Spark Quality Improvement Phase Part 3

Module 5
New Quality Improvement Specialist Training

Welcome

- Please type your name in the chat



Module 4 review

Spark domain *Children's Learning and Development*



Module Series

1. Introduction to Spark: Oregon's QRIS
2. Engaging Early Learning Programs in Spark
3. Spark Quality Improvement Phase, part 1
4. Spark Quality Improvement Phase, part 2: Spark Standards
5. **Spark Quality Improvement Phase, part 3: Spark Standards**
6. Spark Quality Rating Phase
7. Spark Continuous Quality Improvement Phase

Module 5 Objectives

- Participants will examine the Spark standards in the Health and Safety, Personnel Qualifications, Family Partnerships, and Administrative and Business Practices domains.
- Participants will examine the evidence associated with the Spark standards in the Health and Safety, Personnel Qualifications, Family Partnerships, and Administrative and Business Practices domains.

Reflection

What are your impressions of the Spark standards so far?



Spark Oregon's Quality Rating and Improvement System Participation Phases

	Commitment to Quality Phase	Quality Improvement Phase	Quality Rating Phase	Continuous Quality Improvement Phase
Enter this phase when:	· Licensed program · Interested in Spark · Meet C2Q compliance requirements	· Achieved C2Q · Program uses QIP/SA to identify areas for CQI · Need Spark resources to improve program	· Achieved C2Q · Best practices implemented	· Have submitted a complete portfolio · Received initial rating and feedback
Steps and materials:	· Attend Spark Orientation · Apply for C2Q by submitting: ▪ Application ▪ MOU · Receive C2Q rating and Welcome Kit · Use Quality Improvement Plan (QIP) and Self Assessment (SA) to decide next steps in Spark	· Complete personalized action plan using the QIP · Request financial supports by submitting: ▪ Request for Supports form ▪ WOU W-9 form · Work individually or with Quality Improvement Specialist · Implement quality improvements in programs using QIP as a guide	· Document evidence in Spark portfolio · Clearly label evidence and place in appropriate section of portfolio · Use score sheet and other Spark resources to make sure evidence is well documented and complete · Apply for 3-4-5 star quality rating by submitting complete Spark portfolio for review	· Receive financial incentive at 3-4-5 star levels · Create an action plan using the QIP to address any standards not initially met at desired level · Document updated evidence in portfolio as needed · Resubmit Spark portfolio as needed · Maintain Spark quality and compliance requirements

Quality Improvement Phase

- QIS will spend the most time supporting programs through this phase
- Help implementing quality improvements
- Supporting programs as they gather evidence for their portfolio

Role of QIS

- Support programs as they make improvements
- Connect program with resources including the QRIS Resources website and Spark helpline
- Understand the types of evidence required for Spark Standards, so you can answer the provider's questions
- Work with providers as they compile evidence

Domains

Health and Safety

Personnel Qualifications

Family Partnerships

Administration & Business Practices

Health and Safety

Standard HS1

Children are provided instruction and support to independently manage health and hygiene practices.

★★★

Children are provided positive support and instruction at the individual ability level of the child during toileting. Instruction is provided:

- in a positive manner
- using **naturally occurring opportunities**
- on an **individual basis**

Evidence:

☐ Written description or program policy explaining how and when instruction is provided to children on toileting.

★★★★

Children are provided instruction on preventing germ transmission (for example, instruction on frequent and thorough hand washing, using a tissue to wipe nose, sneezing and coughing in elbow, and not sharing drinks). Instruction is provided:

- in a positive manner
- using **naturally occurring opportunities**
- on an **individual basis**
- during group activities

Evidence:

☐ Written description or program policy explaining how and when instruction is provided to children on germ transmission.

★★★★★

At least once per year, children are provided instruction on how and when to brush teeth (for example, staff or dental hygienist demonstrating techniques, providing brushes and having children practice technique, etc.) and have opportunities to practice tooth brushing.

Evidence:

☐ Written description or program policy explaining how and when instruction is provided to children on tooth brushing.

Standard HS2

Children are provided instruction and support on safety rules and expectations.

