



"Look for the STARS"

## Alabama Quality STARS Quality Rating and Improvement System

### Self-Assessment Checklist

<b>Center Name:</b>	<b>Center Physical Address:</b>
<b>Center Director Name:</b>	<b>Center Director Contact Number:</b>
<b>Date Checklist Started:</b>	<b>Date Checklist Completed:</b>
<b>STAR Level Applying for:    1    2    3    4    5</b>	

**Directions:**

Read each statement carefully. In the first column, please indicate "Y" for yes if the standard is met or "N" for no if the standard is not met. All standards marked as yes will need to be verified through the Program Review. This Self-Assessment Checklist includes each of the five STAR levels, the STARS Standards, documentation or evidence needed, applicable resources or examples, and a supporting evidence column that you will use to indicate how the center meets each standard in the level that is applied for.

As you read through the Self-Assessment Checklist, compile the documentation that will provide evidence that the standard is met and write it in the last column. Suggested documentation or evidence is provided. You may have other kinds of documentation or evidence that would be suitable. All items marked "D" for documentation must have items submitted with the application, with the exception of the Alabama Pathways Professional Development Registry (PDR). Alabama Quality STARS staff will verify that all center staff that are required to be enrolled in the PDR have uploaded all the necessary documentation. The items marked "O" will be observed during the Program Review. The items marked "I" will include a brief interview during the Program Review. Please note that some items may be marked with multiple indicators like D and O or O and I.

# One STAR

Y/N	Standard	Documentation/Evidence	Resources/Examples	Supporting Evidence
	1.A. All staff are enrolled in the Professional Development Registry	All staff in Minimum Standards that are required to obtain annual training hours must enroll in the PDR. Verification of enrollment in the PDR will occur before scheduling the Program Review	<a href="http://www.alabamapathways.org">www.alabamapathways.org</a>  <a href="http://alabamapathways.org/wp-content/uploads/2017/02/How-to-Apply-Online-User-Guide.pdf">http://alabamapathways.org/wp-content/uploads/2017/02/How-to-Apply-Online-User-Guide.pdf</a>	
	1.B. Director completes Program Administration Scale (PAS), Early Childhood Environment Rating Scale-Revised (ECERS-R) and Infant/Toddler Environment Rating Scale-Revised (ITERS-R) basic training	"D" - submit certificates with PDR enrollment	<a href="http://www.alabamapathways.org">www.alabamapathways.org</a>  <a href="http://alabamaqualitystars.org/wp-content/uploads/2018/10/Quality-Enhancement-Contracts-Chart-CURRENT.pdf">http://alabamaqualitystars.org/wp-content/uploads/2018/10/Quality-Enhancement-Contracts-Chart-CURRENT.pdf</a>	
	1.C.I. Posts a developmentally appropriate daily schedule in each classroom/program area, which includes a minimum of 60 minutes of vigorous active play	"O" - schedules will be verified during the Program Review that they are posted in each classroom/program area, that they are developmentally appropriate, and include 60 minutes of vigorous active play	<a href="http://www.naeyc.org/DAP">www.naeyc.org/DAP</a>  <a href="https://eclkc.ohs.acf.hhs.gov/video/schedules-routines">https://eclkc.ohs.acf.hhs.gov/video/schedules-routines</a>	
	1.C.II. Completes the Alabama Quality STARS Self-Assessment Checklist	"D" - submit completed checklist	<a href="http://alabamaqualitystars.org/resources/">http://alabamaqualitystars.org/resources/</a>	
	1.D. Shares information on child development and children's health with families annually	"O" and "I" - possible things to observe during the Program Review: a bulletin board, resource area for families, posts on website or Facebook page	<a href="http://www.aap.org">www.aap.org</a>  <a href="https://helpmegrowalabama.org/">https://helpmegrowalabama.org/</a>  <a href="https://www.cdc.gov/">https://www.cdc.gov/</a>	

