

ABC Quality



ABC Quality Structural Quality Indicators

Element I: Program Administration and Structure

Standard I.A: Organizational Structure/Program Operations

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

Standard I.A Organizational Structure/Program Operations

Indicators
I.A.1 The program has a clearly stated mission or philosophy statement. (1pt)
I.A.2 The program utilizes staff and parent program evaluations to inform written plans for continuous quality improvement. (1pt)
I.A.3 The program utilizes the Program Administrator Scale (PAS) to measure leadership and management practices as a self-assessment tool to inform quality improvement. (2pts)

Standard I.B Policies and Procedures Relating to the Care of Children

*Not applicable for School-Age Only Programs

Indicators																														
I.B.1 The program has a staffing plan that demonstrates how each classroom meets ABC Quality ratios and group sizes. (4pts)																														
<table border="1"> <thead> <tr> <th>Child Age</th> <th>ABC Ratio Adult: Child</th> <th>ABC Group Size</th> <th>Child Age</th> <th>ABC Ratio</th> <th>ABC Group Size</th> </tr> </thead> <tbody> <tr> <td>0 to 12 months*</td> <td>1 adult : 4 children</td> <td>8</td> <td>4 to 5 years*</td> <td>1 adult : 13 children</td> <td>26</td> </tr> <tr> <td>12 to 24 months*</td> <td>1 adult : 5 children</td> <td>10</td> <td>5 to 6 years</td> <td>1 adult : 15 children</td> <td>30</td> </tr> <tr> <td>2 to 3 years*</td> <td>1 adult : 7 children</td> <td>14</td> <td>6 to 9 years</td> <td>1 adult : 18 children</td> <td>36</td> </tr> <tr> <td>3 to 4 years*</td> <td>1 adult : 11 children</td> <td>22</td> <td>9 to 13 years</td> <td>1 adult : 20 children</td> <td>40</td> </tr> </tbody> </table>	Child Age	ABC Ratio Adult: Child	ABC Group Size	Child Age	ABC Ratio	ABC Group Size	0 to 12 months*	1 adult : 4 children	8	4 to 5 years*	1 adult : 13 children	26	12 to 24 months*	1 adult : 5 children	10	5 to 6 years	1 adult : 15 children	30	2 to 3 years*	1 adult : 7 children	14	6 to 9 years	1 adult : 18 children	36	3 to 4 years*	1 adult : 11 children	22	9 to 13 years	1 adult : 20 children	40
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I.B.2* The program provides teacher paid planning time to support opportunities to plan, assess, and change practices. (1pt)																														
I.B.3* The program has a transition policy that includes practices to support successful internal transitions (moving to new classrooms within the center) and external transitions (when new children join the program or a child permanently leaves the program to attend another program or school environment). (1pt)																														
I.B.4 The program's Inclusion Policies follow ADA Guidelines and includes: (2pts) <ul style="list-style-type: none"> - Nondiscrimination and confidentiality statements; - A description of communication strategies used with parents to learn about individual child needs and necessary supports for the child's inclusion and participation; - A process for determining reasonable modifications and accommodations to include children with varying abilities in all activities and routines; and - Specialized services to support children with disabilities that are carried out in the classroom setting. 																														
I.B.5 The program's Inclusion Policies include: (2pts) <ul style="list-style-type: none"> - Plans for teachers to participate in the Individualized Care Plans (Individualized Family Service Plan (IFSP) and/or Individualized Education Plan (IEP) if parents request; and - Plans for teachers to use goals from the IFSP/IEP to support a child's individual learning. 																														

