

Standards of Quality

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Introduction

Welcome to the Best Beginnings STARS to Quality Center Standards. This document will guide licensed centers, serving children from birth-12 years of age, through STARS to Quality. Additional information can be found by visiting [STARS to Quality](#). For more detailed information, please refer to the [STARS Guidance & Procedures](#).

Instructions & Key

- ★ Criteria which require STARS approved documents only will be marked with an asterisk (*).
- ★ Required forms are in the STARS Kit and can be found here:
<http://dphhs.mt.gov/hcsd/ChildCare/STARS/kits>
- ★ All caregiving staff in the standards means the Director, Primary Caregiver, and Aid

- ★ Acronym Key for this document
 - ★ SUB – Substitute
 - ★ CNT – Contact
 - ★ DIR – Director
 - ★ PCG – Primary Caregiver
 - ★ AID – Aid
 - ★ PAS – Program Administration Scale
 - ★ QIP – Quality Improvement Plan
 - ★ ERS – Environment Rating Scale
 - ★ ITERS – Infant/Toddler Environment Rating Scale
 - ★ ECERS – Early Childhood Environment Rating Scale
 - ★ TPOT – Teaching Pyramid Observation Tool
 - ★ TPITOS – The Pyramid Infant Toddler Observation Scale

Submitting for STARS to Quality

- ★ Required documents must be uploaded at time of submission into the STARS Site.
- ★ Programs are encouraged to use the New Staff Training Template located in the [STAR Kits](#). It is highly recommended that all new staff must have a Training Plan on file within 30 days of hire.
- ★ Criteria may require evidence to be uploaded in the STARS Site, however, not all evidence requires a document to be uploaded; many just require answers to be entered into the evidence box.
- ★ To see what is required for evidence, use the arrow from your mouse to hover over the green question mark in each evidence box. The green question mark looks like this:



STAR 1

- Employees working less than 160 hours annually or less than 10 hours per week (not to exceed 160 hours annually) are exempt from training requirements at this level.
- If a substitute (SUB), and/or contact (CNT) work directly with children more than 160 hours annually they must meet training requirements.
- Substitutes (SUB) are not required to meet Practitioner Registry Requirements

★ EDUCATION, QUALIFICATIONS & TRAINING (EQT)

Practitioner Registry

EQT 1: Director (DIR) and all caregiving staff (PCG, AID) current on the [Practitioner Registry](#) at any level.

STAR 1 PROFESSIONAL DEVELOPMENT

STARS To Quality Essentials (2 hours)

EQT 2: The Director (DIR) and caregiving staff (PCG, AID) must complete this course. It is available through [ChildCareTraining.org](#).

Program Administration Scale (PAS) (2 hours)

EQT 3: The Director (DIR) must complete this course. It is available through the CCR&R.

Environment Rating Scale Training (4 hours)

EQT 4: The Director (DIR) must complete this course. It is available through the CCR&R.

Food Safety Course (minimum 3 hours)

EQT 5: Direct food service staff attends an approved Food Safety Training (offered through County Health Dept., Sanitarian, Extension Agency if it is not a ServSafe approved course, or online at [ChildCareTraining.org](#). This training must be in addition to the CACFP required training.

★ FAMILY/COMMUNITY PARTNERSHIPS (FCP)

High Needs

FCP 1: Programs must serve a minimum 10% high needs children. Refer to the [STARS Guidance & Procedures](#) for additional information.

★ HIGH QUALITY SUPPORTIVE ENVIRONMENTS (HQSE)

Daily Health Checks

HQSE 1: The program must have documentation that Daily Health Checks are taking place.

Self-Assessment

HQSE 2: The Director will complete a self-assessment using the appropriate Environment Rating Scale(s) (ECERS-R; ITERS-R).

- A Quality Improvement Plan (QIP) * is written to address the findings of the self-assessments, specifically addressing any subscale scores below a 3.0.

Montana Early Learning Standards

HQSE 3: All staff have access to the MT Early Learning Standards (MELS) *.

★ LEADERSHIP & PROGRAM MANAGEMENT (LPM)

Program Management

LPM 1: Programs must complete or update the Program Profile (Program Info and Classrooms Tabs) in the STARS Site.

Emergency Preparedness

LPM 2: Emergency Preparedness Kits are available in case of emergency.

