




Goal: Provide a system that will allow Orange County United Way Success By 6[®] (and other ECE program improvement projects) to document incremental program improvement for center-based childcare as well as provide clear, comparable information about program quality


Proposal: Use a star-system based on NAEYC Accreditation Criteria that recognizes incremental improvements between Title 22 licensing standards (1 star) and Accreditation (5 stars). All centers in good standing with Community Care Licensing would receive at least 1 star, encouraging participation (ability to advertise as a SB6 “Star-Quality Center”).

Stars	Proposed Criteria	Comments
	<ul style="list-style-type: none"> • Current compliance with all licensing criteria • No licensing violations for 12 months prior to application • Compliance with minimal NAEYC Accreditation Candidate criteria: <ul style="list-style-type: none"> ◦ Supervision of children at all times ◦ No use of physical punishment or other forms of physical or psychological abuse or coercion ◦ Infants placed to sleep on their back unless otherwise ordered by a physician • Staff: <ul style="list-style-type: none"> ◦ At least one staff meeting minimum licensing requirements of 12 ECE units and 6 months experience in each classroom ◦ At least one staff with <i>Infant/Toddler Coursework</i> in each Infant/Toddler classroom 	<p style="text-align: center;">Basic health & safety with some enhancements</p>

Stars	Proposed Criteria	Comments
 Two star icons, each enclosed in a circle, stacked vertically.	<ul style="list-style-type: none">• Level 1 <i>plus</i>• ECERS average of 4 with no less than 3 (minimal) on any subscale• Program complies with the following NAEYC Leadership Elements:<ul style="list-style-type: none">◦ Written child abuse and neglect reporting policy and procedures requiring staff to report all suspected incidents with immunity.◦ Written procedures if a staff member is accused of abuse or neglect that protect both staff and children.• At least one staff with an <i>Associate Teacher Permit</i> in each room• Program Administration Scale (PAS) average of 3.	<p>Better than “minimal” on the ECERS scale</p> <p>A step above licensing in the area of child abuse prevention</p> <p>Move toward professionalism by requiring the CD Permit</p> <p>“Minimal” rating on Program Administration Scale</p>

Stars	Proposed Criteria	Comments
<ul style="list-style-type: none"> ★ ★ ★ 	<ul style="list-style-type: none"> • Level 2 plus • ECERS average of 5 (good) with no less than 4 on any subscale • Curriculum: written and posted daily schedule includes <ul style="list-style-type: none"> ◦ A balance of adult-directed and child-centered activities ◦ Active and quiet periods ◦ Large group, small group, individual activities ◦ Goals and objectives reflect the progressive developmental sequence age norms and individual children • Assessment: Assess all aspects of child development at least three times per year using appropriate measure(s) (e.g., DRDP, High/Scope COR) • Positive Relationship with Children & Families: <ul style="list-style-type: none"> ◦ Foster children’s emotional well-being by demonstrating respect & positive environment ◦ Express warmth through behavior ◦ Talk frequently with children ◦ Engage infants in face to face interaction (I/T) • Staff: <ul style="list-style-type: none"> ◦ At least one staff with <i>Teacher Permit</i> in each room ◦ At least one staff (or 25% of staff in schools with 5 or more classrooms) with <i>Specialized Inclusion Training</i> (e.g., workshop, WestEd series) ◦ Written plan for ongoing staff development providing at least 12 hours of training per year • Program Administration Scale (PAS) average of 4. 	<p style="text-align: center;">Program averages “Good” on ECERS with no “Minimal” scores</p> <p style="text-align: center;">Some curriculum requirements according to NAEYC Accreditation</p> <p style="text-align: center;">Requirements for child assessment introduced</p> <p style="text-align: center;">Positive teacher/child interactions introduced (NAEYC Accreditation)</p> <p style="text-align: center;">Increased emphasis on professional education and training; special needs training requirement introduced</p> <p style="text-align: center;">Program Administration rating increased to above “Minimal”</p>

Stars	Proposed Criteria	Comments
	<ul style="list-style-type: none"> • Level 3 plus • At least 5 (good) on all ECERS subscales • Curriculum <ul style="list-style-type: none"> ◦ Children have varied opportunities to talk ◦ Children have varied opportunities to interact with text ◦ Open-ended opportunities and materials to express themselves creatively ◦ Variety of teaching strategies to consider children’s interests and needs • Assessment: Use child assessments to inform and individualize instruction • Positive Relationship with Children & Families: <ul style="list-style-type: none"> ◦ Variety of formal and informal strategies to become acquainted with families culture, beliefs, and behaviors ◦ Communicate with families regularly about children’s activities and milestones ◦ Encourage families to contribute to decisions about goals and activities for child • Program has and implements written policies regarding children with special needs that address <ul style="list-style-type: none"> ◦ Possession of existing IEP/IFSP, awareness of its objectives, and alignment with specified strategies ◦ Appropriate assessment and classroom responses to atypical or problematic behavior ◦ Appropriate assessment and classroom responses to individual abilities and development • Staff: <ul style="list-style-type: none"> ◦ At least one staff with <i>Associate’s Degree & Teacher Permit</i> in each room (<i>degree requirement effective as of 2015</i>) ◦ At least one staff with ongoing <i>Infant/Toddler Training</i> in each Infant/Toddler room (<i>one workshop/training per year</i>) ◦ At least one staff (or 25% of staff in schools with 5 or more classrooms) with 2 or more units of college-level coursework on inclusion/special education in early childhood ◦ Director with Site Supervisor Permit • Program Administration Scale (PAS) average of 5. 	<p style="text-align: center;">Program is solidly “Good” on ECERS</p> <p style="text-align: center;">Curriculum is reflective of individual children’s needs and teachers use child assessments to craft appropriate curriculum (NAEYC Accreditation)</p> <p style="text-align: center;">Positive interactions extend beyond classroom to families (NAEYC Accreditation)</p> <p style="text-align: center;">Program is fully inclusive of children with special needs (in word and practice)</p> <p style="text-align: center;">Professional education moves to AA level</p> <p style="text-align: center;">Specialized training for I/T and special needs</p> <p style="text-align: center;">Site Supervisor Permit</p> <p style="text-align: center;">Program Administration averages “Good”</p>

Stars	Proposed Criteria	Comments
	<ul style="list-style-type: none">• Level 4 plus• NAEYC Accreditation• Staff:<ul style="list-style-type: none">◦ Staff work in conjunction with school district, families, and other agencies to provide team support for children with IEP/IFSP or suspected special needs◦ Director holds Program Director Permit (by 2011)	<p>NAEYC Accreditation</p> <p>Increased cooperation with school districts regarding special needs children</p> <p>Program Director Permit</p>

Please include:

Your Name: _____

Title: _____ Phone: _____

Program/Agency: _____

Email: _____

Please send your comments to:
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