## Two STARS *Must Meet All Requirements and send in required documentation for 1 and 2 STARS to Qualify*

Y/N	Standard	Documentation/Evidence	Resources/Examples	Supporting Evidence
	2.A. At least one teacher in each classroom meets Level One (AELG Credential) or higher on the Alabama Pathways Professional Development Lattice	Teaching staff must submit or update their PDR enrollment to reflect their highest level of education. Verification of teaching staff lattice level placement in the PDR will occur before scheduling the Program Review	<a href="http://www.alabamapathways.org">www.alabamapathways.org</a> <a href="http://www.dhr.alabama.gov/Announce_Links/Pathways/PATHWAYS.pdf">www.dhr.alabama.gov/Announce_Links/Pathways/PATHWAYS.pdf</a>	
	2.B.I. Has a written annual budget	"D"- submit center-specific written annual budget from current year that includes income and expenses	<a href="http://www.childcareaware.org/child-care-providers/business-plan/preparing-a-budget">www.childcareaware.org/child-care-providers/business-plan/preparing-a-budget</a>  <a href="http://www.firstchildrensfinance.org/businessresourcecenter/wp-content/blogs.dir/2/files/2011/01/Tool-For-Profit-Center-Annual-Projection-Template.xls">http://www.firstchildrensfinance.org/businessresourcecenter/wp-content/blogs.dir/2/files/2011/01/Tool-For-Profit-Center-Annual-Projection-Template.xls</a>	
	2.B.II. Completes a program review by a trained PAS assessor	"D" - submit a copy of the "Item Summary" page 65 of the scoresheet from the practice assessment. It must be signed and dated by the trained assessor.	<a href="http://www.mccormickcenter.nl.edu/program-administration-scale-pas/">www.mccormickcenter.nl.edu/program-administration-scale-pas/</a>  <a href="http://alabamaqualitystars.org/wp-content/uploads/2018/10/Quality-Enhancement-Contracts-Chart-CURRENT.pdf">http://alabamaqualitystars.org/wp-content/uploads/2018/10/Quality-Enhancement-Contracts-Chart-CURRENT.pdf</a>	
	2.C.I. Posts a developmentally appropriate lesson plan in each classroom/program area, which includes weekly nutrition activities	"O" and "I" - lesson plans will be verified during the Program Review that they are posted in each classroom/program area, are developmentally appropriate, and include weekly nutrition activities	<a href="http://www.naeyc.org/DAP">www.naeyc.org/DAP</a>  <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a>	

## Two STARS *Must Meet All Requirements and send in required documentation for 1 and 2 STARS to Qualify*

Y/N	Standard	Documentation/Evidence	Resources/Examples	Supporting Evidence
	2.C.II. Completes a program review by a trained ECERS-R assessor and a trained ITERS-R assessor and shares results with program staff	<p>“D” - submit a copy of “Total and Average Score” section(s) of the practice assessment(s). Page 11 of the ECERS-R and/or page 10 of the ITERS-R scoresheet(s). It must be signed and dated by the trained assessor.</p> <p>“O” and “I” - possible documentation regarding sharing of results: email to staff, staff meeting minutes, or memo to staff</p>	<p><a href="http://www.ersi.info">www.ersi.info</a></p> <p><a href="http://alabamaqualitystars.org/wp-content/uploads/2018/10/Quality-Enhancement-Contracts-Chart-CURRENT.pdf">http://alabamaqualitystars.org/wp-content/uploads/2018/10/Quality-Enhancement-Contracts-Chart-CURRENT.pdf</a></p>	
	2.D. Shares information with families regarding the importance of having a primary health care provider for children	<p>“O” and “I” - possible things to observe on the Program Review: bulletin board or resource area for parents and families, posts on program website or Facebook page</p>	<p><a href="http://pediatrics.aappublications.org/content/113/Supplement_5/1985">http://pediatrics.aappublications.org/content/113/Supplement_5/1985</a></p> <p><a href="https://childrensnational.org/news-and-events/our-blogs/parenting-blog/2015/july/benefits-of-having-a-primary-care-physician">https://childrensnational.org/news-and-events/our-blogs/parenting-blog/2015/july/benefits-of-having-a-primary-care-physician</a></p>	

