

**Combination Block (4 Components) & Points (2 Components Plus Quality Point) Model
5 Levels of Stars**

To be awarded One Star, the child care program shall have a license to operate and comply with standards as defined in LA Administrative Code, Title 67, Chapter 73, Sections 7301 - 7350. A selection of the licensing standards in the component areas is listed below.

ONE STAR			
ADMINISTRATION PRACTICES	FAMILY & COMMUNITY INVOLVEMENT	PROGRAM	STAFF QUALIFICATIONS
<p>Written center policies and procedures including:</p> <ul style="list-style-type: none"> • center’s policies and practices • emergency and evacuation procedures • admission policy • daily schedule • complaint procedure • open door policy • non-discrimination policy • abuse/neglect policy • discipline policy • job descriptions • quarterly staff session/meeting 	<p>Parent consultation prior to enrollment.</p> <p>Director makes the center’s policies and procedures available to the parent.</p> <p>Parent permitted to visit the center anytime during regular hours as long as child is enrolled.</p>	<p>Ratios</p> <p>0-12 months, 1:5 1 year, 1:7 2 years, 1:11 3 years, 1:13 4 years, 1:15 5 years, 1:19</p> <p>Other requirements in regulations.</p>	<p>Director</p> <ol style="list-style-type: none"> 1. On-site full-time director who is at least 21 years old. 2. Meet director qualifications in LA Administrative Code, Title 67, Chapter 73, Section 7311. <p>Teacher</p> <ol style="list-style-type: none"> 1. 18 years or older 2. Within one week of employment staff receive orientation, with content as specified, followed by four days of supervised work with children. 3. Complete required annual clock hours of approved training. 4. Meet staff qualifications as identified in LA Administrative Code. Title 67, Chapter 73, Section 7311.

TWO STARS

Meet all the standards for One Star, have been in operation for six (6) months, and meet the following:

ADMINISTRATION PRACTICES	FAMILY & COMMUNITY INVOLVEMENT	PROGRAM	STAFF QUALIFICATIONS ¹
<p>1. Written personnel policies including hours of operation, dress code, use of telephone, and schedule.</p> <p>2. Job descriptions on file and provided to all staff that include a list of qualifications.</p> <p>3. Provide one staff benefit from the list of options below for all full-time staff.</p> <p>Staff benefit options:</p> <ul style="list-style-type: none"> • employee health insurance or comparable health benefits • paid annual leave • paid sick leave • paid holidays • child care benefit/discount • bonus based on merit/achievement or education • retirement compensation • annual pay increases based on merit • tuition reimbursement and/or other related educational expenses such as books, travel, fees, substitutes • differential shift pay • flextime • professional association membership fee paid. 	<p>1. Parent provided a pre-enrollment visit and center tour.</p> <p>2. Give every parent enrolling a child a list of community resources including, but not limited to:</p> <ul style="list-style-type: none"> • LaCHIP • Medicaid • Child Care Assistance • housing assistance • food stamps SNAP assistance • information on a child's medical home. 	<p>1. Make four of the following activity areas available daily:</p> <ul style="list-style-type: none"> • art and creative play • children's books • blocks and block building • manipulatives • family living and dramatic play. <p>2. Complete a self assessment of the center's program and develop a Center Improvement Plan.</p>	<p><i>Directors and teachers must join and maintain a record with the Louisiana Pathways Child Care Career Development System. Director must attend three hours of Introduction to ERS training.</i></p> <p>Director (on site)</p> <ol style="list-style-type: none"> 1. Three semester hour credits in the care of young children or child development ² and 2. Three semester hour credits in administration ³ and 3. one year of experience in teaching young children in an early childhood program. <p>Assistant Director</p> <ol style="list-style-type: none"> 1. Three semester hour credits in the care of young children or child development.² <p>Teacher</p> <ol style="list-style-type: none"> 1. 75% of lead teachers must meet one of the following: <ul style="list-style-type: none"> • Complete a three semester hour credit course in the care of young children or child development² from a list of approved courses, or • enroll in the course and complete within one year of employment.