Self-Assessment

LPM 3: The Director will complete a self-assessment using the Program Administration Scale (PAS).

- A Quality Improvement Plan (QIP) * is written to address the findings of the self-assessments, specifically addressing any subscale scores below a 3.0.

Licensing Regulations

LPM 4: All program staff shall have available a copy of the State of MT Department of Public Health and Human Services Licensing Requirements for Child Day Care Centers—Including Infant Regulations. These regulations are available in the [Child Care Center Regulation Book](#).

LPM 4: All program staff will sign off * that they have read and have access to the Licensing Requirements and these forms will be kept in each staff persons personnel file.

STAR 2

- Employees working less than 160 hours annually or less than 10 hours per week (not to exceed 160 hours annually) are exempt from training requirements at this level.
- If a substitute (SUB), and/or contact (CNT) work directly with children more than 160 hours annually they must meet training requirements.
- Substitutes (SUB) do not need to meet Practitioner Registry Requirements

Programs must complete a Budget and Quality Improvement Plan at this level. The QIP can be informed from the self-assessment completed to meet the STAR 1 requirement.

Must meet ALL criteria for STAR 1 along with the following:

★ EDUCATION, QUALIFICATIONS & TRAINING (EQT)

Practitioner Registry

EQT 1: Director (DIR) current on the [Practitioner Registry](#) at Level 2 or higher.

Individualized Professional Development Plan

EQT 2: Director and all staff (DIR, PCG, AID) have an individualized written Professional Development Plan linked to the current Knowledge Base. Individualized Professional Development Plans must be updated annually.

STAR 2 PROFESSIONAL DEVELOPMENT

Pyramid Model (8 hours)

EQT 3: Introduction to the Pyramid Model (2 hours): Director and all caregiving staff (DIR, PCG, AID)

EQT 3.1: Montana Blended Pyramid Module 1 (6 hours): Director and all caregiving staff (DIR, PCG, AID).

- These courses are available through the CCR&R. Introduction is also available online at [ChildCareTraining.org](#).

Oral Health Training (2 hours)

EQT 4: Primary Caregivers (PCG) must complete this course. It is available online at [ChildCareTraining.org](#).

MT Medication Administration II (3 hours)

EQT 5: This course must be completed by the Director (DIR) and Primary Caregivers (PCG) and any other staff person that administers medication. The Director and/or Primary Caregivers are responsible for documentation of the licensing-required form, medication being stored properly, and implementation of all other course requirements and regulations. If an employee of the program is the parent of an enrolled child and has not taken the course, they are allowed to administer medication to their own child only, following all licensing rules and regulations. This course is available online at [ChildCareTraining.org](#).

Medication I must be completed for licensing requirements PRIOR to enrolling in and completing Medication Administration II.

MT Medication Administration Refresher (4 hours)

EQT 6: Director (DIR) and Primary Caregivers (PCG) must complete Medication Administration Refresher **every 3 years** after completing Medication Administration I and Medication Administration II. Medication I and Medication II **MUST** be completed prior to enrolling in and completing Medication Administration Refresher. This course is available at ChildCareTraining.org.

Introduction to the Montana Early Learning Standards (6 hours)

EQT 7: Director (DIR) and Primary Caregivers (PCG) must complete the Introduction to the MT Early Learning Standards Course. This course is available online at www.ChildCareTraining.org.

- All staff required to complete this course must do so no later than December 1, 2016 unless on a Training Plan.

★ FAMILY/COMMUNITY PARTNERSHIPS (FCP)

High Needs

FCP 1: Programs must serve a minimum 10% high needs children. Refer to the [STARS Guidance & Procedures](#) for additional information.

Enrollment Process

FCP 2: A written enrollment process is in place that facilitates an exchange of information between the program and families, which works to assure strong partnerships. This process should include the following: description of the program and policies; family culture; and wishes around topics such as eating, sleeping, toileting, and discipline.

★ HIGH QUALITY SUPPORTIVE ENVIRONMENTS (HQSE)

Food Service/Meal Coordination

HQSE 1: All programs apply to participate in the Montana Child and Adult Care Food Program. This criteria is met if the program is currently participating in MT CACFP.