Element II: Staff Education and Professional Development

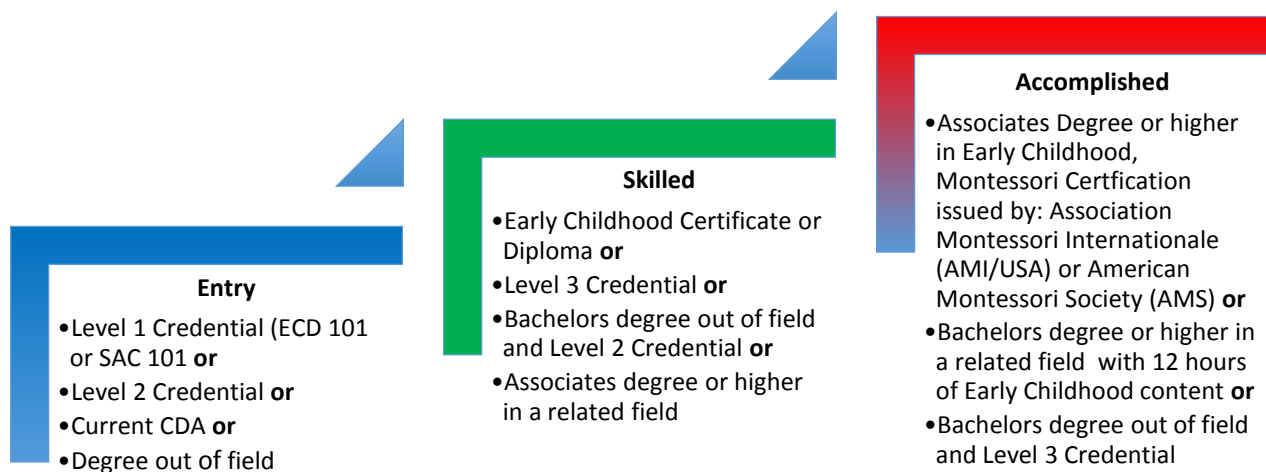
Standard II.A Education - Program Leadership/Administrators

Standard II.B Education - Teachers

Standard II.C Staff Evaluation and Ongoing Professional Development

Education Tiers

Note: Each tier is built on the foundation of meeting the staffing qualifications defined in the Child Care Licensing Regulations (114-503 K). A high school diploma or GED is the minimum staff qualification for Child Care Licensing and therefore does NOT meet any of the Education Tiers. 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**)



NOTE: Completion of the *Element II: Staff Education and Professional Development Tracking Form* with supporting evidence tracks the documentation needed to receive points for indicators within this Element.

Standard II.A Program Leadership/Administrators

Indicators
II.A.1 All program leadership/administrators meet the <i>Entry Tier</i> qualifications. (3pts)
II.A.2 All program leadership/administrators meet the <i>Entry Tier</i> qualifications and at least one meets the <i>Skilled Tier</i> . (3pts)
II.A.3 All program leadership/administrators meet the <i>Skilled Tier</i> qualifications and at least one meets the <i>Accomplished Tier</i> . (3pts)

Standard II.B Teachers

Indicators
II.B.1 A minimum of 50% of teachers meet or exceed the <i>Entry Tier</i> qualifications. (4pts)
II.B.2 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. (4pts)
II.B.3 100% of teachers meet or exceed the <i>Entry Tier</i> qualifications AND a minimum of 25% of teachers meet or exceed the <i>Accomplished Tier</i> qualifications. (4pts)

Standard II.C Staff Evaluation and Ongoing Professional Development

Indicators
II.C.1 Program Leadership provides early care and education professionals with an annual written evaluation based on supervision and observation of performance. (1 pt.)
II.C.2 The written staff evaluation includes feedback on strengths and areas that need improvement. (1 pt.)
II.C.3 The results of written evaluations inform staff professional development plans and/or targeted staff supports to improve practice. (1 pt.)
II.C.4 The program's early care and education professionals utilize an individualized professional development plan. (1 pt.)
II.C.5 At least 50% of teachers exceed the 15 hours of training <i>required by</i> SC Child Care Licensing Regulations in the calendar year (Jan – Dec). (1 pt.)
II.C.6 All program leadership/administrators exceed 20 hours of training in the calendar year (Jan – Dec). (1 pt.)
II.C.7 At least 75% of teachers meet or exceed 20 hours of training in the calendar year (Jan – Dec). (1 pt.)
II.C.8 100% of teachers meet or exceed 20 hours of training in the calendar year (Jan – Dec). (1 pt.)
II.C.9 A minimum of 10 hours of the training hours in II.C.8 are certified training hours. (1 pt.)
II.C.10 25% of staff are enrolled in ECE coursework or a formal ECE training series. (1 pt.)
II.C.11 All staff receive specific training in evidence-based practices and supports for social-emotional development and behavioral health. (1 pt.)
II.C.12 All staff receive at least one hour of training related to breastfeeding, infant feeding or child nutrition each calendar year. (1 pt.)
II.C.13 All staff receive at least one hour of training related to children's movement/physical activity each calendar year. (1 pt.)
II.C.14 The program has a written staff orientation procedure that goes beyond licensing standards (114-503(5) (a) to cover the following: Parent/Family Handbook and Policies, Personnel Policies, ABC Quality Standards and SC Early Learning Standards (ELS). (2 pts.)
II.C.15 The program's staff orientation is conducted within 30 days of hire and is reviewed with all staff annually. (1 pt.)