¹Staff Qualifications

Director – An administrator who meets the director qualifications as outlined in Louisiana Administrative Code, Title 67, Chapter 73, Section 7311 and is on site a minimum of 30 hours per week during operating hours when children are present at a specific center. ~~This requirement can be met by having one or more persons on site who meet these qualifications.~~

Assistant Directors - for centers with an enrollment of 101 or more, there must be a second director on site for a minimum of 20 hours per week.

Lead Teacher - a teacher who has primary responsibility for a designated classroom that can be assessed using the ITERS-R/ECERS-R, including planning and supervision, and spends at least 25 hours a week in that classroom. All classrooms must have a lead teacher.

Assistant Teachers – any staff who cares for children in a classroom setting that can be assessed using the ITERS-R/ECERS-R and works at least 16 hours per week in the center.

² The following may be substituted to meet this requirement of three semester hour credits in the care of young children or child development:

- a CDA, **or**
- have approved high school child development courses, **or**
- have five years of full-time experience in an early childhood program, **or**
- have completed a Child Care Assistant Teacher 1 LA Pathways Classroom Certificate.

The following may be used to meet the requirement of up to six semester hour credits in the care of young children or child development:

- CDA, **or**
- have completed a Child Care Assistant Teacher 2 LA Pathways Classroom Certificate.

An individual may use the above substitutions to meet the requirements for **a maximum of** six semester hour credits.

³ The following may be substituted to meet the requirement for three semester hour credits in administration:

- LA Pathways Administrator Certificate, **or**
- National Administrator Credential (NAC), **or**
- Three years experience in administration, **or**
- a combination of one year in administration experience and four years in teaching young children in an early childhood program.

NOTE: For director's qualifications, experience in teaching young children and/or administration may only be substituted one time. At the next Quality Start review, the necessary educational requirement (credits in the care of young children or child development or credits in administration) must be met.

POINT STANDARDS FOR PROGRAMS SEEKING THREE, FOUR, AND FIVE STARS

After achieving Two Stars, a program may decide to meet the requirements for a higher star rating. To do this, a center must maintain all requirements of the Two Star rating and earn points in Program and Staff Qualifications by meeting the requirements listed below.

At least one point must be earned in both Program and Staff Qualifications. The Quality Point may also be earned (refer to page 9).

The total number of points will determine the star rating awarded to the center.

Total Number of Points	Star Rating
3 - 5 points	Three Stars
6 - 9 points	Four Stars
10 - 11 points	Five Stars