HQSE 1: Program must re-apply for CACFP at time of annual renewal, or submission to move up from STAR 2, *if the program was previously ineligible due to income eligibility requirements.*

HQSE 1: For all programs, at least 1 person is in charge of food service/meal coordination. Other staff can assist in this role.

HQSE 1: *If a program is not eligible for MT CACFP, the following indicators must be met:*

- **MENUS POSTED**
Written menus must be posted for the current and future week at the entrance to the facility and visible to the public.
- **'DIVISION OF RESPONSIBILITY' in FEEDING**
Ellyn Satter Institute 'Division of Responsibility' is followed in meal services to children.
- **Special Dietary Needs Statement for Children and Protected Health Information form is completed for all children who require this.**

Support for Nursing Mothers

HQSE 2: Breastfeeding is encouraged and the environment and program policies are designed to support this. Programs must have policies in place whether they serve infants or not in order to support families.

Internal Transition Plan

HQSE 3: The program has an appropriate plan for moving children within the program, when applicable. This plan must be documented, and will include the process to assist children, families, and caregivers in moving

from one room to another.

Immunization Review


HQSE 5: Program has a policy and process in place for ensuring routine assessment of all enrolled children's immunization records at least every 6 months.

Pyramid Model: Promoting Social Emotional Competence and School Readiness in Young Children

HQSE 6: All or selected classroom education staff (PCG, AID) will work to implement Module 1 topics. CCR&R Pyramid Model Coach and program leadership will determine the readiness and steps needed in order to begin implementation of the Pyramid Model.

★ STAFF/CAREGIVER-TO-CHILD RATIO & GROUP SIZE (RGS)

Staffing Plan

RGS 1: A written staffing plan  is in place assuring continuity of care (including a plan for substitute staff situations), appropriate adult to child ratios, appropriate group size, and that children are benefitting from having Primary Caregivers.

STAR 3

- The trainings and Practitioner Registry status requirements at this level are required for employees working more than 1040 hours annually or working a minimum of 20 hours per week.
- Substitutes (SUB) do not need to meet Practitioner Registry Requirements
- An Assessor will be visiting the facility at this level.

Must meet ALL criteria for STAR 1 and STAR 2 along with the following:

★ EDUCATION, QUALIFICATIONS & TRAINING (EQT)

Practitioner Registry

EQT 1: Director (DIR) current on the [Practitioner Registry](#) at Level 3 or higher.

EQT 1: 50% of caregivers (PCG, AID) are current at Level 2 or higher on the [Practitioner Registry](#)

STAR 3 PROFESSIONAL DEVELOPMENT

Certified Infant Toddler Caregiver Course (CITC) (60 hours)

EQT 2: Primary Caregivers (PCG) caring for infants and/or toddlers must be enrolled in (which is defined as currently taking the course or beginning the course in the quarter following application for STAR 3) or have completed the 60-hour course or its equivalent. This course is available through the CCR&R, UM-Western, Dawson Community College, Salish Kootenai College, or Flathead Valley Community College.

Certified Preschool Teacher Course (CPTC) (60 hours)

EQT 3: Primary Caregivers (PCG) caring for ages 2 and up must be enrolled in (which is defined as currently taking the course or beginning the course in the quarter following application for STAR 3) or have completed the 60-hour course or its equivalent. This course is available through the CCR&R.

- This course can be waived if an individual is a Level 4 or higher on the Practitioner Registry. If the course is waived for this reason, the individual is not eligible to receive the Preschool Professional Development Incentive Award (PDIA). If an individual is enrolled in college courses or the MT Apprenticeship program that will result in becoming a Level 4 on the Practitioner Registry within 2 years of application for STAR 3, this course can be waived.
- This course can be waived if the Introduction to Early Childhood college-level course has been successfully completed with the grade of a C or higher.
- If a program only serves ages 2 and up, they need to consider the developmental levels of the children in their care. As a result, a program may want to consider sending some staff to the Infant Toddler course, and some staff to the Preschool course. Documentation that includes rationale for this decision must be submitted for approval prior to application for STAR 3.

Pyramid Model Trainings (6 hours)

EQT 4: Montana Blended Pyramid Module 2 (Prerequisite: Introduction and Montana Blended Module 1): Director (DIR) and caregiving staff (PCG, AID) must complete this course. It is available through the CCR&R.

