

# ABC Quality



## ABC Quality Forms

April 2018 PILOT YEAR

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## ABC Quality Participation Agreement Form

\_\_\_NEW\_\_\_RENEWAL

### South Carolina Department of Social Services ABC Quality Rating & Improvement System Quality Compliance Agreement

#### AS A CONDITION OF PARTICIPATION AND PAYMENT, I UNDERSTAND AND AGREE:

- Enrollment in the South Carolina Department of Social Services ABC Quality Rating & Improvement System (ABC Quality) is voluntary.
- This Agreement shall not be assigned or transferred.
  - It is only valid at the address enrolled. Should the provider move or relocate, this agreement immediately becomes null and void.
  - The provider must immediately notify ABC Quality of any changes in ownership of my facility including any management agreements. A change in ownership will render this Agreement null and void, and payment will cease for any current ABC children being served.
- All information provided on the Provider Enrollment Form and the Rate Certification Form is incorporated as a part of this Agreement, and I certify that all information is true to the best of my knowledge.
- This Agreement shall be in effect beginning \_\_\_\_\_ and will end on \_\_\_\_\_. ABC Quality can initiate termination upon written notification from the initiating party and receipt by the other party. This Agreement does not automatically renew nor is it guaranteed that ABC Quality will offer the provider another Agreement.
- The provisions of this Agreement and performance hereunder are subject to all applicable laws, regulations, ordinances, and codes of the federal, state, and local governments. All terms of the Agreement shall be construed in a manner consistent with the aforesaid laws, regulations, ordinances, and codes. Should any terms conflict with any of the aforesaid laws, regulation, ordinances, and codes, then the terms deemed conflict shall be deemed inoperative and null and void to the extent of the conflict and shall be deemed modified to conform therewith.
- I will comply with Public Law 103-327, Part C, and Environmental Tobacco Smoke Act, also known as the Pro-Children Act, which prohibits smoking in any indoor facility used routinely or regularly for the provision of health, day care, education, or library services to children under the age of 18 years.
- If any dispute shall arise under the terms of this Agreement, the sole and exclusive remedy shall be the filing of a Notice of Appeal within 30 calendar days of receipt of written notice of the ABC Quality action or decision which forms the basis of the appeal. Administrative appeals shall be in accordance with the DSS regulations R. 126-150, et seq., Code of Laws of South Carolina (1976, as amended), Volume 27, and in accordance with the Administrative Procedures Act, Section 1-

23-380, code of Laws of South Carolina (1976, as amended).

- If my facility is under appeal with either ABC Quality or DSS Child Care Licensing, no new connections for ABC children will be allowed to be made for my facility during the appeal. I may continue serving currently enrolled children through the duration of their eligibility period. However, if the health and safety of the children are jeopardized, ABC Quality may immediately withdraw the children from the facility.

### South Carolina Regulations For Child Care Facilities

- The facility shall be and must maintain a current SC Department of Social Services (DSS) regular license/approval/registration or Department of Defense Certificate, at all times, if required, by State or Federal law or regulations, and meet all applicable state and local health and safety requirements in order to provide services under this Agreement.
- The facility must maintain a history of compliance to regulations. History of compliance is defined as having:
  1. No frequent or multiple deficiencies or a significant event *posing substantial threat to the health or safety of the children that involve supervision, compliance with ratios, or health and safety violations.*

### Eligibility Requirements

- I understand that meeting the eligibility criteria outlined in the ABC Quality Program Manual is a requirement for continued enrollment in ABC Quality, which includes but is not limited to the following:
  - All staff must obtain the SC 15 Hr. Health & Safety Pre-Service Certificate within 90 days of their employment date.
  - All staff must obtain Infant/Child CPR and Pediatric First Aid Certification within 90 days of their employment date.

### Service Costs, Payment and Client Fees

- he actual rate charged for children under this Agreement to include the Registration Fee shall not exceed the actual rates charged to all other children except when there are different actual rates charged for different ages within care types. When there are different actual rates charged for different ages within care types, the SC Voucher will pay according to the SC Voucher Maximum Payment Scheduled.
- Any available discounts will be extended to children covered under this Agreement to the same extent and in the same manner as all other children.
- If the actual rates charged to private paying clients exceed the maximum rate paid by SC Voucher, I may collect the difference from the client, in addition to the client fee.
- The client fees established by the SC Voucher shall be collected from each client whose child is covered under this Agreement in advance of service unit delivery. The SC Voucher assumes no responsibility for collection or payment of client fees including any additional assessed client fees

charged by the provider.

- Requested changes in the service costs shall be submitted to the ABC Quality sixty (60) days prior to the effective date of the increase. The ABC Quality has the sole and exclusive right to accept or reject any change in the service rate.
- All services provided and claims submitted shall be in accordance with 45 CFR 98 (1998), Provider Business Procedures issued by ABC Quality, and all applicable federal and state laws, rules, and regulations.
- Claims for payment shall only be honored by the SC Voucher for active eligible clients as verified by the child care provider and authorized by the SC Voucher.
- SC Voucher may not honor payment requests for services submitted by me which are more than sixty (60) calendar days later than the service ending dates. The SC Voucher shall not be liable for payment of vouchers submitted by me that exceed this time frame.

<b>Child Care Records</b>
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- The following records shall be maintained for each child under this Agreement and that such **records shall be retained from the time of enrollment until the facility has been monitored and the records reviewed, or for a period of three years, whichever is the longest:**
  - ◆ Daily attendance - maintained in support of payment vouchers
  - ◆ Copies of Service Voucher Logs [SVL]
- I shall report service units not provided and absences as they occur, **and** failure to report both of these may result in recoupment of funds.
- I shall notify the SC Voucher if a child misses ten (10) consecutive days without a waiver.
- If I continue to serve a client beyond the allowable number of absences for the child, the SC Voucher may recoup funds.
- Records and/or reports requested by the ABC Quality shall be furnished upon request.

<p>During normal business hours, ABC Quality, and/or their designee shall have access to all required records under this Agreement. They shall have the right to examine and make copies, excerpts or transcripts from all records unless otherwise precluded by federal or state law, contact and conduct private interviews with Provider employees and do on-site reviews of all matters relating to this Agreement <b>.is continuation of Service to Clients</b></p>
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- Once accepted by a client, I shall not terminate any child without prior notification to the SC Voucher. Such notification must include the reason for requested termination, such as failure to pay any client fees and must be properly documented.
- I shall be notified if SC Voucher terminates a client and that I shall be reimbursed only for service units provided to the child until the effective termination date given by the SC Voucher. I must report any service units not provided and absences to the SC Voucher.

- Clients will be allowed to finish any week that payment has been requested for on the SVL.

**Discipline**

- **The use of corporal punishment against minor children is strictly prohibited in the facility regardless if the child is a recipient of SC Voucher, a private paying child, or a child of an owner or employee. Corporal punishment is the use of physical force to the body as a discipline measure. Physical force to the body includes, but is not limited to spanking, slapping, biting, and shaking. I agree to have a written policy in place, which states that corporal punishment is not allowed, and which is signed by parents and staff, and updated yearly.**

**General Issues**

- I shall safeguard the use and disclosure of information concerning applicants for or recipients of services in accordance with all applicable federal and state laws and regulations and shall restrict access to, and use and disclosure of, such information in compliance with said laws and regulations.
- The ABC Quality will notify the appropriate Licensing Region of all findings of non-compliance to Licensing Regulations.
- ABC Quality assumes no responsibility with respect to accidents, illness, or claims arising out of any work undertaken with the assistance of funds paid under this Agreement, that I shall take necessary steps to insure or protect myself, my clients, and my personnel, and that I agree to comply with all applicable local, state, and federal acts, rules, and regulations.
- I must comply with Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973 when center-based and group home care is provided.
- If I receive eighty percent (80%) or more of my operating budget from state and federal funds, I shall not discriminate as to religion in the admission of any child or in the employment of personnel.
- I will serve any children enrolled through this Agreement only at the facility and address enrolled.
- I will notify ABC Quality of any intentions to relocate my facility prior to the move and that I shall not serve any children under this Agreement at the new location/facility until it has met regulatory requirements and been enrolled by ABC Quality.
- I will maintain a working LAN (Local Area Network) telephone at my facility at all times, and to notify ABC Quality of any change in phone number. Cell phones may be used only in addition to the LAN line and shall not serve as the primary line.
- I will adhere to the requirements of the ABC Quality Program Manual.