★★★

The program has a set of safety rules for children that is posted in a visible place.

Evidence:

- ☐ Copy of the program's child safety rules.
- ☐ Captioned photograph of program's child safety rules posted in the program.

★★★★

Program personnel use both:

- formal instruction
- naturally occurring opportunities to teach safety rules and expectations that apply both in the program and in the community

Evidence:

- ☐ Written description of instruction provided to children on safety rules and expectations that demonstrates the criteria above.
- ☐ Written example of an incidence of naturally occurring instruction on safety rules and expectations.

Standard HS3 Healthy eating habits are supported and encouraged.

★★★

Program personnel encourage healthy eating habits during mealtime by:

- sitting with children during meals and snacks
- engaging in conversations with children
- encouraging conversations between children
- providing appropriate portion sizes

Evidence:

☐ Program policy for meals and snacks that demonstrates the criteria above.

★★★★

Program personnel encourage healthy eating habits during mealtime by:

- encouraging children to try foods but not requiring them to eat specified foods or amounts
- providing information about good nutrition and eating habits
- dividing children into small groups
- providing child size serving utensils for children to use
- having children help during meals (setting the table, serving themselves, clearing the table or their place setting)
- offering fresh fruit and vegetables at least twice a week

Evidence:

☐ Program policy for meals and snacks that demonstrates the criteria above.

★★★★★

Program personnel provide instruction about healthy nutrition, including instruction on eating from the USDA guidelines, how foods help bodies grow (preschool), and how good nutrition helps keep bodies healthy (school-age). Instruction is delivered:

- in a positive manner
- using **naturally occurring opportunities**
- on an **individual basis**
- during group activities

Evidence:

☐ Written description of how and when instruction is provided on nutrition that demonstrates the criteria above.

Standard HS4 Healthy fitness habits are supported and encouraged.

★★★

Program personnel use natural opportunities to:

- increase physical activity
- plan daily **moderate-to-vigorous physical activity**

Evidence:

☐ Written description of how and when program personnel use natural opportunities to encourage moderate-to-vigorous physical activity.

★★★★

Program personnel provide instruction on the importance of physical activity.

Evidence:

☐ Written description of instruction provided to children on the importance of physical activity.

Standard HS5

Program personnel collaborate with health and related service professionals to address the individual health needs of children, as applicable.

★★★ The program's policy indicates willingness to include children with **special health needs** (temporary or ongoing) and to make the necessary exceptions and accommodations.

Evidence:

- ☐ Program policy on including children with special health needs that demonstrates the criteria above.

★★★★ Program personnel consult and collaborate with health care and related service professionals to meet children's special health care needs, as applicable.

Evidence:

- ☐ Program policy on consultation and collaboration with other professionals to meet a child's special health care needs.
- ☐ If a child with special health needs participates in the program, provide documentation of a consultation with health care or related service personnel (for example, a letter from a related service provider, treatment notes, nursing care plan, or copy of a child's IFSP), with child's name removed.

Spark

Standard HS6

Program uses screen time appropriately. Screen time includes all electronic media, such as television, video/DVD, electronic games, computers, tablets, smart phones, or any other screened electronic devices. This does not include augmentative communication or other electronic devices that are used by children with disabilities as part of their educational program.

★★★

Appropriate screen time use includes:

- parents are informed if electronic media are used in the program
- screen content is appropriate for ages of children, nonviolent, and culturally sensitive
- at least one alternative activity is available while electronic media is used
- program's use of screen viewing encourages active child involvement
- electronic media is not on during non-viewing time and is not allowed during meals or snack time
- no screen time for children younger than two years of age
- adults do not use electronic media for personal use during the care day

Evidence:

☐ Program policy on screen time that demonstrates the criteria above.

★★★★★

Appropriate screen time use includes:

- program uses screen time intentionally
- screen time is related to instructional goals (i.e., supports and extends children's current interests and experiences, content is discussed with children, etc.)
- screen media is free of advertisement and brand placement
- screen time is limited to no more than one hour per day

Evidence:

☐ Program policy on screen time that demonstrates the criteria above.

☐ Written description of how the program uses screen time in an intentional manner related to instructional goals.