Developmental Screening Training (2 hour online overview course)

EQT 5: This criterion is a place holder. More information will come once the training is available.

★ FAMILY/COMMUNITY PARTNERSHIPS (FCP)

High Needs

FCP 1: Programs must serve a minimum 10% high needs children. Refer to the [STARS Guidance & Procedures](#) for additional information.

Community Resources

FCP 2: The program provides families with information regarding community resources. Examples of community resources may include: Child Care Resource & Referral Agencies, public library, city recreation department, housing authority, parent resource center, public health clinic, hospital, public schools, Women, Infants, and Children (WIC), Office of Public Assistance, county health department, family support agency, early intervention organizations such as: Hi-Line Home Programs, Inc., Developmental Educational Assistance Program (DEAP), Quality Life Concepts (QLC), Support & Techniques for Empowering People (STEP), Early Childhood Intervention (ECI), Family Outreach, Child Development Center (CDC).

Transitions

FCP 3: The program supports children and families while transitioning children into child care and out of child care into another educational setting.

Family Engagement

FCP 4: The program provides families with multiple opportunities for involvement such as: open house, opportunities to volunteer, social events, potluck meals, parent/family surveys, parent resource center.

★ HIGH QUALITY SUPPORTIVE ENVIRONMENTS (HQSE)

Family Style Meal Service

HQSE 1: Adults, including program staff and visitors, participate in family style meal service with the children that is developmentally appropriate for the children in care. Staff always join the children for meals and encourage health and nutrition as well as positive and engaging interactions.

Immunization Review

HQSE 2: Program must meet all criteria during the annual County Health Department review to receive the Certificate of Excellence *. The Certificate of Excellence is awarded to child care facilities which are found to have all records up-to-date for all children enrolled, and at least 90% of enrolled children up-to-date with immunization requirements. Please visit the [MT Immunization Program](#) for more information regarding requirements.

Environment Rating Scale (ERS) Assessment

HQSE 3: The program will receive a formal assessment with the appropriate ERS (ECERS-R and/or ITERS-R).

- The average facility score must be at least 3.0 overall, along with the following Subscale/Item scores:
 - Personal Care Routines: 2.0 or higher
 - Activities: 3.0 or higher
 - Listening & Talking: 3.0 or higher
 - Interactions: 3.0 or higher
 - Program Structure
 - Free Play 3.0 or higher
- The finalized report will inform the Quality Improvement Plan (QIP) *. Any subscale scores below a 3.0 must be addressed in the Quality Improvement Plan (QIP) *.

Pyramid Model: Promoting Social Emotional Competence and School Readiness in Young Children

HQSE 4: Pyramid Model Coach and Leadership Team set goals for implementing the Pyramid Model program-wide, including the number of classrooms working to implement Pyramid Model Module 1 and Module 2 topics.

- Suggested Pyramid Model tools for implementation: Benchmarks of Quality and Inventory of Practices-sections related to Modules 1 and 2 and the first two levels of the Pyramid.

HQSE 4: Work with external CCR&R Pyramid Model coach to use *Teaching Pyramid Observation Tool* (TPOT for Preschool age) * or *Teaching Pyramid Infant/Toddler Observation Scale* (TPITOS) * as a guide for coaching and implementation. Program is encouraged to request CCR&R coach to administer TPOT and/or TPITOS.

HQSE 4: Director will communicate with families about the Pyramid Model using the brochure *Positive Solutions for Families* *.

Curriculum

HQSE 5: The program has a written curriculum plan that is aligned with the MT Early Learning Standards and Developmentally Appropriate Practice (2009, 3rd Ed. by Carol Copple & Sue Bredekamp, eds).

Observations

HQSE 6: The program demonstrates that observations of the children are used to inform curriculum and environment to support the individual needs of children.

★ LEADERSHIP & PROGRAM MANAGEMENT (LPM)

Program Administration Scale (PAS) Assessment

LPM 1: Programs will receive a formal assessment and must receive at least a 3.0 overall.

- Any subscales below a 3.0 must be addressed on the Quality Improvement Plan (QIP) *.

STAR 4

- The trainings and Practitioner Registry status requirements at this level are required for employees working more than 1040 hours annually or working a minimum of 20 hours per week.
- Substitutes (SUB) do not need to meet Practitioner Registry Requirements
- An Assessor will be visiting the facility at this level.