PROGRAM													
Points	Criteria												
1	An average of 3.75 on the designated social-emotional subscale of the Environment Rating Scales (ERS) ⁴ , with no one classroom score lower than 3.0 on the social-emotional subscale.												
2	An average of 4.0 on the designated social-emotional subscale of the ERS, with no one classroom score lower than 3.0 on the social-emotional subscale.												
3	<p>1. An average of 4.25 on the designated social-emotional subscale of the ERS, with no one classroom score lower than 3.25 on the social-emotional subscale.</p> <p>2. Staff : Child Ratio and Group Size</p> <table border="1" style="margin-left: 40px;"> <tr> <td>0 - 12 months</td> <td>1:4, 8</td> <td>25 – 36 months</td> <td>1:8, 16</td> <td>4 yrs</td> <td>1:12, 24</td> </tr> <tr> <td>13 – 24 months</td> <td>1:6, 12</td> <td>3 yrs</td> <td>1:10, 20</td> <td>5 yrs</td> <td>1:15, 30</td> </tr> </table> <p>3. Written transition procedures for children moving within a program or to other programs or beginning school.</p>	0 - 12 months	1:4, 8	25 – 36 months	1:8, 16	4 yrs	1:12, 24	13 – 24 months	1:6, 12	3 yrs	1:10, 20	5 yrs	1:15, 30
0 - 12 months	1:4, 8	25 – 36 months	1:8, 16	4 yrs	1:12, 24								
13 – 24 months	1:6, 12	3 yrs	1:10, 20	5 yrs	1:15, 30								
4	<p>1. An average of 4.5 on the designated social-emotional subscale of the ERS, with no one classroom score lower than 3.5 on the overall ERS.</p> <p>2. Complete screening for social-emotional development with instrument from recommended list for all children (0-5 yrs.) within 45 calendar days of enrollment and annually thereafter. Conference with parents to review results and provide a list of community resources.</p> <p>3. Staff : Child Ratio and Group Size</p> <table border="1" style="margin-left: 40px;"> <tr> <td>0 - 12 months</td> <td>1:4, 8</td> <td>25 – 36 months</td> <td>1:8, 16</td> <td>4 yrs</td> <td>1:12, 24</td> </tr> <tr> <td>13 – 24 months</td> <td>1:6, 12</td> <td>3 yrs</td> <td>1:10, 20</td> <td>5 yrs</td> <td>1:15, 30</td> </tr> </table> <p>4. Written transition procedures for children moving within a program or to other programs or beginning school.</p>	0 - 12 months	1:4, 8	25 – 36 months	1:8, 16	4 yrs	1:12, 24	13 – 24 months	1:6, 12	3 yrs	1:10, 20	5 yrs	1:15, 30
0 - 12 months	1:4, 8	25 – 36 months	1:8, 16	4 yrs	1:12, 24								
13 – 24 months	1:6, 12	3 yrs	1:10, 20	5 yrs	1:15, 30								
5	<p>1. An average of 5.0 on the overall ERS, with no one classroom score lower than 4.0 on the overall ERS.</p> <p>2. Complete screening for social-emotional development with instrument from recommended list for all children (0-5 yrs.) within 45 calendar days of enrollment and annually thereafter. Conference with parents to review results and provide a list of community resources.</p> <p>3. Provide a plan for continuity of care for all children 0-36 months of age.</p> <p>4. Implementation of Louisiana’s Early Learning Guidelines and Program Standards: Birth through Three (DSS October 2006), and Louisiana Standards for Programs Serving Four-Year-Old Children (DOE, 2003).</p> <p>5. Staff : Child Ratio and Group Size</p> <table border="1" style="margin-left: 40px;"> <tr> <td>0 - 24 months</td> <td>1:4, 8</td> <td>3 yrs</td> <td>1:8, 16</td> <td>5 yrs</td> <td>1:10, 20</td> </tr> <tr> <td>2 yrs</td> <td>1:6, 12</td> <td>4 yrs</td> <td>1:10, 20</td> <td></td> <td></td> </tr> </table>	0 - 24 months	1:4, 8	3 yrs	1:8, 16	5 yrs	1:10, 20	2 yrs	1:6, 12	4 yrs	1:10, 20		
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2 yrs	1:6, 12	4 yrs	1:10, 20										

⁴ For the purpose of this document, the designated social-emotional subscale of the ERS is defined as consisting of the following subscales:

- ITERS-R - Listening and Talking, Interaction and Program Structure;
- ECERS-R - Language-Reasoning, Interaction and Program Structure.

STAFF QUALIFICATIONS

Points	Criteria
1	<p><i>All lead teachers and directors complete three hours of Introduction to ERS training in Louisiana's Early Learning Guidelines and Standards which encompasses information from Louisiana's Early Learning Guidelines and Program Standards: Birth through Three (DSS, October 2006) and the Louisiana Standards for Programs Serving Four-Year-Old Children (DOE, June 2003).</i></p> <p>Director (on site)</p> <ol style="list-style-type: none"> 1. Six semester hour credits in the care of young children or child development ² and 2. Three semester hour credits in administrative coursework ³ and 3. One year of experience teaching young children in an early childhood program. <p>Assistant Director</p> <p>Three semester hour credits in the care of young children or child development. ²</p> <p>Lead Teacher</p> <p>All lead teachers must complete three semester hour credits in the care of young children or child development from a list of approved courses ² or enroll in the course and complete the course within one year of employment.</p> <p>Assistant Teacher</p> <p>Fifty percent of assistant teachers must have completed or be enrolled in three semester hour credits in the care of young children or child development ² and complete the course within one year of employment.</p>
2	<p><i>All teachers and directors complete three hours of Introduction to ERS training in Louisiana's Early Learning Guidelines and Standards which encompasses information from Louisiana's Early Learning Guidelines and Program Standards: Birth through Three (DSS, October 2006) and the Louisiana Standards for Programs Serving Four-Year-Old Children (DOE, June 2003).</i></p> <p>Director</p> <ol style="list-style-type: none"> 1. Nine semester hour credits in the care of young children or child development ² and 2. Three semester hour credits in administrative coursework ³ and 3. One year of teaching experience and one year teaching or administrative experience in an early childhood program. <p>Assistant Director</p> <ol style="list-style-type: none"> 1. Three semester hour credits in the care of young children or child development ² and 2. Three semester hour credits in administrative coursework ³ and 3. One year of experience in teaching young children in an early childhood program. <p>Lead Teacher</p> <ol style="list-style-type: none"> 1. Seventy-five percent of lead teachers must have completed six semester hour credits in the care of young children or child development ² from a list of approved courses or have completed three semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework ² and complete the course within one year of employment, and 2. One year of full-time experience in an early childhood setting. <p>Assistant Teacher</p> <p>Fifty percent of assistant teachers must have completed or be enrolled in three semester hour credits in the care of young children or child development ² and complete the course within one year of employment.</p>

