



LARGE FAMILY CHILD CARE STANDARDS 100 POINTS

Domain: Family and Community Partnerships

Maximum 25 Points

Rationale: Family engagement and reciprocal family-provider relationships are fundamental to high quality early care and education services. This dimension of practice emphasizes ongoing, bi-directional communication between families and programs. Meaningful family engagement in early care and education programs requires attention and sensitivity to the needs of all families. Further, collaboration between child care programs and schools/other agencies assists programs in accessing resources to meet the needs of young children and their families.

Categories: Communication (FC), Support (FS), Community Partnerships (FP)

Code	Standard	Points
FC1 Maximum 2 points	Program welcomes all children/youth and their families with procedures that embrace inclusion and diversity.	2 points
FC2 Maximum 4 points	Program provides regular written correspondence with families. <ul style="list-style-type: none"> • For children 0-36 months, correspondence is individualized and provided daily • For children/youth 37 months and older, correspondence is at least group and weekly 	2 points 2 points
FC3 Maximum 4 points	Program conducts conferences with families at least twice annually.	4 points
FS1 Maximum 2 points	Program partners with families with children with diverse needs.	2 points
FS2 Maximum 2 points	Program systematically gathers information from families and uses data to inform program planning annually.	2 points

Code	Standard	Points
FS3 Maximum 3 points	Program implements a variety of family-centered events annually.	3 points
FS4 Maximum 1 point	Program makes available information about child/youth and family related resources.	1 point
FS5 Maximum 4 points	Program supports transitions for families: <ul style="list-style-type: none"> • Into the program • Within the program • Out of the program 	2 points 1 point 1 point
FP1 Maximum 1 point	Program develops and maintains active relationships with schools.	1 point
FP2 Maximum 2 points	Program develops and maintains active relationships with community-based agencies.	2 points

Domain: Qualifications And Professional Development

Maximum 25 points

Rationale: A well-prepared provider and staff are essential to high quality early care and education. Thoughtfully planned professional development linked to effective supervision and evaluation practices provide ongoing support to staff in meeting the needs of young children and their families.

Categories: Education (QE), Training (QT)

Code	Standard	Points
QE1 Maximum 5 points	Provider completes: <ul style="list-style-type: none"> • Family Child Care Credential • One Delaware Credential • Two or more Delaware Credentials 	3 points 1 point 2 points
QE2 Maximum 2 points	Program staff completes appropriate credentials: <ul style="list-style-type: none"> • At least one staff member attains a Delaware credential • 25% of staff completes one Delaware credential 	1 point 1 point
QE3 Maximum 3 points	Provider utilizes the <i>Delaware Early Childhood Career Lattice</i> for career planning. <ul style="list-style-type: none"> • Provider achieves Step 4 or above on the <i>Delaware Early Childhood Career Lattice</i> • Provider achieves Step 7 or above on the <i>Delaware Early Childhood Career Lattice</i> • Provider achieves Step 8 or above on the <i>Delaware Early Childhood Career Lattice</i> 	1 point 2 points 3 points
QE4 Maximum 5 points	Program staff utilizes the <i>Delaware Early Childhood Career Lattice</i> for career planning. <ul style="list-style-type: none"> • 50% of staff are at Step 4 or above on the <i>Delaware Early Childhood Career Lattice</i> • 30% of staff are at Step 7 or above on the <i>Delaware Early Childhood Career Lattice</i> • 20% of staff are at Step 8 or above on the <i>Delaware Early Childhood Career Lattice</i> 	1 point 2 points 2 points
QT1 Maximum 2 points	Provider annual training hours are quality assured. <ul style="list-style-type: none"> • For provider, 50% or more of all training hours completed are quality assured • For provider, 75% or more of all training hours completed are quality assured 	1 point 2 points
QT2 Maximum 2 points	Staff annual training hours are quality assured. <ul style="list-style-type: none"> • For each staff, 50% or more of all training hours completed are quality assured • For each staff, 75% or more of all training hours completed are quality assured 	1 point 2 points

Code	Standard	Points
QT3 Maximum 2 points	Provider conducts a self-assessment using the <i>Delaware Competencies for Early Childhood</i> or <i>School-Age Professionals</i> and creates a professional development plan annually.	2 points
QT4 Maximum 3 points	Program implements a system of staff evaluation that integrates professional development needs. <ul style="list-style-type: none"> • Annual evaluation for each staff person that includes observations, written feedback, and a self-assessment completed by staff using the <i>Delaware Competencies for Early Childhood Professionals</i> or <i>School-Age Professionals</i> • Program requires staff to use annual competency-based evaluation and self-assessment to create annual <i>Individual Professional Development Plans</i> that integrates professional development needs 	1 point 2 points
QT5 Maximum 1 point	Program completes an annual <i>Facility Professional Development Plan</i> to compile information on staff professional development needs.	1 point

Domain: Management and Administration

Maximum 20 points

Rationale: Effective management and administrative practices create the infrastructure for the provision of high quality early care and education. Well-managed programs facilitate quality through lower rates of staff turn-over, effective supervision, and appropriate allocation of personnel resources.

