

Silver State Stars Quality Rating Improvement System (QRIS)



APPLYING FOR A STAR RATING

Step 1:

Program administrator (center director and/or owner) attends an initial QRIS orientation.

Please visit the Nevada Registry website for orientation dates and locations www.nevadaregistry.org

Step 2:

A QRIS Specialist is assigned to the program.

Step 3:

Program administrator completes an initial QRIS documentation checklist.

Program receives technical assistance from QRIS Specialist on procedures, by phone or e-mail, if needed.

Step 4:

Program administrator attends three hour Environment Rating Scale (ERS) overview training

Please visit the Nevada Registry website for training dates and locations www.nevadaregistry.org

Step 5: (Optional)

Program administrator applies to the QRIS Coaching program through the Children's Cabinet – see next section.

Step 6:

Program administrator completes an application and submits with the program documentation binder to the Office of Early Care and Education.

A QRIS Rater contacts program administrator to schedule an ERS Assessment.

If a *No* is given to any documentation submitted in the binder, program administrator will be given two weeks to submit corrected documentation.

Step 7:

A rating is assigned and the program is notified by mail.

Program administrator has 30 calendar days to notify the Office of Early Care and Education in writing to provide detailed justification (including reference to a specific indicator or score) if he or she has an objection or disagree with rating.

Applying for Coaching and Grant Funds

Programs seeking additional quality improvement assistance can apply for a QRIS Coach through the Children's Cabinet. Coaching information will be given at both the QRIS Orientation and ERS overview training.

Step 1:

Program administrator (center director and/or owner) attends an initial QRIS orientation.

Please visit the Nevada Registry website for orientation dates and locations www.nevadaregistry.org

Step 2:

Program administrator attends three hour Environment Rating Scale (ERS) overview training

Please visit the Nevada Registry website for training dates and locations www.nevadaregistry.org

Step 3:

Program administrator completes coaching request form and submits to the Children's Cabinet.

Step 4:

A QRIS Coach is assigned to the program.

Step 5:

A QRIS Rater contacts program to schedule a pre-ERS assessment.

Step 6:

Program administrator and QRIS coach develops a program improvement plan based on the scores of the pre-ERS assessment.

Programs may receive assistance for a maximum of 18 months, awarded in six month increments. After each six months, programs will be assessed on their progress made.

Step 7:

Program administrator may apply for a program improvement grant. The amount of the grant will be based on the licensing capacity of each program. Grant funds are for classroom materials only and must align with the pre-ERS assessment results.

Step 8:

Follow Steps 6 and 7 from above to proceed with QRIS rating.

SILVER STATE STARS QRIS REQUIRED CRITERIA

★	★ ★	★ ★ ★	★ ★ ★ ★	★ ★ ★ ★ ★
<ul style="list-style-type: none"> ▪ Center has current child care license <p>Silver State Stars QRIS is a voluntary program open to licensed child care centers in Southern Nevada. Centers at Star Level 1 have successfully met child care licensing standards.</p> <p>Centers at Star Level 1 have either chosen not to participate in Silver State Stars QRIS or are in the process of achieving a higher star level.</p> <p>Centers that choose to participate in Silver State Stars QRIS demonstrate and document quality indicators above licensing regulations. It should be understood advancing from Star Level 1 to subsequent levels is an accomplishment that takes a significant amount of time and effort.</p>	<ul style="list-style-type: none"> ▪ Center has current child care license ▪ Center is currently registered with the Child Care Subsidy Program ▪ All administrators and 50% of all teaching staff members have written Nevada Registry professional development plans ▪ 25% of classrooms meet QRIS group sizes ▪ 25% of classrooms meet QRIS ratios 	<ul style="list-style-type: none"> ▪ Center has current child care license ▪ Center is currently registered with the Child Care Subsidy Program ▪ All administrators and 60% of all teaching staff members have written Nevada Registry professional development plans ▪ 50% of classrooms meet QRIS group sizes ▪ 50% of classrooms meet QRIS ratios ▪ Center has a minimum average ERS score of 3.50-3.99, with no classroom score under 3.00 ▪ Director has a minimum placement on the career ladder of 3.1 	<ul style="list-style-type: none"> ▪ Center has current child care license ▪ Center is currently registered with the Child Care Subsidy Program ▪ All administrators and 70% of all teaching staff members have written Nevada Registry professional development plans ▪ 75% of classrooms meet QRIS group sizes ▪ 75% of classrooms meet QRIS ratios ▪ Center has a minimum average ERS score of 4.00-4.49, with no classroom score under 4.00 ▪ Director has a minimum placement on the career ladder of 4.2 	<ul style="list-style-type: none"> ▪ Center has current child care license ▪ Center is currently registered with the Child Care Subsidy Program ▪ All administrators and 80% of all teaching staff members have written Nevada Registry professional development plans ▪ 100% of classrooms meet QRIS group sizes ▪ 100% of classrooms meet QRIS ratios ▪ Center has a minimum average ERS score of 4.50-5.00, with no classroom score under 4.50 ▪ Director has a minimum placement on the career ladder of 5.2 ▪ Lead teachers meet QRIS staff qualifications.
	Centers must meet a minimum of four (4) Quality Indicators from each of the four categories listed below on pages 5-9.	Centers must meet a minimum of eight (8) Quality Indicators from each of the four categories listed below on pages 5-9.	Centers must meet a minimum of twelve (12) Quality Indicators from each of the four categories listed below on pages 5-9.	<p style="text-align: center;">NAEYC and NECPA Accredited Centers</p> <p style="text-align: center;"><i>(Note: accredited centers must meet required criteria, but do not have to provide additional documentation for the Quality Indicators listed below.)</i></p>