- If I receive a grant, I agree to remain an enrolled provider in the ABC Quality for the period required by the grant or funds may be recouped.
- If my Agreement is terminated or not renewed by ABC Quality, or if any age group is de-enrolled, I cannot reapply for enrollment in the ABC Quality for a minimum period of one calendar year from the date of termination, the date of the end of the Agreement, or the de-enrollment date.

**I certify that I have read, understand and agree to all terms and conditions of this Agreement and the enrollment information I have furnished is true, accurate and complete. I also certify that I have the authority to enter into this agreement and am responsible for adhering to all duties, and responsibilities set forth in the agreement.**

Child Care Provider: \_\_\_\_\_ Date: \_\_\_\_\_

(Signature of Owner or Authorized Agent of Owner)

Name of Facility/Provider: \_\_\_\_\_

Federal ID/Social Security Number: \_\_\_\_\_ County: \_\_\_\_\_

## Eligibility Checklist and Submission Form

Please verify the following and prepare evidence of met criteria

Name of Owner Completing Form: \_\_\_\_\_

Date Document Completed: \_\_\_\_\_

Criteria	Met	Owner Signature
Current, regular license/approval/registration (or exemption) with evidence of history of compliance with SC licensing regulations. History of compliance is defined as having no frequent or multiple deficiencies or a significant event posing a substantial threat to the health or safety of the children that involves supervision, compliance with ratios, or health and safety violations and/ or Head Start and other early care and education programs operated by military or tribal programs must show substantial compliance with their regulatory agency.		
Current Pediatric First Aid and Infant/Child CPR certification for all staff responsible for caring for or supervising children.		
Discipline policy prohibiting corporal punishment signed and dated by all staff annually.		
Completion of the <a href="#">SC Health and Safety Pre-Service Certificate</a> or ECD 101 by all staff upon enrollment and within 90 days of hire for new staff.		
Signed acknowledgement from all staff confirming their knowledge of and adherence to the ABC Quality Code of Ethics (see ABC Quality Forms).		
<b>Additional eligibility requirements for License-Exempt Providers</b>		
Verification of minimum staff education/qualifications (18 years old, high school diploma or GED, and 6 months' experience or supervision by a teacher with more than 1 year experience).		
Health Documentation: TB test/Health Assessments for all staff (DSS Form 2926) <a href="http://www.scchildcare.org/media/650/2926.pdf">http://www.scchildcare.org/media/650/2926.pdf</a> .		
Central Registry check of all staff to be conducted by the department to determine any abuse or neglect perpetrated by the person upon a child, and a search of the National Crime Information Center's National Sex Offender Registry and the sex offender registry act pursuant to 45 CFR Sec. 98.43 (DSS Form 2977), <a href="https://unite/DSS_Forms_Master/Lists/MasterFormsList/Attachments/2504/DSS%20FORM%202977-ABC%20(AUG%2018).pdf">https://unite/DSS_Forms_Master/Lists/MasterFormsList/Attachments/2504/DSS%20FORM%202977-ABC%20(AUG%2018).pdf</a>		

**\* Note:** On or before September 2018, all staff members working at a license-exempt provider must submit to a background check pursuant to the requirements in the 2014 Child Care and Development Block Grant Law and supporting regulations. SC has yet to implement this procedure. License-exempt providers should be prepared to comply once the requirement becomes effective. The background check shall include an FBI fingerprint check and a search of databases in the state where the staff member resides and each state where the staff member resided during the previous five years to include 1) state fingerprint check; 2) state sex offender registry; and 3) state abuse and neglect registry checks.



## Code of Ethics Form

### Code of Ethics

ABC Quality is committed to a code of ethics that guides the performance, conduct, and behavior of its participants including child care facilities, owners, directors, and teachers. This code offers guidance for responsible behavior and will ensure the highest level of professionalism in the operation and activities of ABC Quality providers. ABC Quality participants will adhere to this code of ethics and relevant program standards and will be held accountable for their actions.

1. Participants will not harm children and will not participate in practices that are emotionally or physically harmful, disrespectful, degrading, dangerous, exploitive, or intimidating to children.
2. Participants will respect colleagues in early child care and education and support them in maintaining the ABC Quality Code of Ethics.
3. Participants will promote safe and healthy working conditions and policies that foster respect, cooperation, collaboration, competence, well-being, confidentiality, and self-esteem in staff members.
4. Participants will not participate in practices that are in violation of laws and regulations protecting children in child care programs.
5. Participants will demonstrate respect and professional courtesy in their relationships with other ABC Quality participants and the public.
6. Participants will not discriminate against children or families on the basis of sex, race, national origin, religious beliefs, medical condition, disability, or the marital status/family structure, sexual orientation or religious beliefs of their families.

Adapted from NAEYC Code of Ethical Conduct, 2011

I have read, understand and agree to abide to the Code of Ethics

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

**Element II: Staff Education and Professional Development Tracking Form**

Use this form to list all staff and record relevant information for Element II. Evidence of all information recorded must be submitted with this form.

Staff Name	Position Leadership, Teacher, or Emergency Person	Hire Date	Education Achieved * See below	Tier Level Entry, Skilled, or Accomplished	PDP (Y/N)	Annual Training Hours (Total hours and # of certified)	Enrolled in ECE courses or formal training (Y/N)	1 hour of S/E (Y/N)	1 hour of N (Y/N)	1 Hour of PA (Y/N)	Date Staff Evaluation completed
1.											
2.											
3.											
4.											

\* List all education obtained to include (diplomas, certifications, and degrees). If a degree was earned, include the field of study. If the degree is not in ECE, but ECE courses were taken, include credit hours earned in ECE.

Codes: PDP= Professional Development Plan; ECE= Early Childhood Education; S/E= Social-Emotional; N= Nutrition; PA= Physical Activity (8.15.18)

**Element V Process Quality Self-Assessment Form – ABC Quality’s Intentional Teaching Tool (ITT) – Infant and Toddler Classrooms**

**Standard V.A. Responsive and Sensitive Care**

Indicator	Met / Not Yet	Notes
V.A.1 Demonstrates physical warmth through touching, holding, hugging, patting, rocking, and/or keeping a child close to the teacher’s body.		
V.A.2 Contributes to the overall positive tone of the classroom by being respectful and calm.		
V.A.3 Spends the majority of time interacting with children.		
V.A.4 Responds immediately and appropriately to support a child’s expression of emotions.		
V.A.5 Recognizes children’s need for attachment by demonstrating patience and understanding.		
V.A.6 Respects children’s privacy and maintains confidentiality.		
V.A.7 Positions body to interact and engage with children on their eye-level.		
V.A.8 Respectfully and actively listens when a child talks or attempts to communicate.		

**Standard V.B. Language and Communication**

Indicator	Met/Not Yet	Notes
V.B.1 Regularly initiates communication with individual children.		
V.B.2 Responds verbally to all types of a child’s communication attempts.		
V.B.3 Models back and forth communication with individual children. This includes both verbal and non-verbal exchanges.		
V.B.4 Helps children connect words with actions by using self-talk.		
V.B.5 Helps children connect words with actions by using parallel talk.		
V.B.6 Encourages and supports individual children in communicating and labeling their feelings.		
V.B.7 Asks individual children simple, open-ended questions and waits for a response.		
V.B.8 Expands children’s vocabulary by elaborating, extending, and sharing information.		
V.B.9 Uses verbal play to help children learn the foundations of language and early literacy.		
V.B.10 Facilitates peer-to-peer communication to promote social interaction.		
V.B.11 Encourages children to communicate and share language with each other.		

**Standard V.C. Guidance**

Indicator	Met/Not Yet	Notes
V.C.1 Uses positive guidance techniques.		
V.C.2 Guides children’s behavior by telling them what to do when an undesirable or disruptive behavior occurs.		
V.C.3 Demonstrates consistency with all children.		
V.C.4 Models and promotes positive peer interactions.		
V.C.5 Encourages children by acknowledging efforts, accomplishments and helpful behaviors.		
V.C.6 Demonstrates realistic expectations for each child.		
V.C.7 Designs and manages the classroom environment to promote positive interactions.		
V.C.8 Anticipates children’s actions to prevent potential conflict or danger by intervening when appropriate.		