Questions and Comments



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Personnel Qualifications

Spark PQ Report

- Used to score PQ 1-4
- Standards include some flexibility
- Non-licensed programs cannot access an ORO report. A self-report form is sent in their Welcome Kit that will assist them in looking up their staff in ORO.

Example, PQ Report

Quality Rating and Improvement System (QRIS) Personnel Qualifications

This form can be used for planning the professional development needs to meet the QRIS personnel qualifications. For reference, note the date printed in the footer.

Facility Name: Early Learning Center (CF50000)
License Number: CF50000
Current License Expiration Date: 06/26/2020
Licensing Hours Reported for Period: 12/14/2018 — 12/14/2019
Current QRIS Rating: Commitment to Quality Stars
Application Date: 06/28/2020

Provider, Directors and Multi-Site Coordinators

CR UID	Name(s)	Hire Date	Position	Oregon Registry Step	Licensing Hours	Annual Hours	Ethics Enhancement	Total Program Management Hours	Oregon Registry Director Credential
123456	Jane Doe	None	Provider	7	57.00	39.00	Yes	38.00	—

QRIS Personnel Qualifications SELF-REPORT

for License Exempt* Programs for the Personnel Qualifications (PQ) Domain

*License exempt programs are child care centers that are operated by a school district, political subdivision of the state or a governmental agency. These programs are not required by law to be licensed with the Early Learning Division Office of Child Care.

Who should complete this self-report form?

Is your program licensed?

☐ Yes **Do not complete this form** and instead, submit a copy of your program's QRIS Personnel Qualifications Report which can be obtained from your local Quality Improvement Specialist or by contacting the Spark Helpline at 877-768-8290.

☐ No **You must complete this form** and include it in the portfolio in place of the QRIS Personnel Qualifications Report.

Instructions:

Directors/Multi-Site Coordinators can complete the information on this self-report by:

1. Downloading their own ORO Professional Development (PD) Statement.
2. Requesting staff log into their own ORO account and print their PD Statement.

Include the ORO PD Statement for the Director/MS Coordinator. All other employee information will be verified during the portfolio review using the CR UID. The CR UID for each employee is available on their PD Statements and must be included.

Only Directors/Multi-Site Coordinators, Head Teachers/Teachers and Aide IIs need to be reported.

For more information about the Oregon Registry and to download Professional Development Statements, visit: my.oregonregistryonline.org.

Questions? Contact the Spark Helpline at 877-768-8290 or QRISHelp@wou.edu

Facility Name:_____ Date Reporting:_____

Former license number (if applicable):_____

Directors and Multi-Site Coordinators

CR UID	Name (s)	Hire Date	Position	Oregon Registry Step	Annual Training Hours

Ethics Enhancement (Y/N)	Total Program Management Hours	Oregon Registry Director Credential (Y/N)

Head Teachers & Teachers

CR UID	Name (s)	Hire Date	Position	Oregon Registry Step	Annual Training Hours

Aide IIs

CR UID	Name (s)	Hire Date	Position	Oregon Registry Step	Annual Training Hours

Attach Additional Pages if needed

Standard PQ1

The program's leader is presently qualified through education, training, and experience.

★★★

Director has achieved an Oregon Registry Step 8.0 or is currently at a Step 7.0 and working on achieving a Step 8.0 or above

Evidence:

☐ Current Step level of director: _____

☐ Current copy of the QRIS Personnel Qualifications Report verifying step level

★★★★

Director has:

- achieved an Oregon Registry Step 9.0 or is currently at a Step 8.0 and is working on achieving a Step 9.0 or above, **and**
- received or is working on receiving 30 clock hours of community-based training or college course credit (3 quarter credits/2 semester credits) in the core knowledge category of Program Management

Evidence:

☐ Current Step level of director: _____

☐ Current copy of the QRIS Personnel Qualifications Report that shows meeting both criteria above.