Must meet all criteria for STAR 1, STAR 2, and STAR 3 along with the following:

★ EDUCATION, QUALIFICATIONS & TRAINING (EQT)

Practitioner Registry

EQT 1: Director (DIR) current on the [Practitioner Registry](#) at Level 4 or higher.

EQT 1: 50% of caregivers (PCG, AID) are current at Level 2 or higher AND 25% of caregivers (PCG, AID) are current at Level 3 or higher on the [Practitioner Registry](#).

STAR 4 PROFESSIONAL DEVELOPMENT

Inclusion Course (15 hours)

EQT 2: Primary Caregivers (PCG) must be enrolled in or have completed Inclusion 1: Foundations for Inclusion (15 hours) or its equivalent. This course is available at [ChildCareTraining.org](#).

- EDEC 340: Practicing Inclusion in Preschool Programs is a 3 credit course (45 hours) and is an acceptable equivalent for Inclusion I and Inclusion II. This course is available through UM-Western. Transcripts must be provided for this course.

Pyramid Model (hours will vary)

EQT 4: Module 3 Overview (**2 hours**): Any education staff (DIR, PCG, AID) **not** taking MT Blended Pyramid Model Module 3 **must** attend Module 3 Overview (Prerequisite: Introduction and Montana Blended Modules 1 and 2).

EQT 4: MT Blended Pyramid Model Module 3 (**8 hours**): The Behavior Support Team, as identified using the Pyramid Model guidance and the help of the CCR&R Pyramid Model Coach, will attend MT Blended Pyramid Model Module 3.

Ages & Stages Questionnaire (ASQ)/ Ages & Stages Questionnaire –Social Emotional (ASQ-SE) Training (4 hour course)

EQT 5: This criterion is a place holder. More information will come once the training is available.

★ FAMILY/COMMUNITY PARTNERSHIPS (FCP)

High Needs

FCP 1: Programs must serve a minimum 10% high needs children; after 3 renewals at STAR 4 the program must be serving 15%. Refer to the [STARS Guidance & Procedures](#) for additional information.

Conferences

FCP 2: The program offers, in addition to ongoing conversations, a meeting/conference with each child's family at least once per year. Together, the child's progress and needs are reviewed, and goals for the child are set.

Home/School Communication

FCP 3: Opportunities are available to facilitate exchange of information between the program and families, such as home/school journals or notebooks, bulletin boards, newsletters, parent/family advisory councils, parent/family volunteers, parent/family participation.

ASQ/ASQ-SE Tool Implementation

FCP 5: This criterion is a place holder. More information will come once trainings are available.

★ HIGH QUALITY SUPPORTIVE ENVIRONMENTS (HQSE)

Environment Rating Scale (ERS) Assessment

HQSE 1: The program will receive a formal assessment with the appropriate ERS (ECERS-R and/or ITERS-R).

- The average facility score must be at least 4.0 overall, along with the following Subscale/Item scores:
 - Personal Care Routines: 3.0 or higher
 - Activities: 4.0 or higher
 - Listening & Talking: 4.0 or higher
 - Interactions: 4.0 or higher
 - Program Structure
 - Free Play 4.0 or higher
- The finalized report will inform the Quality Improvement Plan (QIP). Any subscale scores below a 4.0 must be addressed in the Quality Improvement Plan (QIP) *.

Pyramid Model: Promoting Social Emotional Competence and School Readiness in Young Children

HQSE 2: Minimum 50% of classrooms will fully implement the Montana Pyramid Model to fidelity. Classrooms implementing to fidelity must achieve 80% or higher on TPOT/TPITOS scores.

HQSE 2: Program will identify a Behavior Support Team. This team will take the lead in developing individualized support plans as needed.

HQSE 2: A 30-minute Introduction to the Pyramid Model: Promoting Social Emotional Competence and School Readiness in Young Children will be offered to families by the program.

★ LEADERSHIP & PROGRAM MANAGEMENT (LPM)

Program Administration Scale (PAS) Assessment

LPM 1: The program will have a formal assessment. The average score must be at least 4.0

- Any subscale scores below a 4.0 must be addressed in the Quality Improvement Plan (QIP) *.

