

## Alabama Quality STARS Self-Assessment Checklist

Facility Name:		License Period:	
Date Completed:	Director's Name:	Contact Number:	
Number of Staff:			
Please check the particular age group you serve and indicate the number of classrooms for that age group in the boxes below :			
Ages Served: <input type="checkbox"/> Infant / Toddler (0-30 months) _____ Number of classrooms		<input type="checkbox"/> Preschool (2.5-5 years) _____ Number of classrooms	

**Directions: Read each statement carefully. Please indicate Y (yes), N (no), or P (partial) in the first column. All statements marked as yes will need to be verified through documentation.**

# STAR Level 1

Y/N/P	Criteria	Documentation/Evidence	Resources/Examples
	1.A. All staff are enrolled in the Professional Development Registry	All Staff names and general information entered in Professional Development Registry	Alabama Pathways: <a href="#">(insert website here)</a>
	1.B. Director completes Program Administration Scale (PAS) and Environment Rating Scale (ECERS-R and ITERS-R) Basic Training	Certification of training	
	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	An Alabama Quality STARS program specialist will observe a posted lesson plan that includes 60 minutes of vigorous active play.	<a href="http://www.ncrel.org/sdrs/areas/issues/students/earlycd/ea1lk3-4.htm">http://www.ncrel.org/sdrs/areas/issues/students/earlycd/ea1lk3-4.htm</a>
	1.C.II. Completes the Alabama Quality STARS Self-Assessment Checklist	This checklist you are currently using.	
	1.D Shares information on child development and children’s health with families annually	Examples: Policy handbook, scan of health brochure, bulletin board/resource board for parents & families, posts on program website or Facebook page	<a href="http://kidshealth.org/parent/">http://kidshealth.org/parent/</a>  <a href="http://www.aap.org">www.aap.org</a>

# STAR Level 1 Comments

Criteria	Comments/Questions
1. A. All staff are enrolled in the Professional Development Registry	
1.B. Director completes Program Administration Scale (PAS) and Environment Rating Scale (ECERS-R and ITERS-R) Basic Training	
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	
1. C.II. Completes the Alabama Quality STARS Self-Assessment Checklist	
1.D Shares information on child development and children's health with families annually	

## STAR Level 2 *Must Meet All Requirements for 1 and 2 STARS to Qualify*

Y/N/P	Criteria	Documentation/Evidence	Resources/Examples
	2.A. At least one teacher in each classroom meets Level One (AELG Credential) or higher on the Alabama Pathways Professional Development Lattice	Copies of staff qualifications/certifications uploaded to Professional Development Registry	Alabama Pathways: <a href="#">(insert website here)</a>
	2.B.I. Has a written annual budget	Written annual budget	<a href="http://childcareaware.org/child-care-providers/business-plan/preparing-a-budget">http://childcareaware.org/child-care-providers/business-plan/preparing-a-budget</a> <a href="http://occf.fl-dcf.org/files/samplebudget.pdf">http://occf.fl-dcf.org/files/samplebudget.pdf</a> <a href="http://www.firstchildrensfinance.org/businessresourcecenter/centers-2/finance/finance-tools/">http://www.firstchildrensfinance.org/businessresourcecenter/centers-2/finance/finance-tools/</a>
	2.B.II. Completes a program review by a trained PAS assessor	Score sheet from assessment Documentation from trainer	<a href="http://mccormickcenter.nl.edu/program-administration-scale-pas/">http://mccormickcenter.nl.edu/program-administration-scale-pas/</a>
	2.C.I. Posts a developmentally appropriate daily lesson plan in each classroom/program area, which includes weekly nutrition activities	An Alabama Quality STARS program specialist will observe a posted lesson plan that includes a weekly nutrition activity	<a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/nutrition">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/nutrition</a> <a href="http://www.choosemyplate.gov/kids">http://www.choosemyplate.gov/kids</a> <a href="http://earlychildhood.msstate.edu/resources/samplelesson/pdf/4years/Sample_Lesson_Plans_May_2014_4yr.pdf">http://earlychildhood.msstate.edu/resources/samplelesson/pdf/4years/Sample_Lesson_Plans_May_2014_4yr.pdf</a>
	2.C.II. Completes a program review by a trained ECERS-R and ITERS-R assessor and shares results with program staff	Score sheets from all assessments Documentation from trainer Email, newsletters, or other tangible communication to staff containing assessment results	<a href="http://ersi.info/">http://ersi.info/</a>
	2.D. Shares information with families regarding the importance of having a primary health care provider for children	Examples: Policies handbook, scan of health brochure, bulletin board/resource board for parents & families, posts on program website or Facebook page	<a href="http://www.primaryhealth.com/2014/06/16/importance-well-child-visits-ages">http://www.primaryhealth.com/2014/06/16/importance-well-child-visits-ages</a>