**Standard V.D. Program Structure**

Indicator	Met/Not Yet	Notes
V.D.1 The room meets the ABC ratios.		
V.D.2 The room meets the ABC group size.		
V.D.3 On a daily basis, children remain in their enrolled classroom for the majority of the day.		
V.D.4 Children’s exposure to unfamiliar teachers is limited.		
V.D.5 Each child is assigned a primary teacher.		
V.D.6 The daily routine includes hand washing with soap and water for teachers and children.		
V.D.7 Teachers use daily routines and/or transitions as opportunities to engage children.		
V.D.8 Teachers conduct smooth transitions.		
V.D.9 Accommodations are made during daily routines to meet children’s individualized needs.		
V.D.10 Family-style dining is practiced during a meal service to encourage independence and socialization.		
V.D.11 Teachers follow a predictable daily routine/schedule so children can learn sequences of events and feel more secure.		
V.D.12 Child-directed activities are provided for children based on their interest.		
V.D.13 All children must have daily outdoor time, weather permitting.		

### Standard V.E. Early Learning

Indicator	Met/Not Yet	Notes
V.E.1 Teacher provides developmentally appropriate opportunities for discovery and learning by allowing children to actively explore the room in a least restrictive environment.		
V.E.2 Teacher provides developmentally and culturally appropriate opportunities for children to complete or participate in self-care and community care tasks.		
V.E.3 Teacher provides developmentally appropriate activities and materials that are concrete and meaningful to children.		
V.E.4 Teacher scaffolds children’s learning during routines and activities.		
V.E.5 Classroom has a written plan of activities that supports the developmental progress of children.		
V.E.6 Ongoing observation and documentation of children’s learning and development are conducted throughout the year.		
V.E.7 Planned activities are linked to specific learning goals and objectives based on individual child assessments.		
V.E.8 Teacher provides experiences that promote children’s early literacy development.		
V.E.9 Teacher provides developmentally appropriate opportunities for children to develop problem solving skills.		
V.E.10 Teacher uses everyday conversations as opportunities for children to learn about nature, science or math.		
V.E.11 Teacher provides developmentally appropriate opportunities for children to enhance fine and gross motor development.		

**Standard V.F. Environment**

Indicator	Met/Not Yet	Notes
V.F.1 Room has sufficient, age-appropriate materials so that all children can be actively involved.		
V.F.2 Children are provided some variety of materials from which to choose.		
V.F.3 Children are provided a wide variety of materials from which to choose.		
V.F.4 Play materials are well-organized for children to access them and make deliberate choices.		
V.F.5 The room is divided into spaces for routines and both active and quiet play that are appropriate for the ages of the children enrolled.		
V.F.6 Materials that reflect the diversity of the children’s community are accessible.		
V.F.7 A literacy-rich environment is present in the classroom.		
V.F.8 The classroom has a variety of child-related displays that are easily visible to children.		
V.F.9 Furnishings and equipment are child-sized and appropriate for the children currently enrolled.		
V.F.10 Space and furnishings are arranged so that adults can directly supervise and respond to children during routine care and play activities.		
V.F.11 A protected cozy area is available to children throughout the day.		
V.F.12 The classroom space is uncluttered and noise is kept to a moderate level to avoid over-stimulation and distraction.		
V.F.13 Designated outdoor spaces for infants, toddlers, and twos promote exploration in a least restrictive environment.		
V.F.14 Outdoor equipment and materials are age-appropriate, accessible, and sufficient for all children to be actively engaged.		
V.F.15 A variety of age appropriate outdoor portable play materials/equipment is available.		
V.F.16 Outdoor space is planned as a play and learning environment.		
V.F.17 The outdoor environment is naturalized.		

Element V Process Quality Self-Assessment Form – ABC Quality’s Intentional Teaching Tool (ITT) – Preschool Classrooms

**Standard V.A. Responsive and Sensitive Care**

Indicator	Met/Not Yet	Notes
V.A.1 Speaks unsolicited to a child.		
V.A.2 Responds verbally to child’s comments/questions.		
V.A.3 Acknowledges a child’s comment/request.		
V.A.4 Shows patience and lack of annoyance with child’s questions.		
V.A.5 Converses mostly with children/limited conversation with adults.		
V.A.6 Maintains eye contact while talking with children.		
V.A. 7 Gives appropriate feedback. Examples: repeat what child says, ask for additional information, give relevant comments to children’s questions/comments.		
V.A.8 Attends while child is speaking to adult, i.e. does not walk away or try to do something else (like wiping tables).		
V.A.9 Actively listens to child’s verbalizations (does not interrupt or cut off child’s verbalizations).		

**Standard V.B. Language and Communication**

Indicator	Met/Not Yet	Notes
V.B.1 Asks children individually to talk about activities they are doing (share experiences). Examples: "Was it hard to do?" or "What are you cooking?"		
V.B.2 Asks children individually to share their ideas/feelings about activities/happenings. Examples: (ideas) "What will you make/build?" (feelings) "How do you feel about that?"		
V.B.3 Asks individual children open-ended questions that encourage critical thinking and begin with "why? what? where? and how?"		
V.B.4 Engages in information sharing conversations. Example: "This is a lop-ear rabbit. He likes to eat carrots. Watch while I feed him the carrot."		
V.B.5 Responds in calm manner (no screaming or yelling).		
V.B.6 Listens to a child's explanation/comments even though the child's thinking is faulty. Listens respectfully to child.		

### Standard V.C. Guidance

Indicator	Met/Not Yet	Notes
<p>V.C.1 Provides opportunities for children to be responsible. Examples: picking up toys, wiping spills, personal grooming (toileting, washing hands), obtaining and caring for materials, and other self-help skills.</p>		
<p>V.C.2 Provides children varieties of activities from which to choose: Lets children choose the interest/activity area in which they want to work and also choose the activity in the interest area. This means that staff will not tell children where to go, what to do, or how long to work in an area.</p>		
<p>V.C.3 Staff encourages children to treat each other with kindness and respect; no evidence of ridicule or making fun of others.</p>		
<p>V.C.4 Children's mistakes are handled as routine matters. Example: "You spilled the milk, I'll help you clean it up."</p>		
<p>V.C.5 Room and materials are ready when children arrive.</p>		
<p>V.C.6 Children are told and prepared for what happens next. Example: "After lunch we will take a nap."</p>		
<p>V.C.7 When a child makes an inappropriate choice, the adult helps the child to think about and make a better choice.</p>		
<p>V.C.8 Staff talks about the behavior she wants to correct instead of judging the child. Examples: "It's O.K., we all spill. Use the rag to wipe up the spill." Do not judge: "O.K., Clumsy Sam, wipe up the spill." Children are told what to do not what not to do. Instead of "Don't run" say "John, walk in the class, run outside."</p>		
<p>V.C.9 Staff has a few, fair, simple appropriate classroom rules (no more than 5) and states them clearly to children. Examples are: 1) Walk in the room/run outside. 2) Use your hands to help your friends. 3) Use indoor voices in the classroom.</p>		
<p>V.C.10 Staff practices/models classroom rules (actions speak louder than words). Examples: When staff asks children to use indoor voices, she models using indoor voice (quiet, low pitched).</p>		
<p>V.C.11 Staff encourages children and tells them when they have behaved appropriately. Examples: "You put the puzzle back on the shelf, thank you."</p>		
<p>V.C.12 Children's mistakes are handled individually and privately as possible. Staff do not compare children.</p>		
<p>V.C.13 Uses positive guidance techniques.</p>		



<p>Clarification: To receive credit, one positive strategy must be observed. If one instance of negative discipline is observed, credit is not received. Examples: Redirection, Anticipation/elimination of potential problem, children are given choices.</p>		
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**Standard V.D. Program Structure**