3	<p><i>Directors and all teachers complete three hours of Introduction to ERS and three hours of Understanding ERS training. Directors and lead teachers complete training in social-emotional screening of children. Director and all teachers complete training in Louisiana's Early Learning Guidelines and Standards which encompasses information from Louisiana's Early Learning Guidelines and Program Standards: Birth through Three (DSS, October 2006) and the Louisiana Standards for Programs Serving Four-Year-Old Children (DOE, June 2003).</i></p> <p>Director</p> <ol style="list-style-type: none"> 1. Twelve semester hour credits in the care of young children or child development ² and 2. Six semester hour credits of administrative coursework ³ and 3. Three years of experience in an early childhood setting as follows: At least one year of teaching experience and at least one year of administrative experience and one year of either teaching or administrative experience. <p>Assistant Director</p> <ol style="list-style-type: none"> 1. Three semester hour credits in the care of young children or child development ² and 2. Three semester hour credits in administrative coursework ³ and 4. One year of experience in teaching young children in an early childhood program. <p>Lead Teacher</p> <ol style="list-style-type: none"> 1. Seventy-five percent of lead teachers must have completed nine semester hour credits in the care of young children or child development from a list of approved courses or have completed six semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework ² and complete the course within one year of employment, and 2. One year of full-time experience in an early childhood setting. <p>Assistant Teacher</p> <p>Fifty percent of assistant teachers must have completed three semester hour credits in the care of young children or child development.²</p>
4	<p><i>Directors and all teachers complete three hours of Introduction to ERS and three hours of Understanding ERS training. Director and all teachers complete training in social-emotional screening of children. Directors and lead all teachers complete training in Louisiana's Early Learning Guidelines and Standards which encompasses information from Louisiana's Early Learning Guidelines and Program Standards: Birth through Three (DSS, October 2006) and the Louisiana Standards for Programs Serving Four-Year-Old Children (DOE, June 2003).</i></p> <p>Director</p> <ol style="list-style-type: none"> 1. Fifteen semester hour credits in the care of young children or child development ² and 2. Six semester hour credits of administrative coursework ³ and 3. Four years of experience in an early childhood setting as follows: At least one year of teaching experience and at least one year of administrative experience and two years of either teaching or administrative experience. <p>Assistant Director</p> <ol style="list-style-type: none"> 1. Three semester hour credits in the care of young children or child development ² and 2. Three semester hour credits in administrative coursework ³ and 4. One year of experience in teaching young children in an early childhood program. <p>Lead Teacher</p> <ol style="list-style-type: none"> 1. Seventy-five percent of lead teachers must have completed 12 semester hour credits in the care of young children or child development from a list of approved courses or have completed nine semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework ² and complete the course within one year of employment, and 2. Two years of full-time experience in an early childhood setting. <p>Assistant Teacher</p> <p>All assistant teachers must have completed three semester hour credits in the care of young children or child development.²</p>