★ STAFF/CAREGIVER-TO-CHILD RATIO & GROUP SIZE (RGS)

RGS 1: Programs must meet NAEYC Accreditation Standards for correlation ratios, group size, ages for Centers. Refer to the [STARS Guidance & Procedures](#) for the chart.

STAR 5

- The trainings and Practitioner Registry status requirements at this level are required for employees working more than 1040 hours annually or working a minimum of 20 hours per week.
- Substitutes (SUB) do not need to meet Practitioner Registry Requirements
- An Assessor will be visiting the facility at this level.

Must meet all criteria for STAR 1, STAR 2, and STAR 3, and STAR 4 along with the following:

★ NAEYC ACCREDITATION/HEAD START PERFORMANCE STANDARDS

Centers must be NAEYC Accredited and maintaining accreditation standards for the five criteria areas (Education, Qualifications, & Training (EQT); Staff/Caregiver-to-Child Ratio & Group Size (RGS); Family/Community Partnerships (FCP); Leadership & Program Management (LPM); and High Quality Supportive Environments (HQSE)).

Early Head Start/Head Start Programs must meet Head Start Performance Standards.

★ EDUCATION, QUALIFICATIONS & TRAINING (EQT)

Practitioner Registry

EQT 1: Director (DIR) current on the [Practitioner Registry](#) at Level 5 or higher.

EQT 1: 50% of caregivers (PCG, AID) are current at Level 2 or higher AND 25% of caregivers are current at Level 3 or higher on the [Practitioner Registry](#).

STAR 5 PROFESSIONAL DEVELOPMENT

Inclusion Course (30 hours)

EQT 2: Primary Caregivers (PCG) must be enrolled in or have completed Inclusion II: Strategies for Inclusion (30 hours) or an equivalent. This course is available through [ChildCareTraining.org](#).

- EDEC 340: Practicing Inclusion in Preschool Programs is a 3 credit course (45 hours) and is an acceptable equivalent for Inclusion I and Inclusion II. This course is available through UM-Western. Transcripts must be provided for this course.

Trauma Informed Care Course

EQT 3: This criterion is a place holder. More information will come once the training is available.

★ FAMILY/COMMUNITY PARTNERSHIPS (FCP)

High Needs

FCP 1: Programs must serve a minimum 15% high needs children. Refer to the [STARS Guidance & Procedures](#) for additional information.

★ HIGH QUALITY SUPPORTIVE ENVIRONMENTS (HQSE)

Health and Wellness

HQSE 1: The program has established policies addressing the health and wellness of children, staff, and families.

Environment Rating Scale (ERS) Assessment

HQSE 2: The program will receive a formal assessment with the appropriate ERS (ECERS-R and/or ITERS-R)

- The average facility score must be at least 5.0 overall, along with the following Subscale/Item scores:
 - Personal Care Routines: 4.0 or higher
 - Activities: 5.0 or higher
 - Listening & Talking: 5.0 or higher
 - Interactions: 5.0 or higher
 - Program Structure
 - Free Play 5.0 or higher
- The finalized report will inform Quality Improvement Plan (QIP). Any subscale scores below a 5.0 must be addressed in the Quality Improvement Plan (QIP) *.

Pyramid Model: Promoting Social Emotional Competence and School Readiness in Young Children

HQSE 3: The Pyramid Model will be fully implemented program-wide and maintained. At least 80% of all classrooms must achieve an 80% or higher on TPOT/TPITOS scores.

★ LEADERSHIP & PROGRAM MANAGEMENT (LPM)

Program Administration Scale (PAS) Assessment

LPM 1: The program will have a formal assessment. The average score must be at least 5.0.

- Any subscale scores below a 5.0 must be addressed in the Quality Improvement Plan (QIP) *.

STAR 1 Checklist: Are we ready?