# Three STARS *Must Meet All Requirements and send in required documentation for 1, 2, and 3 STARS to Qualify*

Y/N	Standard	Documentation/Evidence	Resources/Examples	Supporting Evidence
	3.A.I. At least 50% of the classrooms have a teacher that meets Level Two (CDA) or higher on the Alabama Pathways Professional Development Lattice	Teaching staff must submit or update their PDR enrollment to reflect their highest level of education. Verification of teaching staff lattice level placement in the PDR will occur before scheduling the Program Review	<a href="http://www.alabamapathways.org">www.alabamapathways.org</a>  <a href="http://www.dhr.alabama.gov/Announce_Links/Pathways/PATHWAYS.pdf">www.dhr.alabama.gov/Announce_Links/Pathways/PATHWAYS.pdf</a>	
	3.A.II. All staff obtain four clock hours of training above the minimum standards required annual training from an outside source	All staff in Minimum Standards that are required to obtain annual training hours must submit or update their PDR enrollment with the past 2 years of training documentation. Verification of training hours in the PDR will occur before scheduling the Program Review	<a href="http://alabamaqualitystars.org/wp-content/uploads/2018/10/Quality-Enhancement-Contracts-Chart-CURRENT.pdf">http://alabamaqualitystars.org/wp-content/uploads/2018/10/Quality-Enhancement-Contracts-Chart-CURRENT.pdf</a>	
	3.B.I. Completes a program review by a trained and reliable PAS assessor	Alabama Quality STARS staff will conduct assessment.		
	3.B.II. Scores 2.5 or higher on the PAS	Alabama Quality STARS staff will conduct assessment.		
	3.C.I. Utilizes a developmentally appropriate curriculum	"O" - published manual or written center-specific curriculum will be verified upon the Program Review "I" - Must be able to verbalize how the curriculum is implemented.	<a href="http://www.teachingstrategies.com/curriculum">www.teachingstrategies.com/curriculum</a>  <a href="http://www.highscope.org/curriculum">www.highscope.org/curriculum</a>	
	3.C.II. Completes a developmentally appropriate child assessment on each child at least twice annually	"O" - random verification of children's files will occur during the Program Review	<a href="http://www.cdc.gov/ncbddd/actearly/milestones">www.cdc.gov/ncbddd/actearly/milestones</a>  <a href="http://dhr.alabama.gov/large_docs/aelg.pdf">http://dhr.alabama.gov/large_docs/aelg.pdf</a>	

## Three STARS *Must Meet All Requirements and send in required documentation for 1, 2, and 3 STARS to Qualify*

Y/N	Standard	Documentation/Evidence	Resources/Examples	Supporting Evidence
	3.C.III. Completes a program review by a trained and reliable ECERS-R assessor and a trained and reliable ITERS-R assessor	Alabama Quality STARS staff will conduct assessment.		
	3.C.IV. Scores 2.5 or higher for 1/3 of classrooms on the ECERS-R and 1/3 of classrooms on the ITERS-R	Alabama Quality STARS staff will conduct assessment.		
	3.D.I. Holds at least two Parent/Teacher Conferences annually	"I" and "O" - possible documentation to observe: sign in sheets, conference forms, handbook policy, other policy or procedure document	<a href="http://www.buildinitiative.org/Portals/0/Uploads/Documents/Resources/FamilyEngagement/SharedDecision%20Conversations%20-%20Families-Final.pdf">http://www.buildinitiative.org/Portals/0/Uploads/Documents/Resources/FamilyEngagement/SharedDecision%20Conversations%20-%20Families-Final.pdf</a>	
	3.D.II. Holds a parent orientation to include program philosophy, goals, objectives, and expectations	"I" and "O" - possible documentation to observe: agenda from parent orientation, intake form, family orientation checklist, meeting minutes, handbook policy, other policy or procedure document	<a href="http://www.hsolc.org/policies/family/parent-orientation">www.hsolc.org/policies/family/parent-orientation</a>	