Categories: Personnel Management (MP), Operations and Administration (MO), Fiscal Management (MF)

Code	Standard	Points
MP1 Maximum 3 points	Program arranges regular, paid planning time (minimum one hour) and access to resources for at least one staff member per group when they are not responsible for children. <ul style="list-style-type: none">• Every 2 weeks• Weekly	2 points 3 points
MO1 Maximum 4 points	Program implements a risk management plan.	4 points
MO2 Maximum 3 points	Program provides access to the following benefits for employees: Paid vacation, paid sick time, paid holidays, retirement, insurance (health or other). <ul style="list-style-type: none">• Two selected• Three or more	2 points 3 points
MO3 Maximum 2 points	Program conducts required staff meetings that are open to all staff. <ul style="list-style-type: none">• Quarterly• Monthly	1 point 2 points
MO4 Maximum 2 points	Program retains 75% of staff on a program year basis	2 points
MO5 Maximum 4 points	Program provides staff access to: <ul style="list-style-type: none">• Comfortable adult facilities and storage• Administrative computer with internet• Staff computer in staff space with internet	1 point 2 points 1 point

Code	Standard	Points
MF1 Maximum 2 points	Program implements a system for fiscal management. <ul style="list-style-type: none"> • Annual operating budget with income and expense figures • Program reviews annual operating budget quarterly, adjusts as needed, and files copies for later review 	1 point 1 point

Domain: Learning Environment and Curriculum

Maximum 30 points

Rationale: The provision of effective, developmentally appropriate learning environments is essential to high quality early care and education practice. The foundation for appropriate learning environments is positive interactions between teachers and children. From this foundation, teachers intentionally plan appropriate experiences for young children that address key areas of learning and development.

Categories: Classroom Environment (LE), Observation & Assessment (LO), Curriculum Planning & Implementation (LC)

Code	Standard	Points
REQUIRED	Program has an Environment Rating Scale (ERS) assessment and achieves the following scores: <ul style="list-style-type: none">• Minimum 3.40 (Star Level 3)• Minimum 4.40 (Star Level 4)• Minimum 5.40 (Star Level 5)	
LO1 Maximum 4 points	Program observes and documents individual children's/youth's progress on an ongoing basis and documents progress at least twice annually.	4 points
LO2 Maximum 4 points	Program implements a child developmental screening for all infants, toddlers, and preschoolers enrolled annually. <i>* Effective January 1, 2015, this will be an Essential Standard for Star 4 and Star 5 programs when they move up or re-verify.</i>	4 points
LO3 Maximum 4 points	Program implements a formative child assessment for all infants, toddlers, and preschoolers a minimum of two times each year and a developmental youth assessment for school-age children/youth annually. <i>* Effective January 1, 2016, this will be an Essential Standard for Star 4 and Star 5 programs when they move up or re-verify.</i>	4 points
LC1 Maximum 4 points	Program implements a written comprehensive curriculum that is aligned with the <i>Delaware Early Learning Foundations</i> for infants, toddlers, and preschoolers enrolled and a framework for curriculum planning for school-agers enrolled. <i>* Effective July 1, 2016, this will be an Essential Standard for Star 4 and Star 5 programs when they move up or re-verify.</i>	4 points

Code	Standard	Points
LC2 Maximum 2 points	Program implements a supplemental curriculum to support children’s literacy, math, social-emotional or healthy lifestyles. <ul style="list-style-type: none"> • 1 supplemental curriculum • 2 or more supplemental curriculum 	1 point 2 points
LC3 Maximum 4 points	Program implements lesson plans and activities for each age group served.	4 points
LC4 Maximum 5 points	Program uses information from children’s observations, the comprehensive curriculum and formative assessment, the <i>Delaware Early Learning Foundations</i> , and families to design daily activities, lesson plans, and individualized goal plans. * Effective July 1, 2016, this will be an Essential Standard for Star 5 programs when they move up or re-verify.	5 points
LC5 Maximum 3 points	Program implements instructional and/or environmental adaptations that support the learning for children with diverse needs, including those with identified disabilities, dual language learners, identified behavioral health needs, and specialized health needs populations. <ul style="list-style-type: none"> • Those with identified disabilities • Those with behavioral and/or health needs, dual language learners, migrant, homeless, neglected, delinquent, low-income, and children of all races and national origins <ul style="list-style-type: none"> ○ One Selected ○ Two Selected 	1 point 1 point 2 points

Star Rating	Required Points
Star 3	40-59
Star 4	60-79
Star 5	80-100