HEAD START
EARLY HEAD START
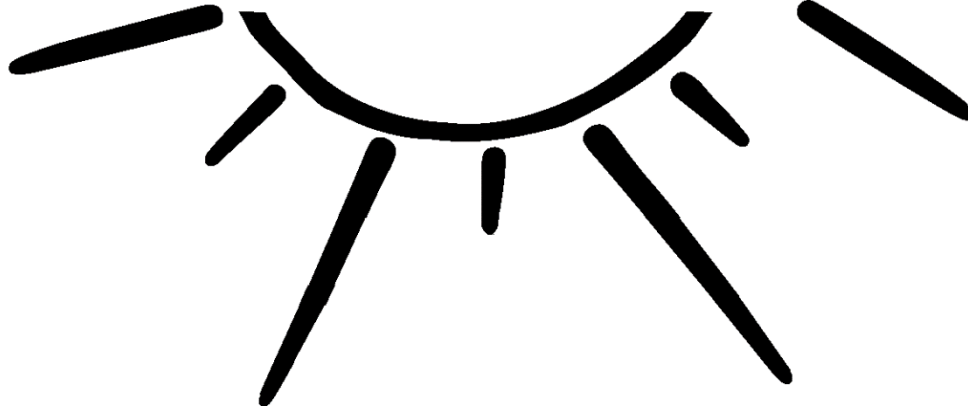
Standards of Quality

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Introduction

Welcome to the Best Beginnings STARS to Quality Early Head Start and Head Start Standards. This document will help licensed Head Start programs, 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]()*. This document includes Head Start Performance Standards that meet STARS criteria for licensed programs. This document is not intended for licensed child care programs that are participating in the Early Head Start Partnership program.

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
  - ⭐ ITERS – Infant/Toddler Environment Rating Scale
  - ⭐ ECERS – Early Childhood Environment Rating 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 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, and/or contact) work directly with children more than 160 hours annually they must meet training requirements.
- Substitutes are not required to meet Practitioner Registry Requirements

⭐ EDUCATION, QUALIFICATIONS & TRAINING

Practitioner Registry
EQT 1: Director and all caregiving staff current on the Practitioner Registry at any level.

STAR 1 PROFESSIONAL DEVELOPMENT

STARS To Quality Essentials (2 hours)
EQT 2: The Director and caregiving staff must complete this course, regardless of date hired. It is available through the ChildCareTraining.org.

Program Administration Scale (2 hours)
EQT 3: The Director must complete this course. It is available through the CCR&R.

Environment Rating Scale Training (4 hours)
EQT 4: The Director must complete this course. It is available through the CCR&R.

Food Safety Course
Met by Head Start Performance Standard: 1302.47(b)(6)(ii)

⭐ FAMILY/COMMUNITY PARTNERSHIPS

High Needs
Met by Head Start Performance Standard: 1302.14(b)

⭐ HIGH QUALITY SUPPORTIVE ENVIRONMENTS

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 * 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 has access to the MT Early Learning Standards *.

⭐ LEADERSHIP & PROGRAM MANAGEMENT

Program Management
LPM 1: Programs must complete or update the Program Profile (under the *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.
- A Quality Improvement Plan * 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 online at http://www.dphhs.mt.gov/earlychildhood/licensingregulations.shtml

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, and/or contact work directly with children more than 160 hours annually they must meet training requirements.
- Substitutes (SUB) do not need to meet Practitioner Registry Requirements

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

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.

⭐ EDUCATION, QUALIFICATIONS & TRAINING

Practitioner Registry
EQT 1: Director current on the Practitioner Registry at Level 2 or higher.

Individualized Professional Development Plan
Met by Head Start Performance Standard: 1302.31(a)

STAR 2 PROFESSIONAL DEVELOPMENT

Pyramid Model (8 hours)
EQT 3: Introduction to the Pyramid Model (2 hours): Director and all caregiving staff

EQT 3.1: Montana Blended Pyramid Module 1 (6 hours): Director and all caregiving staff.
- These courses are available through the CCR&R. Introduction is also available online at ChildCareTraining.org.

Oral Health Training
Met by Head Start Performance Standard: 1302.43 & 1302.42(c)(3)

MT Medication Administration II
Met by Head Start Performance Standard: 1302.47(b)(4)(c) & 1302.47(b)(7)(iv)

Introduction to the Montana Early Learning Standards (6 hours)
EQT 7: Director and Primary Caregivers must complete the Introduction to the MT Early Learning Standards Course. This course is available online at ChildCareTraining.org.

⭐ FAMILY/COMMUNITY PARTNERSHIPS

High Needs
Met by Head Start Performance Standard: 1302.14(b)

Enrollment Process
Met by Head Start Performance Standard: 1302.1

⭐ HIGH QUALITY SUPPORTIVE ENVIRONMENTS

Food Service/Meal Coordination
Met by Head Start Performance Standard: 1302.31(3)(2) & 1302.44(a)

Support for Nursing Mothers
Met by Head Start Performance Standard: 1302.44(a)(2)(viii)

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
Met by Head Start Performance Standard: 1302.15(e)

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

Staffing Plan
Met by Head Start Performance Standard: 1302.90

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 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

Practitioner Registry
EQT 1: Director must be 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 (60 hours)
EQT 2: Primary Caregivers 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 (60 hours)
EQT 3: Primary Caregivers 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. 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 and caregiving staff 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

High Needs
Met by Head Start Performance Standard: 1302.14(b)

Community Resources
Met by Head Start Performance Standard: 1302.33 & 1302.53

Transitions
Met by Head Start Performance Standard: 1302.70, 1302.71, & 1302.72

Family Engagement
Met by Head Start Performance Standard: 1302.34(a)(b) & 1302.50(a)(b)

⭐ HIGH QUALITY SUPPORTIVE ENVIRONMENTS

Family Style Meal Service
Met by Head Start Performance Standard: 1302.44(a)(1) & 1302.31(e)(2)

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 *. Any subscale scores below a 3.0 must be addressed in the Quality Improvement Plan *.