# Four STARS *Must Meet All Requirements and send in required documentation for 1, 2, 3, and 4 STARS to Qualify*

Y/N	Standard	Documentation/Evidence	Resources/Examples	Supporting Evidence																								
	4.A. At least one teacher in each classroom meets Level Two (CDA) or higher on the Alabama Pathways Professional Development Lattice	Teaching staff must submit or update their PDR enrollment to reflect their highest level of education. Verification of teaching staff lattice level placement in the PDR will occur before scheduling the Program Review	<a href="http://www.alabamapathways.org">www.alabamapathways.org</a>  <a href="http://www.dhr.alabama.gov/Announce_Links/Pathways/PATHWAYS.pdf">www.dhr.alabama.gov/Announce_Links/Pathways/PATHWAYS.pdf</a>																									
	4.B. Scores 3.5 or higher on the PAS	Alabama Quality STARS staff will conduct assessment.																										
	4.C.I. Maintains a portfolio for each child, which includes observations of children’s progress such as art work, work samples, photographs, and informal assessments such as developmental checklist, anecdotal notes or progress notes.	“O” - random verification of the children’s portfolios in each classroom will occur during the Program Review	<a href="https://www.scholastic.com/teachers/articles/teaching-content/power-portfolios/">https://www.scholastic.com/teachers/articles/teaching-content/power-portfolios/</a>																									
	4.C.II. Completes a developmentally appropriate child assessment on each child at least twice annually and uses results to inform curriculum planning	“O” and “I” - random verification of the children’s files will occur during the Program Review	<a href="https://www.zerotothree.org/resources/72-infant-and-toddler-development-screening-and-assessment">https://www.zerotothree.org/resources/72-infant-and-toddler-development-screening-and-assessment</a>  <a href="https://helpmegrowalabama.org/families/developmental-screenings/">https://helpmegrowalabama.org/families/developmental-screenings/</a>																									
	4.C.III. Meets Level Four staff child/ratio and group size <b>*** STAR Level Four - Staff/Child Ratio and Group Size</b> <table border="1" data-bbox="220 1089 821 1352"> <thead> <tr> <th>Age</th> <th>Staff/Child Ratio</th> <th>Group Size</th> </tr> </thead> <tbody> <tr> <td>0-18 months</td> <td>1 to 5</td> <td>10</td> </tr> <tr> <td>18 months – 2 ½ years</td> <td>1 to 7</td> <td>14</td> </tr> <tr> <td>24 months – 36 months</td> <td>1 to 8</td> <td>16</td> </tr> <tr> <td>2 ½ - 4 years</td> <td>1 to 11</td> <td>22</td> </tr> <tr> <td>4 years to school age</td> <td>1 to 18</td> <td>36</td> </tr> <tr> <td>School age to 8 years</td> <td>1 to 21</td> <td>42</td> </tr> <tr> <td>8 years and older</td> <td>1 to 22</td> <td>44</td> </tr> </tbody> </table> <p>The term “school age” refers to children of lawful school age, as defined on page 9 in the Minimum Standards, who are enrolled in public or private school.</p>	Age	Staff/Child Ratio	Group Size	0-18 months	1 to 5	10	18 months – 2 ½ years	1 to 7	14	24 months – 36 months	1 to 8	16	2 ½ - 4 years	1 to 11	22	4 years to school age	1 to 18	36	School age to 8 years	1 to 21	42	8 years and older	1 to 22	44	“D” - information is on application “O” - observed ratios and group size when classroom is NOT regrouping to maintain ratios or at the beginning/end of the day		
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## Four STARS *Must Meet All Requirements and send in required documentation for 1, 2, 3, and 4 STARS to Qualify*

Y/N	Standard	Documentation/Evidence	Resources/Examples	Supporting Evidence
	4.C.IV. Scores 3.5 or higher for 1/3 of classrooms on the ECERS-R and 1/3 of classrooms on the ITERS-R	Alabama Quality STARS staff will conduct assessment.		
	4.D.I. Conducts an annual written parent survey that is available to all families	"O" and "I" - A completed survey will be observed during the Program Review	<a href="http://www.surveymonkey.com/s/VBMDMP2">www.surveymonkey.com/s/VBMDMP2</a>	
	4.D.II. Has a parent resource area that addresses the needs and interests of the families served	"O" - observation of intentional area during the Program Review  "I" - Must be able to verbalize how this area meets the needs and interests of families served	<a href="http://pal.ua.edu/resources/">http://pal.ua.edu/resources/</a>  <a href="https://www.naeyc.org/our-work/for-families">https://www.naeyc.org/our-work/for-families</a>  <a href="https://www.zerotothree.org/resources/series/parent-favorites">https://www.zerotothree.org/resources/series/parent-favorites</a>	