★★★★★

Director has:

- achieved an Oregon Registry Step 10 or above or is currently at a Step 8.5 and is working on achieving a Step 10 or above, **and**
- received or is working on receiving 60 clock hours of community-based training or college course credit (6 quarter credits/4 semester credits) in the core knowledge category of Program Management

Evidence:

☐ Current Step level of director: _____

☐ Current copy of the QRIS Personnel Qualifications Report that shows meeting both criteria above.

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PQ1 3-Star:

The Director has achieved an Oregon Registry Step 8.0 or is currently at a Step 7.0 and working on achieving 8.0 or above

Quality Rating and Improvement System (QRIS) Personnel Qualifications

This form can be used for planning the professional development needs to meet the QRIS personnel qualifications. For reference, note the date printed in the footer.

Facility Name: Early Learning Center (CF50000)
License Number: CF50000
Current License Expiration Date: 06/26/2020
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Provider, Directors and Multi-Site Coordinators

CR UID	Name(s)	Hire Date	Position	Oregon Registry Step	Licensing Hours	Annual Hours	Ethics Enhancement	Total Program Management Hours	Oregon Registry Director Credential
123456	Jane Doe	None	Provider	7	57.00	39.00	Yes	38.00	—

Standard PQ2

The program's head teacher(s) and teacher(s) are presently qualified to serve in their positions through education, training, and experience.

★★★

All head teachers and teachers are enrolled in the Oregon Registry and have achieved a step and 50% have achieved a Step 7.0 or above.

Evidence:

☐ Current copy of the QRIS Personnel Qualifications Report that shows meeting both criteria above

or

☐ If the program does not meet the criteria above, please explain why and what is being done to meet them in the future:

_____

_____

_____

★★★★

All head teachers and teachers are enrolled in the Oregon Registry and have achieved a step and 50% have achieved a Step 8.0 or above.

Evidence:

☐ Current copy of the QRIS Personnel Qualifications Report that shows meeting both criteria above

or

☐ If the program does not meet the criteria above, please explain why and what is being done to meet them in the future:

_____

_____

_____

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Standard PQ3

The program's aide II(s) are presently qualified to serve in their positions through education, training, and experience.

☐ Program does not have aide II(s). Proceed to Standard PQ4.

★★★

All aide IIs are enrolled in the Oregon Registry and have achieved a Step and at least 50% of aide IIs are at a Step 3 or above.

Evidence: Choose A or B

☐ **A.** Current copy of the QRIS Personnel Qualifications Report shows at least 50% of aide IIs are at a Step 3 or above.

or

☐ **B.** Indicate the qualification level of the aide IIs in the program:

Full	Partial	Minimal
☐	☐	☐

★★★★

All aide IIs are enrolled in the Oregon Registry and have achieved a Step and at least 50% of aide IIs are at a Step 5 or above.

Evidence: Choose A or B

☐ **A.** Current copy of the QRIS Personnel Qualifications Report shows at least 50% of aide IIs are at a Step 5 or above.

or

☐ **B.** Indicate the qualification level of the aide IIs in the program:

Full	Partial	Minimal
☐	☐	☐

★★★★★

All aide IIs are enrolled in the Oregon Registry and have achieved a Step and at least 50% of aide IIs are at a Step 7 or above.

Evidence: Choose A or B

☐ **A.** Current copy of the QRIS Personnel Qualifications Report shows at least 50% of aide IIs are at a Step 7 or above.

or

☐ **B.** Indicate the qualification level of the aide IIs in the program:

Full	Partial	Minimal
☐	☐	☐

Spark

Standard PQ4

Program personnel continue to advance their knowledge and skills through participation in training and/or college course credit annually that are part of a professional development plan that will lead to advancement, up to Step 10, on the Oregon Registry.

★★★

Directors, head teachers, teachers and aide IIs have a professional development plan and have received or are working toward receiving 18 or more clock hours of training and/or equivalent college course credit annually.

Evidence:

- ☐ Copy of one professional development plan.
- ☐ Current copy of the QRIS Personnel Qualifications Report shows meeting criteria above.

★★★★

Directors, head teachers, teachers and aide IIs have received or are working toward receiving 20 or more clock hours of training and/or equivalent college course credits annually.

Evidence:

- ☐ Current copy of the QRIS Personnel Qualifications Report shows meeting criteria above.