Indicator	Met/Not Yet	Notes
<p>V.D.1 <b>Program maintains required ratio.</b> Staffing patterns shall provide for adult supervision of children at all times and the availability of an additional adult to assume responsibility if one adult must respond to an emergency. Staff are <u>with</u> children, not distracted by other duties (such as cleaning or cooking). Every attempt shall be made to have continuity of adults who work with children. Staff-child ratios shall be maintained through provision of substitutes when regular staff members are absent. Clarification: For mixed age grouping, ratio is based on youngest member of group.</p>		
<p>V.D.2 <b>Program maintains required group size.</b> Staffing patterns shall provide for adult supervision of children at all times and the availability of an additional adult to assume responsibility if one adult must respond to an emergency.</p>		
<p>V.D.3 Children are not required to sit at tables for long periods of time. (Not over 15 to 20 minutes.)</p>		
<p>V.D.4 Group times are relatively short, include experiences children enjoy doing together, and focus on topics of current interest. Clarification: Teacher planned physical activities lasting 5-10 minutes occur at least 2 times per day. These can be planned during total group activities and may include music/movement activities. If group time not observed, teacher interview and lesson plan can be reviewed for planned activities.</p>		
<p>V.D.5 Teachers and children routinely wash hands with soap and water at appropriate times. Clarification: Teachers and children should wash hands with soap and water before preparing/eating a meal or snack, after toileting and after contacting bodily fluids or contaminated items.</p>		
<p>V.D.6 Morning and afternoon schedules allow a large block of time, 45 minutes to 2 hours, for individual and small group activities conducted in interest/activity areas. Children are read to daily in small groups.</p>		
<p>V.D.7 All children must have daily active outdoor play.</p>		
<p>V.D.8 Teacher planned physical activities lasting 5-10 minutes occur at least 2 times per day. Clarification: These can be planned during total group activities and may include music/movement activities. If group time</p>		

not observed, teacher interview and lesson plan can be reviewed for planned activities.		
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**Standard V.E. Early Learning**

Indicator	Met/Not Yet	Notes
V.E.1 Each child is provided opportunities to learn through actively using materials (touching, holding, handling, and trying different ways to use the materials).		
V.E.2 Teacher provides concrete activities that are meaningful to children. Some examples are: sand, water, blocks and puzzles.		
V.E.3 Each child is provided daily opportunities to select materials/companions and manage play independently.		
V.E.4 Each child has an opportunity to work in many positions. Examples are: on a carpet/rug, on the floor, on a platform, standing at a table/easel, sitting at a table or on a cushion, sitting on the lap of a teacher who's reading to them.		
V.E.5 Each child is allowed choices of activities in which to participate and areas of interest in which they work.		
V.E.6 Each child has ongoing opportunities to talk with adults and other children to share ideas, share classroom and personal experiences and to gain experience through use of language.		
V.E.7 Materials are provided which allow children to use them in many different ways. Examples: playdough can be used to make snakes, used with cookie cutters, used to make "pretend" cake, used to make bracelets or many other uses.		
V.E.8 Children have opportunities to learn about nutrition one time a week or more. Clarification: Nutrition education may be provided during large groups, small groups, in centers or during lunch or snack. If not observed, teacher interview can be used or written plan/schedule can be reviewed.		
V.E.9 Teachers provide opportunities for children to enhance motor development both indoors and outdoors. Clarification: Children are encouraged to be physically active indoors and outdoors at appropriate times. Monitor may interview teacher if not observed.		

**Standard V.F. Environment**

Indoor Physical Environment Calculation

Interest/Activity Areas	# of different accessible materials
Dramatic Play	
Blocks	
Art	
Manipulatives	
Library	
Music	
Science	
Indoor Physical Activity	
Other	

Indicator - Materials and equipment – Indoor	Met/Not Yet	Notes
V.F.1 Room has 5 interest/activity areas with a minimum of 5 different accessible materials per interest/activity area.		
V.F.2 Age appropriate equipment is used. (Manufacturer's label may note age appropriateness).		
V.F.3 Materials are intact and in good repair with no missing parts, sharp edges, or rust.		
V.F.4 Materials are arranged so children can get materials by themselves without adult assistance.		
V.F.5 Children work independently with equipment/materials by themselves or in small groups.		
V.F.6 Children are provided play materials that promote physical activity indoors (e.g. scarves, bean bags, ribbons, music/movement CD's, musical instruments) at appropriate times.		
Indicator - Materials and equipment – Outdoor	Met/Not Yet	Notes
V.F.7 Age appropriate outdoor equipment is used. (Manufacturer's label may note age appropriateness).		
V.F.8 Materials are in good repair with no sharp edges, rust or other hazards.		
V.F.9 The outdoor play area is clean, safe, and free of hazards such as garbage, glass, cans, overgrowth, broken structures, loose nails, tree limbs and junked equipment/cars.		
V.F.10 There is a variety of age-appropriate outdoor portable play materials/equipment on the playground sufficient for all children to be actively involved in vigorous play activities. Children do not just wander around with nothing to do. This can be accomplished by supplementing outdoor portable play materials/equipment with in-ground playground equipment (or) leading and involving children in games (or) a combination of portable play materials and any of the others.		

Element V Process Quality Self-Assessment Form – ABC Quality’s Intentional Teaching Tool (ITT) – School Age Classrooms

**STANDARD V.A. Responsive and Sensitive Care**

Indicator	Met/Not Yet	Notes
V.A.1 Speaks unsolicited to a child.		
V.A.2 Responds verbally to a child's comments/questions.		
V.A.3 Acknowledges a child's comment/request.		
V.A.4 Shows patience rather than annoyance with a child's questions.		
V.A.5 Talks mostly with children/limited conversation with other staff.		
V.A.6 Maintains eye contact while talking with children.		
V.A.7 Gives appropriate feedback. Examples: repeats what a child says, asks for additional information, gives relevant comments to children's questions or comments.		
V.A.8 Attends while a child is speaking to him/her, i.e. does not walk away or try to do something else (like wiping tables).		
V.A.9 Actively listens when a child talks (does not interrupt or cut off child's conversations).		

**STANDARD V.B. Language and Communication**

Indicator	Met/Not Yet	Notes
V.B.1 Asks children individually to talk about activities they are doing (share experiences) to adults and other children. Examples: "Was it hard to do?" or "What are you cooking?" or "Tell Tom how you made that."		
V.B.2 Asks children individually to share their ideas/feelings about activities/happenings to adults and children. Examples: (ideas) "What will you make/build?" (feelings) "How do you feel about that?"		
V.B.3 Asks children individually open-ended questions that require more than just "yes" or "no." Example: "What do you think would happen if...?"		
V.B.4 Responds in a calm manner (no screaming or yelling).		
V.B.5 Listens to a child's explanation/comments and helps extend his thinking by asking additional questions. Listens respectfully to each child.		

**STANDARD V.C. Guidance**

Indicator	Met/Not Yet	Notes
V.C.1 Provides opportunities for children to practice and display their abilities with independent living skills, such as housekeeping chores, caring for animals/materials, personal grooming.		
V.C.2 Encourages and supports children to make decisions for themselves. Staff available as needed.		
V.C.3 Provides opportunities for children to become involved in meaningful activities of their own choosing by offering a variety of age-appropriate activities.		
V.C.4 Encourages children to treat each other with kindness and respect and to learn appropriate ways to handle rejection, teasing and other actions which could cause hurt feelings.		
V.C.5 When children accidentally damage equipment, have spills, or break things, teacher handles the matter privately. Example: A child leaves the lid off the bottle of glue and the glue is drying out. Teacher says, "Mix some water in the glue. It's easy to forget to put the lid on."		
V.C.6 Provides children with a dependable yet flexible routine.		
V.C.7 When mistakes are made, teacher assists children in looking for alternative ways to solve their mistakes or problems.		
V.C.8 Has a few, fair, positive, simple, appropriate classroom rules which are posted. Children are encouraged and involved in discussing the rules. Staff models classroom rules (actions speak louder than words).		
V.C.9 Uses positive guidance techniques. Clarification: To receive credit, one positive strategy must be observed. If one instance of negative discipline (as defined in Standard II.A.) is observed, credit is not received.		
V.C.10 Responds equitably to all children without comparison ("Why can't you be good like John?") or criticism ("You are so messy. Why can't you be neat?") or harsh treatment.		
V.C.11 Helps children develop negotiating skills in solving disputes using words to work out problems.		
V.C.12 Uses opportunities during activities to actively teach children how to cooperate with each other.		
V.C.13 Steps in quickly when children's responses become physical and discusses inappropriateness of such responses.		
V.C.14 Helps children deal with feelings (anger, sadness, frustration) by comforting, identifying feelings and helping children use words to solve their problems.		
V.C.15 Knows where children are and what they are doing at all times, but children may be allowed to pursue activities outside of a teacher's direct sight.		