- Use this checklist to help you find out if you are ready to submit for a STAR level 1.
- This is for your use only and does **not** need to be submitted for verification.
- Additional information regarding STARS criteria can be found in in the STARS Standards for Centers (this document) or in the [STARS Guidance & Procedures](#)

EDUCATION, QUALIFICATIONS, AND TRAINING

- Practitioner Registry**
 - Director is current
 - All teaching/caregiving staff are current
- STARS to Quality Essentials training**
 - Director has completed
 - All teaching/caregiving staff have completed
- Program Administration Scale (PAS) training**
 - Director has completed OR other individual assigned has completed PAS training and this will be noted in the application checklist
- Environment Rating Scale (ERS) training**
 - Director has completed OR other individual assigned has completed ERS training and this will be noted in the application checklist
- Food Safety Training**
 - Direct food service staff have completed an approved training

FAMILY/COMMUNITY PARTNERSHIPS

- Program's enrollment includes 10% children with high needs

HIGH QUALITY SUPPORTIVE ENVIRONMENTS

- Daily health checks are occurring and being documented
- Environment Rating Scale(s) Self-Assessment is complete and QIP developed from scores
- All staff have access to MT Early Learning Standards

LEADERSHIP & PROGRAM MANAGEMENT

- Program profile, including Program Info and Classrooms tabs, is complete and has been updated since last submission
- Emergency Preparedness Kits are complete and available
- Program Administration Scale Self-Assessment is complete and QIP developed from scores
- All staff have access to Child Care Licensing regulations
- All staff have signed off that they have read and have access to Child Care Licensing regulations

STAR 2 Checklist: Are we ready?

- Use this checklist (and previous level checklists) to help you find out if you are ready to submit for a STAR level 2.
- This is for your use only and does **not** need to be submitted for verification.
- Additional information regarding STARS criteria can be found in in the STARS Standards for Centers (this document) or in the [STARS Guidance & Procedures](#)

EDUCATION, QUALIFICATIONS, AND TRAINING

- Practitioner Registry**
 - Director is current at Level 2 or higher
 - All teaching/caregiving staff are current
- Director and all teaching/caregiving staff have individualized written Professional Development plans linked to the Knowledge Base
- Introduction to the Pyramid Model training**
 - Director has completed
 - All teaching/caregiving staff have completed
- Blended Pyramid Model Module 1 training**
 - Director has completed
 - All teaching/caregiving staff have completed
- Oral Health Training**
 - All Primary Caregivers have completed
- MT Medication Administration II training**
 - Director has completed
 - All Primary Caregivers have completed
 - (MT Medication Administration I training is a pre-requisite and must be completed prior to completing Medication Administration II training)
- MT Medication Administration Refresher Training**
 - Director has completed if it has been 3 years since Medication Administration I & II were completed
 - All Primary Caregivers have completed if it has been 3 years since Medication Administration I & II were completed
- Introduction to MT Early Learning Standards training**
 - Director has completed
 - All Primary Caregivers have completed

FAMILY/COMMUNITY PARTNERSHIPS

- Program's enrollment includes 10% children with high needs
- Written enrollment process is in place for families

HIGH QUALITY SUPPORTIVE ENVIRONMENTS

- Program is participating or has applied to participate in MT CACFP
- Program has at least 1 person in charge of food service/meal coordination
- If the program is not eligible for CACFP, the following criteria are being met:*
 - Menus are posted
 - Division of Responsibility in Feeding is being adhered to
 - Special Dietary Needs Statement and Protected Health Information form is completed when necessary
- Program supports nursing mothers, regardless of whether infants are cared for in the program
- Program has an appropriate internal transition plan for children
- Program has a policy and process to review immunizations at least every 6 months
- All or select classrooms working to implement Pyramid Model Module 1 topics. Leadership has determined steps needed, alongside the Pyramid Model coach, to begin implementation of the Pyramid Model

STAFF/CAREGIVER-TO-CHILD RATIO & GROUP SIZE

- Written staffing plan is in place

STAR 3 Checklist: Are we ready?

- Use this checklist (and previous level checklists) to help you find out if you are ready to submit for a STAR level 3.
- This is for your use only and does **not** need to be submitted for verification.
- Additional information regarding STARS criteria can be found in in the STARS Standards for Centers (this document) or in the [STARS Guidance & Procedures](#)

EDUCATION, QUALIFICATIONS, AND TRAINING

- Practitioner Registry**
 - Director is current at Level 3 or higher
- All teaching/caregiving staff are current and at least half are current at Level 2 or higher
- Certified Infant Toddler Caregiver Course**
 - Primary Caregivers working with infants/toddlers are enrolled in or have completed
- Certified Preschool Teacher Course**
 - Primary Caregivers working with 2-5 year olds have are enrolled in or have completed
- MT Blended Pyramid Model Module 2 training**
 - Director has completed
 - Teaching/caregiving staff have completed