# STAR Level 2 Comments

Criteria	Comments/Questions
2. A. At least one teacher in each classroom meets Level One (AELG Credential) or higher on the Alabama Pathways Professional Development Lattice	
2.B.I. Has a written annual budget	
2. B.II. Completes a program review by a trained PAS assessor	
2.C.I. Posts a developmentally appropriate daily lesson plan in each classroom/program area, which includes weekly nutrition activities	
2. C.II. Completes a program review by a trained ECERS-R and ITERS-R assessor and shares results with program staff	
2.D. Shares information with families regarding the importance of having a primary health care provider for children	

# STAR Level 3 *Must Meet All Requirements for 1, 2, and 3 STARS to Qualify*

Y/N/P	Criteria	Documentation/Evidence	Resources/Examples
	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	Copies of staff qualifications/certifications uploaded to Professional Development Registry	Alabama Pathways: <a href="#">(insert website here)</a>
	3.A.II. All staff obtain four clock hours of training above the minimum standards required annual training from an outside source	Copies of training certificates	
	3.B.I. Completes a program review by a trained and reliable PAS assessor	PAS score sheet from trained and reliable assessor	
	3.B.II. Scores an average of 2.5 or higher on the PAS	PAS score sheet from trained and reliable assessor	
	3.C.I. Utilizes a developmentally appropriate curriculum (Screen time (television, computers, video games, etc.) should only be used for instruction purposes, and is prohibited for children less than two years of age. For children older than two, screen time must be planned and indicated on the lesson plan.)	Curriculum manual from classroom or library  Copies of lesson plans	<a href="http://www.teachingstrategies.com/curriculum">www.teachingstrategies.com/curriculum</a>  <a href="http://www.highscope.org/Content.asp?ContentId=1">http://www.highscope.org/Content.asp?ContentId=1</a>
	3.C.II. Completes a developmentally appropriate child assessment on each child at least twice annually	Completed assessments for each child  Policies related to child assessment procedures	<a href="http://www.cdc.gov/ncbddd/actearly/milestones">http://www.cdc.gov/ncbddd/actearly/milestones</a>  <a href="https://www.naeyc.org/files/yc/file/200401/shillady.pdf">https://www.naeyc.org/files/yc/file/200401/shillady.pdf</a>
	3.C.III. Completes a program review by a trained and reliable ECERS-R and ITERS-R assessor		
	3.C.IV. Scores an average of 2.5 for 1/3 of classrooms on the ECERS-R and ITERS-R	ECERS-R and ITERS-R scoresheets	
	3.D.I. Holds at least two Parent/Teacher Conferences annually	Sign in sheets, child progress notes, or other documentation proving conferences have been held twice a year  Policies related to Parent/Teacher Conference protocol	
	3.D.II. Holds a parent orientation to include program philosophy, goals, objectives, and expectations	Parent orientation agenda that includes discussion of program philosophy, goals, objectives, and expectations; attendance sheets. Documentation must have dates.	<a href="https://www.hsolc.org/policies/family/parent-orientation">https://www.hsolc.org/policies/family/parent-orientation</a>