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

**N/A for programs where parents provide ALL meals and snacks.

Indicators
<p>III.A.1 The program's Nutrition Policy includes: (1 pt.)</p> <ul style="list-style-type: none"> - 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; - Prohibition on using food as reward/punishment; and - Accommodation for individual allergic needs of children.
<p>III.A.2 The program's Nutrition Policy includes all items in III.A.1 and: (1 pt.)</p> <ul style="list-style-type: none"> - Accommodation of special dietary requirements of children based on physical, religious or cultural beliefs; - Planned and/or informal opportunities to learn about healthy eating are provided to children at least once a week; and - Teacher practices to encourage healthy eating.
<p>III.A.3 The program's Nutrition Policy includes all of III.A.1, III.A.2 and: (1 pt.)</p> <ul style="list-style-type: none"> - Guidelines for foods offered during holidays and celebrations; - Plans to educate families about child nutrition and/or infant feeding, and - Plans for fund-raising with non-food items.
<p>III.A.4 ** The program's Menus reflect: (1 pt.)</p> <ul style="list-style-type: none"> - 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; - Unflavored whole milk must be served to 1 year olds; unflavored skim or 1% milk must be served to children 2 years and older; - 100% juice is allowed once per day in the appropriate serving size; - Sweet foods are served no more than two times per week; and - Sugar-sweetened beverages are not served.
<p>III.A.5** The program's Menus reflect all of III.A.4 and for programs serving (1 pt.)</p> <p>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"> - Fruit (not juice) is served at least two times per day; - A vegetable, other than white potatoes, is served at least once per day; - Whole grain foods are served at least once per day; - High-fat meats are served no more than two times per week; and - Fried/pre-fried foods are served no more than one time per week. <p>For programs serving a snack only:</p> <ul style="list-style-type: none"> - Fruit (not juice) is served at least two times per week; - A vegetable, other than white potatoes, is served at least two times per week; - Whole grain foods are served at least two times per week; - High-fat meats are served no more than two times per week; and - Fried/pre-fried foods are served no more than one time per week.
<p>III.A.6** The program's Menus reflect all of III. A.4 and III. A.5 AND: (1 pt.)</p> <ul style="list-style-type: none"> - A vegetable, other than white potatoes, is served at least two times per day; - Whole grain foods are served at least 2 times per day; - Sweet foods are served no more than one time per week; - High-fat meats are served no more than one time per week; and - Fried/pre-fried foods are served no more than one time in a two-week period.

Standard III.B: Physical Health

Indicators
<p>III.B.1 The program's Physical Activity Policy includes: (1 pt.)</p> <ul style="list-style-type: none"> - Promotion of a safe, least restrictive environment for infants and toddlers at all times; - No screen time, media viewing, or computer use for children under age 2; - Not using or withholding physical activity as punishment; - Frequency and amount of time provided for daily active outdoor play for all children; - Description of appropriate dress for outdoor play; and - Teacher practices that encourage physical activity.
<p>III.B.2 The program's Physical Activity Policy includes all of III.B.1 AND: (1 pt.)</p> <ul style="list-style-type: none"> - Education for families on children's physical activity; and - Education for families on screen time.
<p>III.B.3 The program's Physical Activity Policy includes all of III.B.1 and III.B.2 AND (1 pt.)</p> <ul style="list-style-type: none"> - Inclement weather plan that provides for indoor active play; and - Limits to the amount of screen time, media viewing, or computer use allowed for children age 2 and older.
<p>III.B.4 The program's daily schedule reflects the frequency and amount of time provided for active outdoor play. (1 pt.)</p>
<p>III.B.5 The program's daily schedule meets III.B.4 AND reflects teacher-planned physical activities that support gross motor development at least two times a day. (1 pt.)</p>
<p>III.B.6 The program's daily schedule or program's policy 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. (1 pt.)</p>
<p>III.B.7 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. (1 pt.)</p>