**STANDARD V.D. Program Structure**

Indicator	Met/Not Yet	Notes
<p>V.D.1. Program maintains required ratio. Staffing patterns shall provide for adult supervision of children at all times and the availability of an additional adult to assume responsibility if one adult must respond to an emergency. Staff are <u>with</u> children, not distracted by other duties (such as cleaning or cooking). Every attempt shall be made to have continuity of adults who work with children. Staff-child ratios shall be maintained through provision of substitutes when regular staff members are absent.</p>		
<p>V.D.2. Program maintains required group size. Staffing patterns shall provide for adult supervision of children at all times and the availability of an additional adult to assume responsibility if one adult must respond to an emergency.</p>		
<p>V.D.3 Teachers and children routinely wash hands with soap and water at appropriate times.</p>		
<p>V.D.4 Provides all children daily active outdoor play, weather permitting. criteria above. Note clarifications for programs offering part day or half day (Standard II. C. 5.)</p>		
<p>V.D.5 Schedule balances total group, small group and individual time.</p>		
<p>V.D.6 Teacher planned physical activities lasting 5-10 minutes occur at least twice a day in a full-day schedule, (or once in a part-time or half-day program). If not observed, teacher interview and lesson plan can be reviewed for planned activities.</p>		
<p>V.D.7 Conducts smooth and unregimented transitions between activities. School-age children help plan and participate in the change of activity, and have time to adjust to change from school to center.</p>		

**STANDARD V.E. Early Learning**

Indicator	Met/Not Yet	Notes
V.E.1 Encourages children to be physically active indoors and outdoors at appropriate times through a variety of large muscle activities and vigorous exercises that allows children to move around and "let off steam." Examples: running, jumping, throwing, catching, tumbling, dodge ball. If not observed, teacher interview and lesson plan can be reviewed for planned activities.		
V.E.2 Provides children time to be alone, to rest, reflect and read.		
V.E.3 Provides children a place, time and adult guidance/support/assistance to complete homework.		
V.E.4 Provides each child opportunities to experience success through actively using materials (touching, holding, handling, and experimenting with different ways to use the materials.		
V.E.5 Allows each child choices of activities in which to participate and areas of interest in which to work. Provides each child daily opportunities to select materials/companions and manage play independently, i.e. may participate in group games or may choose to work or play alone.		
V.E.6 Does not require children to sit at tables but gives them an opportunity to work in many positions. Examples: on a carpet/rug, on the floor, or sitting at a table or on a cushion, sofa, bean bag, stage, pillows, etc.		
V.E.7 Provides each child ongoing opportunities to talk with adults and other children to share ideas, share classroom and personal experiences and to develop friendships, etc.		
V.E.8 Provides many ways to express creativity: cooking, paint, clay, crafts, etc. Encourages dancing, creative dramatics, singing, or playing instruments.		
V.E.9 Activities emphasize cooperation; games and activities do not require excessive competition.		
V.E.10 Program includes opportunities to learn about nutrition 1 time per week or more. Clarification: Nutrition education may be provided during large groups, small groups, in centers or during lunch or snack. If not observed, teacher interview can be used or written plan/schedule can be reviewed.		

**STANDARD V.F. ENVIRONMENT**

Interest/Activity Areas/Categories	# of different accessible items
Active indoor area (e.g. tumbling, balls, balance beam)	
Building and miniature materials for imaginative play (e.g. Legos, unit blocks, tinker toys)	
Dramatic play and home living, role playing with a variety of career awareness materials (e.g. teacher, journalist, restaurant worker, police officer, doctor.)	
Arts, crafts, and creative construction (e.g. paints, chalk, markers, pompoms, beadwork, pipe stems, cloth, cardboard tubes, woodworking, modeling clay)	
Quiet center (e.g. loft, quiet pillow corner, large boxes)	
Literature (e.g. books, flannel board stories, writing centers, listening activities, audio-visual resources)	
Puzzles (e.g. variety of puzzles, problem solving situations)	
Table games (e.g. chess, checkers, monopoly and cards)	
Science, math, social studies and exploration (e.g. experiments, math and science games, plants, animals, computers, gardening)	
Homework area with current resource materials available. (e.g. paper, pens, dictionary, thesaurus, clipboards, textbooks)	
Homelike area (e.g. adult-sized upholstered furniture, tables, lamps)	
Music and movement (e.g. CD player, CD's, scarves, ribbons, streamers, rhythm instruments)	
Others (please list)	

Indicator – Indoor	Met/Not Yet	Notes
V.F.1 School age children have at least 5 interest/activity areas with a minimum of 5 different materials per interest/activity area set up to encourage children's freedom of choice and opportunities to use materials in activities with adults assuming roles of resource persons.		
V.F.2 Age appropriate equipment is used.		
V.F.3 Materials are intact and in good repair with no missing parts, sharp edges, or rust.		
V.F.4 Materials are arranged so children can get materials by themselves without adult assistance.		
V.F.5 Children work independently with equipment/materials by themselves or in small groups.		
V.F.6 Children's storage with private compartments or space is provided.		
V.F.7 Children are provided play materials that promote physical activity indoors (e.g. balls, music/movement CD's) at appropriate times.		
Indicator – Outdoor	Met/Not Yet	Notes
V.F.8 Age appropriate outdoor equipment is used.		
V.F.9 Materials are in good repair with no sharp edges, rust or other hazards.		
V.F.10 The outdoor play area is clean, safe, and free of hazards such as garbage, glass, cans, overgrowth, broken structures, loose nails, tree limbs and junked equipment/cars.		



<p>V.F.11 There is a variety of age-appropriate outdoor portable play materials/equipment on the playground sufficient for all children to be actively involved in vigorous play activities. This can be accomplished by supplementing outdoor portable play materials/equipment with playground equipment, or planning/leading and involving children in games, or a combination of portable play materials and any of the others.</p>		
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# Structural Quality Document Submittal Form

Use this form as a cover page to documents you are submitting for review.

## Instructions:

1. On each document submitted, **write** the appropriate Element number, Standard letter and Indicator number i.e. 1.A.2, III.B.5.
2. Make sure that the name of your program is written/printed on each document submitted.
3. If an indicator requires submission of all components within a document to earn credit, please highlight, circle, or underline the components within your documents so they are not overlooked.
4. Indicate (v) on the *Structural Quality Document Submittal Forms*, each document you have or have not submitted.
5. Submit this entire package (pages 1-14) with the documents you are submitting to meet the ABC Quality Structural Quality indicators.
6. Complete page 1 below in its entirety—sign and date.
7. Refer to the ABC Quality *Structural Quality Clarification Guide* for additional guidance pertaining to document submission.

Program Name: \_\_\_\_\_

Program Address: \_\_\_\_\_  
Street City Zip Code

Ages of Children served: \_\_\_\_\_

Name of Director/Administrator: \_\_\_\_\_

Contact Information: \_\_\_\_\_  
Work Phone Cell Phone

I certify that I have provided all documentation that is relevant to the ABC Quality Structural Quality Standards. I have indicated on the *Structural Quality Document Submittal Form* all documents that I have and have not been submitted. I understand that the documents I submit may or may not receive credit, based on how well they meet the intent of the indicator. I understand that submission of my documents and this form will constitute as my final submission. I understand that any additional documents may or may not be accepted once submission has been received.

\_\_\_\_\_  
 Director/Administrator Signature Date

## Element I: Program Administration and Structure

Standard I.A Organizational Structure

Standard I.B Program Operations

Standard I.C Policy and Procedures Relating to the Care of Children

### Standard I.A: Organizational Structure

Sub standard	Indicator	Submitted	Not Submitted
Program Mission or Philosophy	<p><i>Basic:</i></p> <p><b>I.A.1</b> The program has a clearly stated program mission or philosophy statement.</p>		
	<p><i>Intermediate:</i></p> <p><b>I.A.2</b> The program has developed goals and/or a vision related to its stated mission or philosophy.</p>		
	<p><i>Advanced:</i></p> <p><b>I.A.3</b> The program’s mission, philosophy, goals and/or vision are consistent with components of a strategic plan to achieve a quality learning environment. Strategic planning provides a sense of direction for your program and outlines measurable, time specific goals.</p>		
Program Evaluation	<p><i>Basic:</i></p> <p><b>I.A.4</b> The program conducts program evaluation (i.e. suggestion box, program assessments, staff or parent interviews, questionnaires, etc.).</p>		
	<p><i>Intermediate:</i></p> <p><b>I.A.5</b> The program includes both staff and parents in program evaluation processes.</p>		
	<p><i>Advanced:</i></p> <p><b>I.A.6</b> The program utilizes the data gained from staff and parent program evaluations to inform a written plan for continuous quality improvement.</p>		