FAMILY/COMMUNITY PARTNERSHIPS

- Program's enrollment includes 10% children with high needs
- Program provides families with community resources
- Program supports children and families while transitioning in and out of care to other educational settings
- Program provides opportunities for family involvement

HIGH QUALITY SUPPORTIVE ENVIRONMENTS

- Program participates in family style meal service
- Program has received Certificate of Excellence for immunizations from County Health Department review
- Program has received formal ERS assessment and has met required scores. The QIP and budget reflect these scores.
- Pyramid Model Coach and program leadership have set goals for Pyramid Model implementation
- Pyramid Model coach has completed TPOT and/or TPITOS assessments
- Program has communicated with families using the *Positive Solutions for Families* brochure
- Program has a written curriculum plan aligned with MELS and DAP
- Program uses observations to inform curriculum, environment, and individualization

LEADERSHIP & PROGRAM MANAGEMENT

- Program has received formal PAS assessment and has met required scores. The QIP and budget reflect these scores.

STAR 4 Checklist: Are we ready?

- Use this checklist (and previous level checklists) to help you find out if you are ready to submit for a STAR level 4.
- This is for your use only and does **not** need to be submitted for verification.
- Additional information regarding STARS criteria can be found in in the STARS Standards for Centers (this document) or in the [STARS Guidance & Procedures](#)

EDUCATION, QUALIFICATIONS, AND TRAINING

- Practitioner Registry**
 - Director is current at Level 4 or higher
 - All teaching/caregiving staff are current and at least half are current at Level 2 or higher AND at least 25% are current at Level 3 or higher
- Inclusion I course**
 - Primary Caregivers are enrolled in or have completed
- Pyramid Model Module 3 Overview training**
 - Director and teaching/caregiving staff **not** completing full MT Blended Pyramid Model Module 3 training have completed
- MT Blended Pyramid Model Module 3 training**
 - Identified staff have completed

FAMILY/COMMUNITY PARTNERSHIPS

- Program's enrollment includes 10% children with high needs
 - Program's enrollment included 15% children with high needs if this is 4th renewal at STAR 4
- Program offers annual conferences to families
- Program offers opportunities for exchange of information with families

HIGH QUALITY SUPPORTIVE ENVIRONMENTS

- Program has received formal ERS assessment and has met required scores. The QIP and budget reflect these scores.
- At least half of the classrooms have implemented the Pyramid Model to fidelity and have at least 80% or higher on TPOT/TPITOS scores
- Program has identified a Behavior Support Team
- Program offers the Pyramid Model introduction video to families

LEADERSHIP & PROGRAM MANAGEMENT

- Program has received formal PAS assessment and has met required scores. The QIP and budget reflect these scores.

STAFF/CAREGIVER-TO-CHILD RATIO & GROUP SIZE

- Program meets NAEYC Accreditation Standards for ratios and group size

STAR 5 Checklist: Are we ready?

- Use this checklist (and previous level checklists) to help you find out if you are ready to submit for a STAR level 5.
- This is for your use only and does **not** need to be submitted for verification.
- Additional information regarding STARS criteria can be found in in the STARS Standards for Centers (this document) or in the [STARS Guidance & Procedures](#)

- Program is currently NAEYC Accredited

EDUCATION, QUALIFICATIONS, AND TRAINING

Practitioner Registry

- Director is current at Level 5 or higher
- All teaching/caregiving staff are current and at least half are current at Level 2 or higher AND at least 25% are current at Level 3 or higher

Inclusion II course

- Primary Caregivers are enrolled in or have completed the Inclusion II course

FAMILY/COMMUNITY PARTNERSHIPS

- Program's enrollment includes 15% children with high needs

HIGH QUALITY SUPPORTIVE ENVIRONMENTS

- Program has policies addressing health and wellness of children, staff, and families
- Program has received formal ERS assessment and has met required scores. The QIP and budget reflect these scores.
- The Pyramid Model is fully implemented program wide. At least 80% of classrooms have achieved 80% or higher on TPOT/TPITOS scores

LEADERSHIP & PROGRAM MANAGEMENT

- Program has received formal PAS assessment and has met required scores. The QIP and budget reflect these scores.