★★★★★

Directors, head teachers, teachers and aide IIs have received or are working toward receiving 24 or more clock hours of training and/or equivalent college course credits annually.

Evidence:

- ☐ Current copy of the QRIS Personnel Qualifications Report shows meeting criteria above.

Spark

Standard PQ5

Program personnel are trained in ethics, professional responsibility, and maintaining confidentiality.

★★★

Program personnel receive training in ethics and professional responsibility.

Evidence: Choose A, B, C or D

☐ **A.** Program policy stating how and when ethics training is given.

or

☐ **B.** A signed certificate, syllabus, or transcript showing participation in ethics training.

or

☐ **C.** Professional Enhancement for Code of Ethical Conduct statement is checked on the Oregon Registry Professional Development Statement.

or

☐ **D.** I commit to ensuring that staff receive training in ethics and professional responsibility.

★★★★

Program personnel follow a clearly defined plan to maintain child and family confidentiality.

Evidence: Choose A or B

☐ **A.** Written example showing how the practice to maintain confidentiality is implemented.

or

☐ **B.** I commit to ensuring that staff follow established procedures to maintain child and family confidentiality.

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Questions and Comments



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Family Partnerships

Written Example

- Specific, concrete - not general practices
- How the program has implemented …
- How the program responded…

Tips

  - Recent example of the practice in action
  - Future practices don’t count
  - No required length

Spark Family Survey

The FP domain relies heavily on the scores from the Family Survey

- Encourage programs to get this out to families early in their Spark process
- 50% response rate required to pass FP1
- Survey results can’t be older than one year

Standard FP1

The program uses family input and feedback to guide program planning and policy decisions.

★★★

The program surveys families once a year in their preferred language and uses their input in making program and policy decisions.

Evidence:

- ☐ QRIS Family Survey Score sheet, on which responses from 50% or more of the families have been summarized.
- ☐ Written example of how the program responded to family input from the survey.

★★★★

The program collects information on an ongoing basis to make program and policy decisions, using email, suggestion box, notebooks, etc.

Evidence:

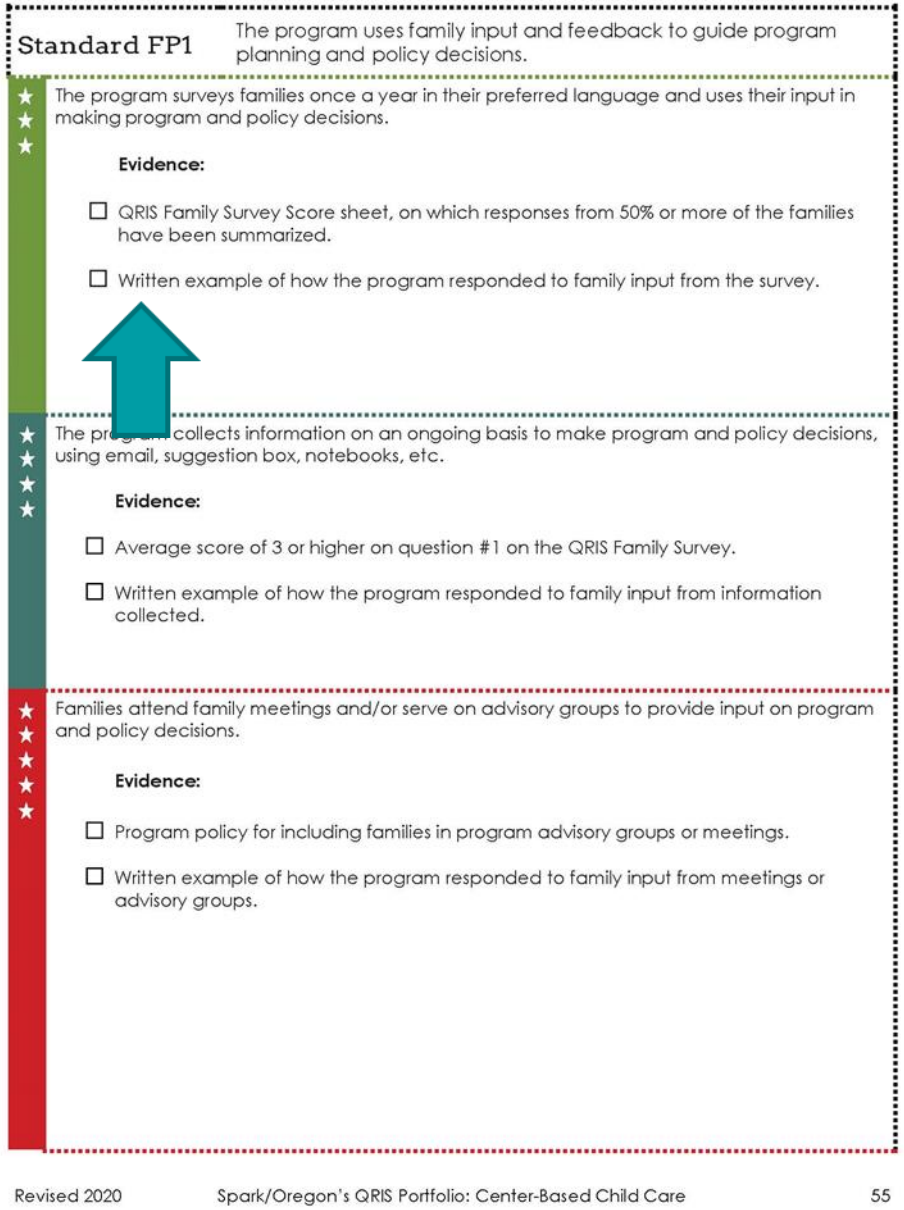
- ☐ Average score of 3 or higher on question #1 on the QRIS Family Survey.
- ☐ Written example of how the program responded to family input from information collected.