### Standard I.B: Program Operations

Sub standard	Indicator	Submitted	Not Submitted
Staff Orientation	<p><i>Basic:</i></p> <p><b>I.B.1</b> The program has a written orientation procedure that covers all of the following:</p> <ul style="list-style-type: none"> <li>• Job description;</li> <li>• Employee/staff handbook;</li> <li>• Parent handbook; and</li> <li>• Personnel policies.</li> </ul>		
	<p><b>I.B.2</b> The orientation must be conducted within 30 days of hire</p>		
	<p><i>Intermediate:</i></p> <p><b>I.B.3-</b> The orientation includes the above components in I.B.1 <b>AND</b></p> <ul style="list-style-type: none"> <li>- ABC Quality Standards; <i>and</i></li> <li>- SC Early Learning Standards*</li> </ul>		
	<p><i>Advanced:</i></p> <p><b>I.B.4-</b> The written staff orientation is reviewed with all staff annually.</p>		
Human Resource Policies	<p><i>Basic:</i></p> <p><b>I.B.5</b> The program provides a written pay scale and benefits plan for staff.</p>		
	<p><i>Intermediate:</i></p> <p><b>I.B.6</b> The program’s compensation package (salary and benefits) is differentiated based on an employee’s position, years of experience, education level, and/or staff evaluations.</p>		
	<p><i>Advanced:</i></p> <p><b>I.B.7</b> The program provides at least 2 of the following benefits to staff:</p> <ul style="list-style-type: none"> <li>- Options for affordable health insurance;</li> <li>- Paid time-off (sick and/or vacation);</li> <li>- Retirement plan options; or</li> <li>- Tuition reimbursement or paid professional development (including participation in TEACH).</li> </ul>		
Business Practices	<p><i>Basic:</i></p> <p><b>I.B.8</b> The program maintains a budget that includes income and expense projections.</p>		
	<p><i>Intermediate:</i></p>		

	<b>I.B.9</b> The program works with an outside professional (CPA, etc.) to develop the budget at least quarterly and make modifications as needed.		
	<i>Advanced:</i> <b>I.B.10</b> The program completes an annual audit of income and expenses.		

**Standard I.C: Policies and Procedures Relating to the Care of Children**

<b>Sub standard</b>	<b>Indicator</b>	<b>Submitted</b>	<b>Not Submitted</b>
Staffing Plan	<i>Basic:</i> <b>I.C.1</b> The program has a staffing plan that demonstrates how each classroom will meet ABC Quality ratios.		
	<b>I.C.2</b> The staffing plan provides a procedure to ensure proper staffing is maintained when assigned teachers are unavailable without shifting or moving children to other classrooms.		
	<i>Intermediate:</i> <b>I.C.3</b> The program demonstrates how each classroom will meet ABC Quality group size.		
	<b>I.C.4</b> The program has designated floaters or substitutes to ensure that children have consistency of staff.		
	<b>I.C.5*</b> The program’s staffing plan ensures that children remain in their assigned classroom for at least 85% of the day.		
	<i>Advanced:</i> <b>I.C.6</b> The program has a staffing plan that demonstrates how each classroom exceeds ABC Quality Ratios and Group Size Requirements.		
	<b>I.C.7</b> Children are assigned a primary teacher.		
	<b>I.C.8*</b> The program provides paid planning time for teachers as a part of their staffing plan. This time can be used for teachers to plan together, mentor each other, etc.		
	Transition Policy*	<i>Basic:</i> <b>I.C.9*</b> The program has a transition policy that includes practices to support successful internal transitions (moving into new classrooms within the center) for children and their families. The policy must include plans to limit internal transitions of children to a new age group/classroom to no more than once a year.	
<i>Advanced:</i>			

	I.C.10* The Transition Policy has a plan to ensure successful external (children moving to a new program or school) transitions for children and their families.		
<b>Sub standard</b>	<b>Indicator</b>	<b>Submitted</b>	<b>Not Submitted</b>
Inclusive Practices Policy	<i>Basic:</i> <b>I.C.11</b> The program’s Inclusion Policies include: <ul style="list-style-type: none"> <li>- Nondiscrimination and confidentiality statements;</li> <li>- A description of communication strategies used with parents to learn about individual child needs and necessary supports for the child’s inclusion and participation; and</li> <li>- A process for determining reasonable modifications and accommodations to include children with varying abilities in all activities and routines.</li> <li>- Specialized services to support children with disabilities are carried out in the classroom setting.</li> </ul>		
	<i>Intermediate:</i> <b>I.C.12</b> The program provides literature and resources to support parents of children with disabilities		
	<i>Advanced:</i> <b>I.C.13</b> The program’s Inclusion Policies include all of the items in I.C.11 AND: <ul style="list-style-type: none"> <li>- Plans for teachers to participate in the Individualized Care Plans (IFSP/IEP) if parents request; and</li> <li>- Plans for teachers to use goals from the IFSP/IEP to support a child’s individual learning.</li> </ul>		
Child Assessments and Lesson Planning*	<i>Intermediate:</i> <b>I.C.14*</b> The program has a procedure to support ongoing observation and documentation of child learning and development.		
	<i>Advanced:</i> <b>I.C.15*</b> The program has lesson plans that are linked to specific learning goals and objectives based on individual child assessments.		

## Element II: Staff Education and Professional Development

**Standard II.A Education - Program Leadership/Administrators**

**Standard II.B Education - Teachers**

**Standard II.C Staff Evaluation and Ongoing Professional Development**

### Education Tiers

Each tier is built on the foundation of meeting the staffing qualifications defined in the Child Care Licensing Regulations (114-503 K). Early care and education professionals are encouraged to move up the tiers to advance their practice and understanding in the field. (See **SC Early Care and Education Career Path and Credential Levels in ABCQ Supplemental Information**).

### Standard II.A Program Leadership/Administrators

Early Care and Education Professionals who supervise staff and support curriculum planning and daily program operations.

Sub-standard	Indicator	Submitted	Not Submitted
Education Level	<i>Basic:</i> <b>II.A.1</b> Program Leadership/Administrators meet the <i>Entry Tier</i> qualifications.		
	<i>Intermediate:</i> <b>II.A.2</b> All Program Leadership/Administrators meet the <i>Entry Tier</i> qualifications and at least one meets the <i>Skilled Tier</i> .		
	<i>Advanced:</i> <b>II.A.3</b> All Program Leadership/Administrators meet the <i>Skilled Tier</i> qualifications and at least one meets <i>Accomplished Tier</i> .		

### Standard II.B Teachers

Early Care and Education Professionals who supervise, plan and implement developmentally appropriate activities and experiences to promote optimum growth and development of children.

Sub-standard	Indicator	Submitted	Not Submitted
Education Level	<i>Basic:</i> <b>II.B.1</b> A minimum of 50% of teachers meet or exceed the <i>Entry Tier</i> qualifications.		
	<i>Intermediate:</i> <b>II.B.2</b> A minimum of 75% of teachers meet or exceed the <i>Entry Tier</i> qualifications.  AND A minimum of 25% of teachers meet or exceed the <i>Skilled Tier</i> qualifications.		

	<p><i>Advanced:</i></p> <p><b>II.B.3</b> 100% of teachers meet or exceed the <i>Entry Tier</i> qualifications.</p> <p>AND A minimum of 25% of teachers meet the <i>Accomplished Tier</i> qualifications.</p>		
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**Standard II.C Staff Evaluation and Ongoing Professional Development**

<b>Sub-standard</b>	<b>Indicator</b>	<b>Submitted</b>	<b>Not Submitted</b>
Staff Evaluations	<p><i>Basic:</i></p> <p><b>II.C.1</b> Program Leadership provides early care and education professionals with an annual written evaluation based on supervision and observation of performance.</p>		
	<p><i>Intermediate:</i></p> <p><b>II.C.2</b>The written staff evaluation (<b>see ABCQ Supplemental Information</b>) includes feedback on strengths and areas that need improvement.</p>		
	<p><i>Advanced:</i></p> <p><b>II.C.3</b> The results of written evaluations inform staff professional development plans and/or targeted staff supports to improve practice.</p>		
Professional Development Plans and Annual Training Hours.	<p><i>Basic:</i></p> <p><b>II.C.4</b> 100% of the program’s early care and education professionals have a Professional Development Plan. (<b>see ABCQ Supplemental Information</b>)</p>		
	<p><b>II.C.5</b> At least 50% of teachers exceed 15 hours of training in the calendar year.</p>		
	<p><b>II.C.6</b> The program leadership/administrators exceed 20 hours of training in the calendar year.</p>		
	<p><i>Intermediate:</i></p> <p><b>II.C.7</b> At least 75% of teachers meet or exceed 20 hours of training in the calendar year.</p>		
	<p><i>Advanced:</i></p> <p><b>II.C.8</b> 100% of teachers meet or exceed 20 hours of training in the calendar year.</p>		
	<p><b>II.C.9</b> A minimum of 10 hours of the training hours in II.C.8 are from certified trainings.</p>		



	<b>II.C.10</b> 25% of staff are enrolled in ECE coursework or a formal training series on ECE topics (e.g. Curriculum, Early Literacy, PITC, Conscious Discipline, ERS, CLASS, SHAPES, CARA’s Kit, etc.).		
	<b>II.C.11</b> All staff receive specific training in evidence-based practices and supports for social-emotional development and behavioral health e.g. Pyramid Model <a href="http://www.pyramidmodel.org">http://www.pyramidmodel.org</a> , <a href="https://consciousdiscipline.com">Conscious Discipline https://consciousdiscipline.com</a> .		
	<b>II.C.12</b> All staff received at least one hour of training related breastfeeding, infant feeding or child nutrition in each calendar year.		
	<b>II.C.13</b> All staff received at least one hour of training related to children’s movement/physical activity in each calendar year.		

