental Profile completed once each year, example: Ages and Stages 	<ul style="list-style-type: none"> □ Communicating: 2 parent-teacher conferences per year □ Volunteering: Open-door policy for parents to participate in the program and/or visit to the FCC Home □ Volunteering: A minimum of 1 opportunity for parents to attend a program and/or events at the FCC Home □ Communicating: Monthly communication newsletter and/or calendar that indicates the curriculum and learning goals □ Learning at Home: Activities provided for parents to do with their own children at home □ Parenting: Developmental Profile completed once each year, example: Ages and Stages 	<ul style="list-style-type: none"> □ Communicating: 2 parent-teacher conferences per year □ Volunteering: Open-door policy for parents to participate in the program and/or visit the FCC Home □ Volunteering: A minimum of 2 opportunities for parents to attend programs and/or events at the FCC Home □ Volunteering: Organized opportunities for parents to volunteer in the FCC Home or at home on a specific preparation activity to benefit the children □ Communicating: Monthly communication newsletter and/or calendar that indicates the curriculum and learning goals □ Learning at Home: Activities provided for parents to do with their own children at home □ Parenting: Developmental Profile completed once each year, example: Ages and Stages □ Parenting: To collaborate with other providers to offer Parent education workshops and classes with information and modeling regarding specific skills and strategies to help support their child's healthy growth and development □ Collaborating with the Community <ul style="list-style-type: none"> ○ information provided to families about community resources/services ○ Outreach to Community Groups to support children's learning and development at school

Must have in place by site visit
Must have in place at Contract Signing