Standard III.C: Mental Health (Healthy Social-Emotional Development)

Indicators
<p>III.C.1 The program's discipline policy is based on a framework of evidence-based practices and supports for social-emotional development and behavioral health. (1 pt.)</p>
<p>III.C.2 Program staff collaborate with parents to develop developmentally appropriate and evidence-based strategies to support children with challenging behaviors. (1 pt.)</p>
<p>III.C.3 The program has a policy to refer children in need of early childhood mental health services to the appropriate agency in response to parents concerns or requests. (1 pt.)</p>
<p>III.C.4 The program maintains a resource list and/or literature from appropriate mental health services/agencies to support children and families. (1 pt.)</p>
<p>III.C.5 The program adopts policies to limit or eliminate suspension and expulsion. (2 pts.)</p>

Standard III.D Child Screening and Referrals

* Not applicable for School-Age Only Programs

Indicators
III.D.1* The program conducts annual child assessments using a nationally recognized screening tool. (2 pts.)
III.D.2* The program partners with families to make appropriate referrals based on parental concerns/requests, child screening, and/or on-going documentation. (2 pts.)
III.D.3* The program ensures that all children have received a developmental, vision, and hearing screening with 90 days of entering the program, which could be provided on or off site by a local health professional and/or community agency. (2 pts.)
III.D.4* Information about a child’s growth and progress, based on results of the screenings, is shared with families confidentially according to the instruments’ implementation timeframe. (2 pts.)
III.D.5* The program collaborates with experts, professionals, and community resources/agencies/organizations to support children and families regarding medical, developmental, mental health, and/or other needs. (2 pts.)

Element IV: Family Communication, Engagement and Cultural Competence

* Not applicable for School-Age Only Programs

Standard IV.A Family Communication, Engagement and Cultural Competence

Indicators
IV.A.1 The program utilizes a method to collect information about the child and his/her family, including information on: (2 pts.) <ul style="list-style-type: none"> • Family preferences regarding routine care • Temperament • Dominant languages • Social/emotional needs • Special accommodations
IV.A.2 The program communicates with families in multiple ways, including a plan or policy for daily communication between families and teachers. (2 pts.)
IV.A.3 The program maintains a current resource list and/or literature from appropriate services/agencies to support children and families. (2 pts.)
IV.A.4* Teachers offer a minimum of 2 family/teacher conferences annually. (2 pts.)
IV.A.5*The program utilizes home visitations to develop relationships with families. (2 pts.)
IV.A.6 The program demonstrates multiple methods to support family engagement including opportunities to engage families based on cultural needs and interests. (2 pts.)
IV.A.7 The program completes the ABC Quality Family Engagement Toolkit program assessment http://scchildcare.org/media/57088/SC-ABCQ-Family-Engagement-Toolkit-12212017-v2.pdf OR The Strengthening Families Self-Assessment and planning process https://cssp.org/resource/strengthening-families-self-assessment-for-center-based-early-care-and-education-programs/ and uses data to create a quality improvement plan. (2 pts.)
IV.A.8 The program has policies and practices in place to support the needs of dual language learners (DLL). (2 pts.)
IV.A.9 The program completes the NAEYC self-assessment of cultural competence using the National Association for the Education of Young Children Pathways to Cultural Competence Checklist https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/QBCC_Tool%281%29.pdf and creates an action plan to support quality assurance. (2 pts.)
IV.A.10 The program supports families by having a plan to communicate in their home language and providing policies and documents in their home language. (2 pts.)