~~Directors and all teachers and directors complete three hours of Introduction to ERS and three hours of Understanding ERS training. Directors and all teachers complete training in social-emotional screening of children. Directors and all teachers complete training in Louisiana's Early Learning Guidelines and Standards which encompasses information from Louisiana's Early Learning Guidelines and Program Standards: Birth through Three (DSS, October 2006) and the Louisiana Standards for Programs Serving Four-Year-Old Children (DOE, June 2003).~~

Director

1. Associate's degree in the care of young children, child development or related field, with specific coursework in infant-toddler care and the care of exceptional children or equivalent such as Director III LA Pathways, **and**
2. Six semester hour credits of administrative coursework ³ **and**
3. Five years of experience in an early childhood setting as follows: At least one year of teaching experience and at least one year of administrative experience, and three years of either teaching or administrative experience.

Assistant Director

1. Six semester hour credits in the care of young children or child development ² **and**
2. Three semester hour credits in administration ³ **and**
3. One year of experience in teaching young children in an early childhood program.

Lead Teacher

1. All lead teachers must have six semester hour credits in the care of young children or child development ² from a list of approved courses, **and**
2. Seventy-five percent of lead teachers must have completed 15 semester hour credits in the care of young children or child development ² from a list of approved courses or have completed 12 semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework ² and complete the course within one year of employment, **and**
3. Two years of full-time experience in an early childhood setting for all teachers.

Assistant Teacher

All assistant teachers must have completed six semester hour credits in the care of young children or child development or have completed three semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework ² and complete the course within one year of employment.

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² The following may be substituted to meet this requirement of three semester hour credits in the care of young children or child development:

- a **current** CDA, **or**
- have approved high school child development courses or have five years of full-time experience in an early childhood program, **or**
- have completed a Child Care Assistant Teacher 1 LA Pathways Classroom Certificate.

The following may be used to meet the requirement of up to six semester hour credits in the care of young children or child development:

- **current** CDA, **or**
- have completed a Child Care Assistant Teacher 2 LA Pathways Classroom Certificate.

An individual may use the above substitutions to meet the requirements for a maximum of six semester hour credits.

³ The following may be substituted to meet the requirement for three semester hour credits in administration:

- LA Pathways Administrator Certificate, **or**
- National Administrator Credential (NAC), **or**
- three years of experience in administration, **or**
- a combination of one year in administration experience and four years in teaching young children in an early childhood program.

NOTE: For director qualification: Experience in teaching young children or administration may only be substituted one time. At the next Quality Start review, the necessary educational requirement (credits in the care of young children or child development or credits in administration) must be met.

Quality Point

An additional Quality Point can be earned by meeting additional requirements in both the Administration Practices and the Family and Community Involvement areas.

QUALITY POINT	
Points	Criteria
1	<p>Administration Practices - meet three requirements below:</p> <ol style="list-style-type: none"> 1. Provide four of the benefits from the list of options below for all full time staff 2. Include grievance procedure and a professional conduct code for staff in written personnel policies 3. Pay scale based on education, experience, responsibilities and merit 4. Provide training to staff on cultural sensitivity 5. Written parent and staff confidentiality policy and provide training to staff. <p style="text-align: center;">AND</p> <p>Family and Community Involvement - meet four requirements below:</p> <ol style="list-style-type: none"> 1. Participate in meetings for directors provided by the resource and referral agency at least quarterly, with the director or assistant director attending 50% of the meetings. Director or assistant director participates annually in a least two director's meetings provided by the resource and referral agency. 2. Provide a complaint process for parents 3. Offer opportunity for a formal parent/teacher conference meeting annually 4. Provide an expanded list of local community resources to parents annually including, but not limited to, LaCHIP, Medicaid, Child Care Assistance, housing assistance, food stamps SNAP assistance and information on a child's medical home 5. Parent Advisory Council meets annually to review policies, procedures, and parent handbook 6. One group meeting per year offered to all families 7. One parent education workshop offered per year by center or other agency.

Staff benefits options:

- employee health insurance or comparable health benefits
- paid annual leave
- paid sick leave
- paid holidays
- child care benefit/discount
- bonus based on merit/achievement or education
- retirement compensation
- annual increments based on merit
- tuition reimbursement and/or other related educational expenses such as books, travel, fees, substitutes
- differential shift pay
- flextime
- professional association fee paid.