★★★★★

Families attend family meetings and/or serve on advisory groups to provide input on program and policy decisions.

Evidence:

- ☐ Program policy for including families in program advisory groups or meetings.
- ☐ Written example of how the program responded to family input from meetings or advisory groups.



Example, Written Example

Butterfly House, FP1, 3-Star

We received feedback on our Family Survey from several parents that it would have been helpful to know about all of our closures and special event dates at the beginning of the year rather than just hearing about them in monthly newsletters. As a result, we notified all our families via email or during pick up of our next field trip and included a complete school calendar as an attachment to the email and had paper copies available for families.

Standard FP2

The program meets the individual needs of children through mutually respectful, two-way communication with families.

★★★ The program collects information from families upon enrollment and provides a method for communicating changes.

Evidence:

- ☐ Average score of 3 or higher on question #2 on the QRIS Family Survey.
- ☐ Written description of how changes in family information are updated.

★★★★ Families are consulted about their child's interests and preferences, informed about their child's progress, and encouraged to contribute to learning and development goals, at least once a year.

Evidence:

- ☐ Average score of 3 or higher on question #3 on the QRIS Family Survey.
- ☐ Program policy on how families contribute to child's learning and development goals and share child interests at least once a year.

★★★★★ The program provides forms and essential program information in a manner that is understandable to all families in the program, regardless of differences in language, literacy, or ability. This may be accomplished by using community resources, including other families.

Evidence:

- ☐ Average score of 3 or higher on question #4 on the QRIS Family Survey.
- ☐ Program policy on connecting families to resources they may need to understand information.

Standard FP3

Families are encouraged to be regular and frequent participants in the program.

★★★

The program encourages all families to visit and observe at any time.

Evidence:

- ☐ Average score of 3 or higher on question #5 on the QRIS Family Survey.

★★★★

The program learns about all families' cultural backgrounds, traditions, beliefs, home language, and interests, and requests ideas and/or suggestions from families for activities.

Evidence:

- ☐ Average score of 3 or higher on question #6 on the QRIS Family Survey.

★★★★★

The program encourages families to assist or lead in planning and conducting special activities to share their cultural backgrounds, traditions, beliefs, home language, interests, and abilities.

Evidence:

- ☐ Average score of 3 or higher on question #7 on the QRIS Family Survey.
- ☐ Written example of an activity suggested or led by a family.