# STAR Level 3 Comments

Criteria	Comments/Questions
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	
3. A.II. All staff obtain four clock hours of training above the minimum standards required annual training from an outside source	
3.B.I. Completes a program review by a trained and reliable PAS assessor	
3. B.II. Scores an average of 2.5 or higher on the PAS	
3. C.I. Utilizes a developmentally appropriate curriculum (Screen time (television, computers, video games, etc.) should only be used for instruction purposes, and is prohibited for children less than two years of age. For children older than two, screen time must be planned and indicated on the lesson plan.)	
3. C.II. Completes a developmentally appropriate child assessment on each child at least twice annually	
3. C.III. Completes a program review by a trained and reliable ECERS-R and ITERS-R assessor	
3. C.IV. Scores an average of 2.5 for 1/3 of classrooms on the ECERS-R and ITERS-R	
3.D.I. Holds at least two Parent/Teacher Conferences annually	
3. D.II. Holds a parent orientation to include program philosophy, goals, objectives, and expectations	

# STAR Level 4 *Must Meet All Requirements for 1, 2, 3, and 4 STARS to Qualify*

Y/N/P	Criteria	Documentation/Evidence	Resources/Examples																								
	4. A. At least one teacher in each classroom meets Level Two (CDA) or higher on the Alabama Pathways Professional Development Lattice	Copies of qualification/certificates uploaded to Professional Development Registry	Alabama Pathways: <a href="#">(Insert Website Here)</a>																								
	4.B. Scores an average of 3.5 or higher on the PAS																										
	4.C.I Each child has a portfolio 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 reports	Portfolio and progress sheet for all children	<a href="https://www.lifecubby.me/index.php">https://www.lifecubby.me/index.php</a> <a href="https://www.schoolchapters.com/naeyc-accreditation-electronic-portfolios/">https://www.schoolchapters.com/naeyc-accreditation-electronic-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	Completed assessments for each child. Completed child assessment reports. Reports must show how curriculum has been adapted according to assessment results. Teacher interview and observation	<a href="http://www.cdc.gov/ncbddd/actearly/milestones/">http://www.cdc.gov/ncbddd/actearly/milestones/</a> <a href="https://www.naeyc.org/files/yc/file/200401/shillady.pdf">https://www.naeyc.org/files/yc/file/200401/shillady.pdf</a>																								
	<p>4.C.III Meets LEVEL FOUR staff child/ratio and group size  <b>*** STAR Level Four - Staff/Child Ratio and Group Size</b></p> <table border="1"> <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	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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	4.D.I Conduct an annual written parent survey that is available to all families	Copy of survey and evidence that is has been administered annually.	<a href="https://www.naeyc.org/familyengagement/resources/conducting-family-survey">https://www.naeyc.org/familyengagement/resources/conducting-family-survey</a> <a href="https://www.surveymonkey.com/s/VBMDMP2">https://www.surveymonkey.com/s/VBMDMP2</a>																								
	4. D.II. Have a parent resource area that addresses the needs and interests of the families served	Observation of intentional area	<a href="https://www.childdevelopmentresources.org/TextPages/parent_resources.aspx">https://www.childdevelopmentresources.org/TextPages/parent_resources.aspx</a> <a href="http://www.ridleysd.k12.pa.us/cms/lib2/PA01001042/Centricity/Domain/503/Woodlyn_resource_center.JPG">http://www.ridleysd.k12.pa.us/cms/lib2/PA01001042/Centricity/Domain/503/Woodlyn_resource_center.JPG</a>																								



# STAR Level 4 Comments

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4. A. At least one teacher in each classroom meets Level Two (CDA) or higher on the Alabama Pathways Professional Development Lattice																									
4.B. Scores an average of 3.5 or higher on the PAS																									
4.C.I Each child has a portfolio 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 reports																									
4. C.II. Completes a developmentally appropriate child assessment on each child at least twice annually and uses results to inform curriculum planning																									
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4.D.I Conduct an annual written parent survey that is available to all families																									
4. D.II. Have a parent resource area that addresses the needs and interests of the families served																									