### Element III: Child Well-being

**Standard III.A** Nutrition

**Standard III.B** Physical Health

**Standard III.C** Mental Health

**Standard III.D** Child Screening and Referrals

#### Standard III.A Nutrition

Sub-standard	Indicator	Submitted	Not Submitted
Nutrition Policy	<p><i>Basic:</i></p> <p><b>III.A.1</b> Nutrition Policy includes:</p> <ul style="list-style-type: none"> <li>- Plans to ensure that children receive healthy and well-balanced meals that meet nutritional requirements by following the USDA CACFP meal pattern requirements for all meals/snacks;</li> <li>- Prohibition on using food as reward/punishment; and</li> <li>- Accommodation for individual allergic needs of children.</li> </ul>		
	<p><i>Intermediate:</i></p> <p><b>III.A.2</b> Nutrition Policy includes all items in III.A.1 <b>AND:</b></p> <ul style="list-style-type: none"> <li>- Accommodation of special dietary requirements of children based on physical, religious or cultural beliefs;</li> <li>- Planned and/or informal opportunities to learn about healthy eating are provided to children at least once a week; and</li> <li>- Teacher practices to encourage healthy eating.</li> </ul>		
	<p><i>Advanced:</i></p> <p><b>III.A.3</b> Nutrition Policy includes all of III.A.1, III.A.2 <b>AND:</b></p> <ul style="list-style-type: none"> <li>- Guidelines for foods offered during holidays and celebrations;</li> </ul>		

	<ul style="list-style-type: none"> <li>- Plans to educate families about child nutrition and/or infant feeding; and</li> <li>- Plans for fund-raising with non-food items.</li> </ul>		
Menus	<p><i>Basic:</i></p> <p><b>III.A.4</b> Menus reflect:</p> <ul style="list-style-type: none"> <li>- All meals and/or snacks are planned and served to meet children’s nutritional requirements as recommended by following the USDA Child and Adult Care Food Program meal pattern requirements;</li> <li>- Unflavored whole milk must be served to 1 year olds; unflavored skim or 1% milk must be served to children 2 years and older;</li> <li>- 100% juice is allowed once per day in the appropriate serving size;</li> <li>- Sweet foods are served no more than two times per week; and</li> <li>- Sugar-sweetened beverages are not served.</li> </ul>		
	<p><i>Intermediate:</i></p> <p><b>III.A. 5</b> Menus reflect all of III.A.4 <b>AND</b> for programs serving a) 2 meals and 1 snack or b) lunch and 2 snacks or c) lunch and 1 snack:</p> <ul style="list-style-type: none"> <li>- Fruit (not juice) is served at least two times per day;</li> <li>- A vegetable, other than white potatoes, is served at least once per day;</li> <li>- Whole grain foods are served at least once per day;</li> <li>- High-fat meats are served no more than two times per week; and</li> <li>- Fried/pre-fried foods are served no more than one time per week.</li> </ul> <p>For programs serving a snack only:</p> <ul style="list-style-type: none"> <li>- Fruit (not juice) is served at least two times per week;</li> <li>- A vegetable, other than white potatoes, is served at least two times per week;</li> <li>- Whole grain foods are served at least two times per week;</li> <li>- High-fat meats are served no more than two times per week; and</li> <li>- Fried/pre-fried foods are served no more than one time per week.</li> </ul>		
	<p><i>Advanced:</i></p> <p><b>III.A.6</b> Menus reflect all of III. A.4 and III. A.5 <b>AND</b>:</p> <ul style="list-style-type: none"> <li>- A vegetable, other than white potatoes, is served at least two times per day;</li> <li>- Whole grain foods are served at least two times per day;</li> <li>- Sweet foods are served no more than one time per week;</li> <li>- High-fat meats are served no more than one time per week; and</li> <li>- Fried/pre-fried foods are served no more than one time in a two-week period.</li> </ul>		

### Standard III.B: Physical Health

Sub-standard	Indicator	Submitted	Not Submitted
Physical Activity Policy	<p><i>Basic:</i></p> <p><b>III.B.1</b> Physical Activity Policy includes:</p> <ul style="list-style-type: none"> <li>- Promotion of a least restrictive, safe environment for infants and toddlers at all times;</li> <li>- No screen time, media viewing or computer use for children under age 2;</li> <li>- Not using or withholding physical activity as punishment;</li> <li>- Frequency and amount of time provided for daily active outdoor play for all children;</li> <li>- Description of appropriate dress for outdoor play; and</li> <li>- Teacher practices that encourage physical activity.</li> </ul>		
	<p><i>Intermediate:</i></p> <p><b>III.B.2</b> Physical Activity Policy includes all of III.B.1 <b>AND</b>:</p> <ul style="list-style-type: none"> <li>- Education for families on children’s physical activity; and</li> <li>- Education for families on screen time.</li> </ul>		
	<p><i>Advanced:</i></p> <p><b>III.B.3</b> Physical Activity Policy includes all of III.B.1 and III.B.2 <b>AND</b>:</p> <ul style="list-style-type: none"> <li>- Inclement weather plan that provides for indoor active play; and</li> <li>- Limits to the amount of screen time, media viewing or computer use allowed for children age 2 and older.</li> </ul>		
Daily Schedule	<p><i>Basic:</i></p> <p><b>III.B.4</b> Daily schedule reflects the frequency and amount of time provided for active outdoor play; and</p>		
	<p><b>III.B.5</b> Daily schedule meets III.B.4 <b>AND</b> reflects teacher-planned physical activities that support gross motor development at least two times a day.</p>		
	<p><i>Intermediate:</i></p> <p><b>III.B.6</b> Daily schedule reflects that indoor active play time will be provided, equivalent to the amount of time allocated for outdoor play, in the event of inclement weather.</p>		
	<p><i>Advanced:</i></p> <p><b>III.B.7</b> The program maintains an inclement weather plan that reflects materials and/or activities to support indoor active play when unable to play outdoors due to adverse weather conditions.</p>		

### Standard III C: Mental Health

Sub-standard	Indicator	Submitted	Not Submitted
Referrals and Services for Children	<i>Basic:</i> <b>III.C.1</b> The Program has a current resource list of appropriate services/agencies.		
	<i>Intermediate:</i> <b>III.C.2</b> The program has a policy to refer children in need of mental health services to the appropriate agency		
	<b>III.C.3</b> Parents and program staff develop joint strategies to manage children with challenging behaviors (i.e. developmentally appropriate and, when possible, evidence-based).		
	<i>Advanced:</i> <b>III.C.4</b> The program partners with community resources and families to identify and facilitate appropriate referrals for specific children and families regarding medical, developmental, mental health, and/or other needs.		
	<b>III.C.5</b> The program works to see that referrals meet the diverse needs of families, with particular consideration given to issues concerning resources, culture, and language.		
Community Partnerships	<i>Basic:</i> <b>III.C.6</b> The program establishes and maintains partnerships with relevant child- and family- serving agencies within the community (e.g. those involving Early Head Start, Head Start, child care, family support, early intervention, mental health treatment, child welfare) to collaborate on behalf of children and families.		
	<i>Intermediate:</i> <b>III.C.7</b> Community resources are accessed for children and families experiencing trauma.		
Discipline, Suspension and Expulsion Policies	<i>Basic:</i> <b>III.C.8</b> The program adopts a suspension and expulsion policy. <a href="https://www.acf.hhs.gov/occ/resource/im-2016-03">https://www.acf.hhs.gov/occ/resource/im-2016-03</a>		
	<i>Intermediate:</i> <b>III.C.9</b> The program’s discipline policy is based on a framework of evidence-based practices and supports for social-emotional development and behavioral health e.g. Pyramid Model		