Standard FP4

The program provides support and information to assist families in meeting their child's needs and goals.

★★★

The program provides basic information about resources in the community, including those focusing on health, mental health, services for children with disabilities, and social services.

Evidence:

☐ Average score of 3 or higher on question #8 on the QRIS Family Survey.

★★★★

The program helps families to locate and use specific community resources as needed.

Evidence:

☐ Written example of providing assistance to families in accessing resources.

★★★★★

The program provides current information for families about educational opportunities available in the community.

Evidence:

☐ Average score of 3 or higher on question #9 on the QRIS Family Survey.

☐ Copy of a newsletter, bulletin, poster, flyer, fact sheet, website, or other communication that informs families about educational opportunities.

Questions and Comments



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Break



"People talking during break" by TEDxMonterey is licensed under CC BY-SA 2.0

Administration & Business Practices

Standard AB1

The program follows sound business practices, policies, and procedures that support financial sustainability.

The program maintains business records that include:

- income
- expenses
- tax records

Evidence: Choose A or B

☐ **A.** Written description of three types of business records used.

or

☐ **B.** Indicate the level at which this practice is implemented:

Fully	Partially	Somewhat
☐	☐	☐

The program's business practices include planning activities such as business projections, a business plan, a budget, etc.

Evidence: Choose A (1&2) or B

☐ **A1.** Written description of planning activities performed.

☐ **A2.** Copy of a business record used for planning.

or

☐ **B.** Indicate the level at which this practice is implemented:

Fully	Partially	Somewhat
☐	☐	☐

Standard AB2 The program assures a professional working climate.

The program has written personnel policies addressing:

- scheduling
- preparation and planning time
- meals and breaks
- procedures for program planning and establishing routines
- guidance and discipline
- professional ethics
- grievance procedures
- written job descriptions for each employee

Evidence: Choose A or B

☐ **A.** Program policies demonstrating all the criteria above.

or

☐ **B.** Indicate the level at which this practice is implemented:

Fully	Partially	Somewhat
☐	☐	☐

Space away from children is provided for planning, administrative activities, relaxation, and personal care.

Evidence: Choose A or B

☐ **A.** Captioned photograph of space provided to employees.

or

☐ **B.** Indicate the level at which this practice is implemented:

Fully	Partially	Somewhat
☐	☐	☐

Standard AB3

In programs where there are multiple employees, personnel are evaluated on their performance, including:

- adherence to program procedures
- adult-child interactions
- interactions with families
- interactions with staff and other professionals
- professionalism
- adherence to ethical standards

★★★

Employees are evaluated using a personnel performance rating tool.

Evidence: Choose A (1&2) or B

☐ **A1.** Copy of program policy for evaluating personnel performance that indicates how the family survey results are incorporated.

☐ **A2.** Copy of personnel performance rating tool that addresses the criteria in the standard.

or

☐ **B.** Indicate the level at which this practice is implemented:

Fully	Partially	Somewhat
☐	☐	☐

★★★★

Employees evaluations include a self-assessment.

Evidence: Choose A (1&2) or B

☐ **A1.** Copy of program policy for evaluating personnel performance that includes the process for employees to self-assess their job performance.

☐ **A2.** Copy of self-assessment rating tool, if different from personnel performance rating tool (see AB3, 3-Star) that addresses the criteria in the standard.

or

☐ **B.** Indicate the level at which this practice is implemented:

Fully	Partially	Somewhat
☐	☐	☐

★★★★★

Employees evaluations include observations of adult-child interactions.

Evidence: Choose A (1&2) or B

☐ **A1.** Copy of program policy for evaluating employee performance that outlines how observations are conducted and incorporated into the evaluation.

☐ **A2.** Copy of observation tool that addresses the criteria in the standard.

or

☐ **B.** Indicate the level at which this practice is implemented:

Fully	Partially	Somewhat
☐	☐	☐

Standard AB4

In programs where there are multiple employees, the program promotes positive working relationships and professionalism.

★★★

Staff meetings are scheduled regularly and include team-building activities.

Evidence: Choose A (1&2) or B

☐ **A1.** Written description of frequency of staff meetings.