# STAR Level 5 *Must Meet All Requirements for 1, 2, 3, 4, and 5 STARS to Qualify*

Y/N/P	Criteria	Documentation/Evidence	Resources/Examples																								
	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	Copies of qualification/certificates uploaded to Professional Development Registry	Alabama Pathways: <i>(insert website here)</i>																								
	5.B. Completed developmentally appropriate child assessment on each child at least three times annually and aggregated data into a written report that documents child outcomes and shares information with families	Completed child assessment forms, developmental checklist, portfolio, teacher observational notes  Written report that documents child outcomes and evidence of sharing information	<a href="http://www.cdc.gov/ncbddd/actearly/milestones/">http://www.cdc.gov/ncbddd/actearly/milestones/</a>  <a href="https://www.naeyc.org/files/yc/file/200401/shillady.pdf">https://www.naeyc.org/files/yc/file/200401/shillady.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="216 634 907 930"> <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> <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 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	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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	5.D.I Utilizes results from annual parent survey to improve programmatic outcomes	Written program improvement plan, announcement to parents, meeting agendas and minutes	<a href="https://www.naeyc.org/familyengagement/resources/conducting-family-survey">https://www.naeyc.org/familyengagement/resources/conducting-family-survey</a>  <a href="https://mcdc.msfc.nasa.gov/content/2014-parent-survey-results">https://mcdc.msfc.nasa.gov/content/2014-parent-survey-results</a>																								
	5.D.II. Has a written parent engagement plan	Written plan with local resources and procedures for directing parents to resources	<a href="https://www.virtuallabschool.org/preschool/family-engagement/lesson-2">https://www.virtuallabschool.org/preschool/family-engagement/lesson-2</a>  <a href="http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pfcef">http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pfcef</a>																								

# STAR Level 5 Comments

Criteria	Comments/Questions																								
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																									
5.B. Completed developmentally appropriate child assessment on each child at least three times annually and aggregated data into a written report that documents child outcomes and shares information with families																									
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="100 597 758 1019"> <thead> <tr> <th data-bbox="100 597 323 630">Age</th> <th data-bbox="323 597 541 630">Staff/Child Ratio</th> <th data-bbox="541 597 758 630">Group Size</th> </tr> </thead> <tbody> <tr> <td data-bbox="100 630 323 662">0-18 months</td> <td data-bbox="323 630 541 662">1 to 4</td> <td data-bbox="541 630 758 662">8</td> </tr> <tr> <td data-bbox="100 662 323 727">18 months – 2 ½ years</td> <td data-bbox="323 662 541 727">1 to 6</td> <td data-bbox="541 662 758 727">12</td> </tr> <tr> <td data-bbox="100 727 323 792">24 months – 36 months</td> <td data-bbox="323 727 541 792">1 to 7</td> <td data-bbox="541 727 758 792">14</td> </tr> <tr> <td data-bbox="100 792 323 857">2 ½ - 4 years</td> <td data-bbox="323 792 541 857">1 to 10</td> <td data-bbox="541 792 758 857">20</td> </tr> <tr> <td data-bbox="100 857 323 922">4 years to school age</td> <td data-bbox="323 857 541 922">1 to 16</td> <td data-bbox="541 857 758 922">32</td> </tr> <tr> <td data-bbox="100 922 323 987">School age to 8 years</td> <td data-bbox="323 922 541 987">1 to 20</td> <td data-bbox="541 922 758 987">40</td> </tr> <tr> <td data-bbox="100 987 323 1019">8 years and older</td> <td data-bbox="323 987 541 1019">1 to 20</td> <td data-bbox="541 987 758 1019">40</td> </tr> </tbody> </table> <p data-bbox="100 1052 758 1149">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 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	
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