QUALITY INDICATORS

There are four categories of quality indicators:

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

ENVIRONMENT RATING SCALES (ERS)

Each center will be assessed using the following ERS tools:

- Infant Toddler Environment Rating Scales, Revised Edition (ITERS-R)
- Early Childhood Environment Rating Scales, Revised Edition (ECERS-R)

An overall ERS score for each center will be determined based on the scores averaged from 50% of the classrooms for each age group. Classrooms selected for assessment will be based on a random draw.

Note: *Subscale 7- Parents and Staff* will not be used as part of the assessment for this project.

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 is accredited by an approved accrediting body	<input type="checkbox"/> Center has a compensation plan that provides for annual pay increases (i.e. cost of living raises)	<input type="checkbox"/> Center has a compensation plan that provides for increases based on merit, education, or performance	<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 has a written employee handbook with a signature page	<input type="checkbox"/> Center reimburses professional development expenses incurred by teaching staff	<input type="checkbox"/> Center holds monthly staff meetings	<input type="checkbox"/> Center has a documented procedure to receive staff feedback on program quality	<input type="checkbox"/> Staff feedback on program quality is used to develop a written plan for program improvement
<input type="checkbox"/> Supervisor provides teaching staff with an annual written performance evaluation	<input type="checkbox"/> Classrooms have weekly or monthly curriculum planning calendars	<input type="checkbox"/> Classrooms have written lesson plans for teacher-directed activities	<input type="checkbox"/> Classrooms have written lesson plans for teacher-directed activities that include adaptations for children with special needs	<input type="checkbox"/> Preschool lesson plans align with Nevada Pre-k Standards
<input type="checkbox"/> On-going child assessment includes at least one informal method such as observations, portfolios, or teachers' anecdotal records	<input type="checkbox"/> On-going child assessment includes at least one formal method such as checklists, screening tools, or assessment tools	<input type="checkbox"/> Center has a documentation system in place to support collaboration with specialist working with identified children	<input type="checkbox"/> Center has a written statement on the inclusion of children with special needs	<input type="checkbox"/> Center obtains (with parental consent) an IFSP/IEP for each child enrolled with a diagnosed disability
<input type="checkbox"/> Center collaborates 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 included in their parent handbook	<input type="checkbox"/> Center has a written health statement included in their parent handbook	<input type="checkbox"/> Center has a written physical activity statement in their parent handbook	<input type="checkbox"/>