☐ **A2.** Written example of a team-building activity.

or

☐ **B.** Indicate the level at which this practice is implemented:

Fully	Partially	Somewhat
☐	☐	☐

★★★★

Activities are scheduled regularly to build and maintain morale and cohesiveness. Activities may include peer-to-peer collaboration, teaching teams, support by colleagues, and mentoring.

Evidence: Choose A or B

☐ **A.** Written description of types of support provided and frequency of their occurrence.

or

☐ **B.** Indicate the level at which this practice is implemented:

Fully	Partially	Somewhat
☐	☐	☐

★★★★★

Participation by program personnel in professional organizations/advocacy groups.

Evidence: Choose A or B

☐ **A.** List of memberships in professional organizations/advocacy groups.

or

☐ **B** Indicate the level at which this practice is implemented:

Fully	Partially	Somewhat
☐	☐	☐

Standard AB5

A comprehensive program evaluation process is developed and performed on an annual basis. The evaluation examines the program's policies and procedures, care and education environment, curriculum, and administration and business practices. Evaluation sources include:

- Family input/family survey
- Program personnel feedback/input (or provider self-evaluation)
- Rating scales or evaluation instruments (for example, ECERS-R/FCCERS-R, Preschool Program Quality Assessment)
- Child outcome data from assessments
- Outside evaluators

★★★

Sources for the program evaluation include information from three of the five sources listed.

Evidence: Choose A (1&2) or B

☐ **A1.** Written description of the annual process for program evaluation using three of the five sources.

☐ **A2.** Written example of a modification made to the program's policies and procedures, environment, curriculum, or administration and business practices in response to an evaluation.

or

☐ **B.** Indicate the level at which the program is evaluated:

Fully	Partially	Somewhat
☐	☐	☐

★★★★

Sources for the program evaluation include information from four of the five sources listed.

Evidence: Choose A or B

☐ **A.** Written description of the annual process for program evaluation using four of the five sources.

or

☐ **B.** Indicate the level at which the program is evaluated:

Fully	Partially	Somewhat
☐	☐	☐

★★★★★

Sources for the program evaluation include information from five of the five sources listed.

Evidence: Choose A or B

☐ **A.** Written description of the annual process for program evaluation using five of the five sources.

or

☐ **B.** Indicate the level at which the program is evaluated:

Fully	Partially	Somewhat
☐	☐	☐

Standard AB6

In programs where there are multiple employees, the following benefits are offered to encourage retention:

- health insurance (medical, dental, vision, or supplemental)
- retirement option
- free or discounted child care
- paid time off (vacation, sick, personal)
- financial supports for training and/or education
- paid membership to a professional organization (NAEYC/OAEYC/NAFCC)

★★★

Program offers one of the benefits listed above.

Evidence: Choose A or B

☐ **A.** Program policy indicating one benefit listed above.

or

☐ **B.** Indicate the level of benefits offered:

Full	Partial	Minimal
☐	☐	☐

★★★★

Program offers two of the benefits listed above.

Evidence: Choose A or B

☐ **A.** Program policy indicating two benefits listed above.

or

☐ **B.** Indicate the level of benefits offered:

Full	Partial	Minimal
☐	☐	☐

★★★★★

Program offers three of the benefits listed above.

Evidence: Choose A or B

☐ **A.** Program policy indicating three benefits listed above.

or

☐ **B.** Indicate the level of benefits offered:

Full	Partial	Minimal
☐	☐	☐

Questions and Comments



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Small Group Discussion

- Now that you have had a brief overview of the Spark domains and standards, what questions and/or thoughts have emerged for you?
- What resources, if any, do you feel will help you as you work with early educators on Spark?

Professional Action

- Choose a Spark standard that you would like to understand further or be better equipped to support an early educator in working on.
- Use the QRIS Resources website, the Spark website, and/or the Spark helpline, gather some additional information that would assist your understanding and work with early educators.

Preview Module 6

- We will review the portfolio review and rating process
- Develop strategies to support early educators during the resubmission process

Closing and Final Thoughts

Evaluation

Please type your name in the chat