	<a href="http://www.pyramidmodel.org">http://www.pyramidmodel.org</a> , Conscious Discipline <a href="https://consciousdiscipline.com">https://consciousdiscipline.com</a>		
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**Standard III.D Child Screening and Referrals\***

<b>Sub-standard</b>	<b>Indicator</b>	<b>Submitted</b>	<b>Not Submitted</b>
Child Screening and referrals	<i>Basic:</i> <b>III.D.1*</b> The program conducts regular, informal developmental monitoring. <a href="https://www.cdc.gov/ncbddd/actearly/index.html">https://www.cdc.gov/ncbddd/actearly/index.html</a>		
	<i>Intermediate:</i> <b>III.D.2*</b> The program conducts assessments from a nationally recognized formal screening tool at least once per year.		
	<i>Advanced:</i> <b>III.D.3*</b> Developmental, vision and hearing screenings are conducted within 60-90 days of a child entering the program. <a href="http://scfirststeps.com/wp-content/uploads/2014/10/VisionHearingGuidance_2011.pdf">http://scfirststeps.com/wp-content/uploads/2014/10/VisionHearingGuidance_2011.pdf</a>		
	<b>III.D.4*</b> The program has a plan to ensure that child screenings and assessments are done in a culturally and linguistically appropriate manner, including in the child’s home language.		
Referrals	<i>Intermediate:</i> <b>III.D.5*</b> Appropriate referrals are made based on the results of the screening.		
Family Supports	<i>Basic:</i> <b>III.D.6*</b> The program supports families by providing information on professional resources when they suspect a child may have a developmental delay.		
	<i>Intermediate:</i> <b>III.D.7*</b> Information about a child’s growth and progress, based on results of the screenings, is shared with families according to the instruments’ implementation timeframe.		
Community Collaboration	<i>Advanced:</i> <b>III.D.8*</b> The program collaborates with other professionals (i.e. local school district, Babynet, etc.) during the evaluation and eligibility determination process to provide information about the child’s specific needs and developmental concerns.		

### Element IV: Family Communication, Engagement and Cultural Competency

Sub-standard	Indicator	Submitted	Not Submitted
Communication with Families	<p><i>Basic:</i></p> <p><b>IV.A.1</b> The program utilizes a method to collect information about the child and his/her family, including information on:</p> <ul style="list-style-type: none"> <li>- Family preferences regarding routine care (sleeping, diapering/toileting, and feeding);</li> <li>- Temperament;</li> <li>- Dominant language;</li> <li>- Social/emotional concerns;</li> <li>- Special needs</li> </ul>		
	<p><b>IV.A.2</b> The program regularly communicates information with families in multiple ways, such as:</p> <ul style="list-style-type: none"> <li>- Having family bulletin boards with relevant information;</li> <li>- Providing daily communication sheets about the child's day;</li> <li>- Newsletters, e-mail blasts, or website updates; and/or</li> <li>- Family/teacher conferences, open houses.</li> </ul>		
	<p><b>IV.A.3</b> The program has a policy for families to drop off and pick up children in their classroom, supporting daily communication with teachers.</p>		
	<p><i>Intermediate:</i></p> <p><b>IV.A.4*</b> Teachers offer a minimum of 2 family/teacher conferences annually.</p>		
	<p><i>Advanced:</i></p> <p><b>IV.A.5</b> Programs have a plan to communicate with families in their home language.</p> <p><a href="https://eclkc.ohs.acf.hhs.gov/culture-language/article/home-language-support">https://eclkc.ohs.acf.hhs.gov/culture-language/article/home-language-support</a></p>		
	<p><b>IV.A.6</b> Programs utilize home visitations as a means to develop relationships with families.</p>		
	Family Engagement	<p><i>Intermediate:</i></p> <p><b>IV.A.7</b> The program demonstrates multiple methods for family engagement, i.e.:</p> <ul style="list-style-type: none"> <li>- Family members volunteer and participate in program activities.</li> <li>- The program hosts family workshops, social gatherings, and/or targeted outreach events.</li> </ul>	
<p><b>IV.A.8</b> The program provides opportunities to engage families based on cultural needs and interests.</p>			

	<p><b>IV.A.9</b> The program solicits family input through surveys, a suggestion box, or parent boards/organizations.</p>		
	<p><i>Advanced:</i></p> <p><b>IV.A.10</b> The program completes a family engagement self-assessment and planning process. See ABC Quality Family Engagement Toolkit <a href="http://www.schildcare.org/library/abc-quality-documents.aspx">http://www.schildcare.org/library/abc-quality-documents.aspx</a> and Strengthening Families Self-Assessment (<a href="https://www.cssp.org/reform/strengtheningfamilies/2014/CENTER-BASED-EARLY-CARE-AND-EDUCATION-PROGRAM-SELF-ASSESSMENT.pdf">https://www.cssp.org/reform/strengtheningfamilies/2014/CENTER-BASED-EARLY-CARE-AND-EDUCATION-PROGRAM-SELF-ASSESSMENT.pdf</a>)</p>		
Cultural Competency	<p><i>Basic:</i></p> <p><b>IV.A.11</b> The program has policies and practices in place to support the needs of dual language learners and children and families from different cultures.</p>		
	<p><i>Intermediate:</i></p> <p><b>IV.A.12</b> The program utilizes strategies to support families whose home language is not English.</p>		
	<p><i>Advanced:</i></p> <p><b>IV.A.13</b> The program completes a self-assessment of cultural competence using a tool, such as the National Association for the Education of Young Children Pathways to Cultural Competence Checklist (<a href="https://www.naeyc.org/files/naeyc/file/policy/state/QBCC_Tool.pdf">https://www.naeyc.org/files/naeyc/file/policy/state/QBCC_Tool.pdf</a>) or the Self-Assessment Checklist for Personnel Providing Services and Supports In Early Intervention and Early Childhood Settings from the National Center on Cultural Competence.</p>		
	<p><b>IV.A.14</b> The program provides policies and documents in their families' home language.</p>		

## STAFFING PLAN

Use this form to provide information regarding structural indicators I.C.1- I.C.8

Programs develop a written staffing plan to ensure classrooms are staffed to ensure proper staff:child ratios and maintain low group sizes. ABC Quality determines staff:child ratios by how many staff to how many children and are applied using the youngest child in the group. Group Size refers to the number of children in a classroom. Considerations in the staffing plan should handle teacher absences, breaks, and planning time.

ABC Quality Staff:Child Ratio and Group Size Chart

Age of Child	ABC Quality Ratio	ABC Quality Group Size
0 to 12 months	1 adult : 4 children	8
12 to 24 months	1 adult : 5 children	10
2 to 3 years	1 adult : 7 children	14
3 to 4 years	1 adult : 11 children	22
4 to 5 years	1 adult : 13 children	26
5 to 6 years	1 adult : 15 children	30
6 to 9 years	1 adult : 18 children	36
9 to 13 years	1 adult : 20 children	40

Program Name \_\_\_\_\_

Program Hours of Operation \_\_\_\_\_

**Complete the following page for each classroom.**



<b>Classroom:</b>	
Classroom Opening Time:	Classroom Closing Time:
Number of children enrolled in the classroom (including part-time and drop-in):	Children's ages: (if mixed ages, list number enrolled of each age)
Maximum Staff: Child Ratio (I.C.1 and I.C.6):	Maximum Group Size (I.C.3 and I.C.6):
Staff	Role (Teacher/Floater/etc) (I.C.4)
	Hours in Classroom
I.C.2: If floaters/substitutes are not used, how does the program handle teacher absences and breaks for this classroom?	
If the classroom is at its maximum ratio and another child arrives, what is the procedure?	
I.C.5: If the opening time and/or closing time of the classroom is not the same as hours of the program, explain where the children would be when their assigned classroom is not open:	
I.C.7: Does this classroom have primary teacher/s? If so, please explain:	
I.C.8: Are teachers provided a paid planning time? If so, please explain classroom coverage during this time:	