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* <mark>*</mark>.

Curriculum
Met by Head Start Performance Standard: 1302.32(a)(1)(i)(ii)(iii)

Observations
Met by Head Start Performance Standard: 1302.33(b)(1)(2)

☆ LEADERSHIP & PROGRAM MANAGEMENT

Program Administration Scale 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 <mark>*</mark>.

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

Practitioner Registry
EQT 1: Director must be current on the Practitioner Registry at Level 4 or higher.

EQT 1: 50% of caregivers are current at Level 2 or higher AND 25% of caregivers are current at Level 3 or higher on the Practitioner Registry.

STAR 4 PROFESSIONAL DEVELOPMENT

Inclusion Course (15 hours)
EQT 2: Primary Caregivers 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.

ASQ/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

High Needs
Met by Head Start Performance Standard: 1302.14(b)

Conferences
Met by Head Start Performance Standard: 1302.34(b)(3)

Home/School Communication
Met by Head Start Performance Standard: 1302.34(b)(2)(4) & 1302.50(b)(2)

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

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

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

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 *.

⭐ STAFF/CAREGIVER-TO-CHILD RATIO & GROUP SIZE
Met by Head Start Performance Standard: 1302.21(b) center and 1302.33(b)(2) family

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.

<p align="center">Must meet all criteria for STAR 1, STAR 2, and STAR 3, and STAR 4 along with the following:</p>

☆ HEAD START PERFORMANCE STANDARDS

Early Head Start/Head Start Programs must meet Head Start Performance Standards and be in good standing.

☆ EDUCATION, QUALIFICATIONS & TRAINING

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

EQT 1: 50% of caregivers 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

High Needs
Met by Head Start Performance Standard: 1302.14(b)

☆ HIGH QUALITY SUPPORTIVE ENVIRONMENTS

Health and Wellness
Met by Head Start Performance Standard: 1302.45(a)

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

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

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 *.

STAR 1 Checklist: Are we ready?

- Use this checklist to help you prepare 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 each STAR 1 criterion can be found in the [STARS Guidance & Procedures](#).

EDUCATION, QUALIFICATIONS, AND TRAINING
- ☐ **Practitioner Registry**
  - o Director is current
  - o All teaching/caregiving staff are current
- ☐ **STARS to Quality Essentials training**
  - o Director has completed
  - o All teaching/caregiving staff have completed
- ☐ **Program Administration Scale (PAS) training**
  - o 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**
  - o Director has completed OR other individual assigned has completed ERS training and this will be noted in the application checklist

HIGH QUALITY SUPPORTIVE ENVIRONMENTS
- ☐ Daily health checks are occurring and being documented
- ☐ Environment Rating Scale(s) Self-Assessment is complete
- ☐ 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 Management Self-Assessment is complete
- ☐ 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 to help prepare 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 each STAR 1 criterion can be found in the STARS Guidance & Procedures.

EDUCATION, QUALIFICATIONS, AND TRAINING
- ☐ **Practitioner Registry**
  - o Director is current at Level 2 or higher
  - o All teaching/caregiving staff are current
- ☐ **Introduction to the Pyramid Model training**
  - o Director has completed
  - o All teaching/caregiving staff have completed
- ☐ **Blended Pyramid Model Module 1 training**
  - o Director has completed
  - o All teaching/caregiving staff have completed
- ☐ **Introduction to MT Early Learning Standards training**
  - o Director has completed
  - o All Primary Caregivers have completed

HIGH QUALITY SUPPORTIVE ENVIRONMENTS
- ☐ Program has an appropriate internal transition plan for children
- ☐ 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

STAR 3 Checklist: Are we ready?

- Use this checklist to help prepare 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 each STAR 1 criterion can be found in the [STARS Guidance & Procedures](#).

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

HIGH QUALITY SUPPORTIVE ENVIRONMENTS
- ☐ 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

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 to help prepare 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 each STAR 1 criterion can be found in the STARS Guidance & Procedures.

EDUCATION, QUALIFICATIONS, AND TRAINING
- ☐ **Practitioner Registry**
  - o Director is current at Level 4 or higher
  - o 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**
  - o Primary Caregivers are enrolled in or have completed
- ☐ **Pyramid Model Module 3 Overview training**
  - o Director and teaching/caregiving staff **not** completing full MT Blended Pyramid Model Module 3 training have completed
- ☐ **MT Blended Pyramid Model Module 3 training**
  - o Identified staff have completed

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.

STAR 5 Checklist: Are we ready?

- Use this checklist to help prepare 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 each STAR 1 criterion can be found in the [STARS Guidance & Procedures](#).

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☐ Program is meeting and in good standing with Head Start Performance Standards. Required documentation is available to upload.

EDUCATION, QUALIFICATIONS, AND TRAINING
☐ **Practitioner Registry**
  - o Director is current at Level 5 or higher
  - o 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**
  - o Primary Caregivers are enrolled in or have completed the Inclusion II course

HIGH QUALITY SUPPORTIVE ENVIRONMENTS
☐ 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.