2. Administration & Staff Development

<input type="checkbox"/> Minimum placement on the career ladder is 2.1 for 75% of teaching staff	<input type="checkbox"/> Minimum placement on the career ladder is 4.1 for 50% of teaching staff	<input type="checkbox"/> Work environment for staff includes a place for adults to take a break from children, an adult-sized bathroom, and a secure place for staff to secure their belongings	<input type="checkbox"/> Work environment for staff includes a place for adults that is an administrative area for planning, separate from children's areas	<input type="checkbox"/> Director is a current member of a national early childhood professional organization
<input type="checkbox"/> 50% of teaching staff are current members of a national early childhood professional organization	<input type="checkbox"/> Supervisor completes observations of teaching staff at least three times a year	<input type="checkbox"/> Supervisor provides teaching staff with written feedback based on observations of teacher's performance	<input type="checkbox"/> Director has a minimum of 21 credits in management or business related courses	<input type="checkbox"/> Director participates on an early childhood committee
<input type="checkbox"/> Center offers quarterly staff development activities	<input type="checkbox"/> Center has a documented action plan based on their ERS scores	<input type="checkbox"/> Director has taken Program Administration Scale (PAS) training	<input type="checkbox"/> Center has a documented improvement plan based on the PAS score	<input type="checkbox"/> Center is a T.E.A.C.H. Early Childhood Nevada site
<input type="checkbox"/> Center requires teachers receive a minimum of five additional hours of annual training above licensing requirements	<input type="checkbox"/> All administrators have two clock hours on the topic "early childhood mental health" received in the past two years	<input type="checkbox"/> All administrators have two clock hours on the topic "inclusion" received in the past two years	<input type="checkbox"/> All administrators have two clock hours on the topic "cultural competencies" received in the past two years	<input type="checkbox"/> 50% of all teaching staff have two clock hours on the topic "early childhood mental health" received in the past two years
<input type="checkbox"/> 50% of all teaching staff have two clock hours on the topic "inclusion" received in the past two years	<input type="checkbox"/> 50% of all teaching staff have two clock hours on the topic "cultural competencies" received in the past two years	<input type="checkbox"/> 50% of all teaching staff have two clock hours on the topic "Environment Rating Scales" received in the past two year	<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"/> Center is a registered Web IZ provider	<input type="checkbox"/> Menus are evaluated by a nutritionist	<input type="checkbox"/> Center is a Child and Adult Care Food Program (CACFP) sponsored site
<input type="checkbox"/> Center supports breastfeeding by offering a designated location	<input type="checkbox"/> All classrooms have a cleaning and sanitation schedule posted	<input type="checkbox"/> Staff plan and implement daily developmental appropriate physical activities for all children	<input type="checkbox"/> Center has a documented improvement plan based on a nutrition and physical activity self-assessment checklist	<input type="checkbox"/> Center provides care for sick children in a separate location, supervised by a nurse
<input type="checkbox"/> Center has individualized health plans for children with medical concerns	<input type="checkbox"/> Center has an emergency preparedness kit	<input type="checkbox"/> All administrators have advanced training for emergency medical response to threatening incidents	<input type="checkbox"/> 50% of all teaching staff have advanced training for emergency medical response to threatening incident	<input type="checkbox"/> The ASQ:SE is used to screen children's social-emotional development
<input type="checkbox"/> Children in need of developmental services are referred to the appropriate agency	<input type="checkbox"/> Children in need of mental health services are referred to the appropriate agency	<input type="checkbox"/> Center has a behavior support team	<input type="checkbox"/> Center has a documented improvement plan based on the Inventory of Practices for Promoting Social Emotional Competence	<input type="checkbox"/> Center is a Nevada TACSEI Project demo site
<input type="checkbox"/> Infant's teeth and gums are wiped with a disposable tissue after each feeding	<input type="checkbox"/> Preschool children receive annual oral health education	<input type="checkbox"/> Children up to two-years-old are served whole milk	<input type="checkbox"/> Children two-years-old and older are served skim or 1% milk	<input type="checkbox"/>

4. Family & Community Partners				
<input type="checkbox"/> Families are encouraged to tour center before enrolling child	<input type="checkbox"/> Parent teacher conferences are scheduled on a regular basis	<input type="checkbox"/> Parent teacher conferences are scheduled on an as needed basis	<input type="checkbox"/> A written procedure is in place to help families transition children to the next classroom, other programs, or school	<input type="checkbox"/> Staff is available to attend IEP/IFSP meetings with family and service providers
<input type="checkbox"/> Center has a documented procedure to receive family feedback on program quality	<input type="checkbox"/> Families' feedback is used to develop a written plan for program improvement	<input type="checkbox"/> Center has a written plan for family involvement	<input type="checkbox"/> Center offers quarterly family involvement activities	<input type="checkbox"/> Center offers quarterly classes or training opportunities for parents
<input type="checkbox"/> Center offers an annual class or training opportunity provided by an outside agency for parents	<input type="checkbox"/> Center offers annual class or training opportunity focused on health, physical activity, or nutrition for parents	<input type="checkbox"/> Center collaborates with a community agency	<input type="checkbox"/> Materials from community agencies are available for families at the center	<input type="checkbox"/> Breastfeeding materials and information are available for families at the center
<input type="checkbox"/> Center has an advisory or governing board which includes at least one parent	<input type="checkbox"/> Center has a parent advisory board or association	<input type="checkbox"/> Program distributes a quarterly newsletter to families	<input type="checkbox"/> Center compiles and provides written program information for families in their home language	<input type="checkbox"/> Center has a communication form families can use to communicate with teachers

INCENTIVES FOR PARTICIPATION

	1	2	3	4	5
Coaching	Children's Cabinet	Children's Cabinet	Children's Cabinet	Accreditation Facilitation Project	Accreditation Facilitation Project
One-time Initial Grant (\$4,000-\$8,500)	Children's Cabinet Based on licensing capacity	Children's Cabinet Based on licensing capacity	Children's Cabinet Based on licensing capacity	Office of Early Care & Education Based on licensing capacity	Office of Early Care & Education Based on licensing capacity
Advancement Bonus at Renewal			\$250	\$500	\$1000
Tiered Reimbursement			6%	9%	12%

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

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