# Five STARS *Must Meet All Requirements and send in required documentation for 1, 2, 3, 4, and 5 STARS to Qualify*

Y/N	Standard	Documentation/Evidence	Resources/Examples	Supporting Evidence																								
	5.A. At least 50% of the classrooms have a teacher that meets Level Three (Child Development Short-Term Certificate) or higher on the Alabama Pathways Professional Development Lattice	Teaching staff must submit or update their PDR enrollment to reflect their highest level of education. Verification of teaching staff lattice level placement in the PDR will occur before scheduling the Program Review	<a href="http://www.alabamapathways.org">www.alabamapathways.org</a>  <a href="http://www.dhr.alabama.gov/Announce_Links/Pathways/PATHWAYS.pdf">www.dhr.alabama.gov/Announce_Links/Pathways/PATHWAYS.pdf</a>																									
	5.B. Scores 4.5 or higher on the PAS	Alabama Quality STARS staff will conduct assessment.																										
	5.C.I. Completes developmentally appropriate child assessment on each child at least three times annually and aggregates data into a written report that documents child outcomes and shares information with families	“D” - submit written report that documents child outcomes “O” - random verification of the children’s files in each classroom will occur during the Program Review visit to verify 3 times annually “I” and “O” - evidence of sharing information (possible documentation to observe: email, memo, newsletter)	<a href="https://teachingstrategies.com/wp-content/uploads/2017/08/MyTeachingStrategies-How-To-Guide-for-Administrators_Snapshot-Report.pdf">https://teachingstrategies.com/wp-content/uploads/2017/08/MyTeachingStrategies-How-To-Guide-for-Administrators_Snapshot-Report.pdf</a>																									
	5.C.II. Meets Level Five staff/child ratio and group size <b>*** STAR Level Five - Staff/Child Ratio and Group Size</b> <table border="1" data-bbox="226 1024 802 1313"> <thead> <tr> <th>Age</th> <th>Staff/Child Ratio</th> <th>Group Size</th> </tr> </thead> <tbody> <tr> <td>0-18 months</td> <td>1 to 4</td> <td>8</td> </tr> <tr> <td>18 months – 2 ½ years</td> <td>1 to 6</td> <td>12</td> </tr> <tr> <td>24 months – 36 months</td> <td>1 to 7</td> <td>14</td> </tr> <tr> <td>2 ½ - 4 years</td> <td>1 to 10</td> <td>20</td> </tr> <tr> <td>4 years to school age</td> <td>1 to 16</td> <td>32</td> </tr> <tr> <td>School age to 8 years</td> <td>1 to 20</td> <td>40</td> </tr> <tr> <td>8 years and older</td> <td>1 to 20</td> <td>40</td> </tr> </tbody> </table>  The term “school age” refers to children of lawful school age, as defined on page 9 in the Minimum Standards, who are enrolled in public or private school.	Age	Staff/Child Ratio	Group Size	0-18 months	1 to 4	8	18 months – 2 ½ years	1 to 6	12	24 months – 36 months	1 to 7	14	2 ½ - 4 years	1 to 10	20	4 years to school age	1 to 16	32	School age to 8 years	1 to 20	40	8 years and older	1 to 20	40	“D” - information is on application “O” - observed ratios and group size when classroom is NOT regrouping to maintain ratios or at the beginning/end of the day		
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# Five STARS *Must Meet All Requirements and send in required documentation for 1, 2, 3, 4, and 5 STARS to Qualify*

Y/N	Standard	Documentation/Evidence	Resources/Examples	Supporting Evidence
	5.C.III. Scores 4.5 or higher for ½ of classrooms on the ECERS-R and ½ of classrooms on the ITERS-R	Alabama Quality STARS staff will conduct assessment.		
	5.D.I. Utilizes results from annual parent survey to improve programmatic outcomes	“I” and “O” - possible documentation to observe: written program improvement plan, announcement to parents (memos, emails, newsletters), meeting agendas or minutes		
	5.D.II. Has a written parent engagement plan	“D” - submit a written plan detailing how parents and staff can work together to support and improve the learning, development, and health of children, with parents actively participating in the program, feeling welcomed, valued, and connected to each other, to staff, and to children	<a href="https://eclkc.ohs.acf.hhs.gov/family-engagement">https://eclkc.ohs.acf.hhs.gov/family-engagement</a>  <a href="https://children.alabama.gov/family-engagement-project/">https://children.alabama.gov/family-engagement-project/</a>	