



Delaware Stars for *Early Success*  
Alternative Pathway - Head Start/ECAP



Quality Improvement Plan Part 3: Stars Standards Workplan

Name of Program \_\_\_\_\_

**Qualifications and Professional Development (QPD)**

Standards: Star Level 5	Suggestions for Documentation: (Program may use alternative documentation)	Plan/Action Steps for Achieving Standard	Person(s) Responsible	Resources Needed	Target Date for Completion	Date Completed	TA Review	Verification 1	Verification 2
<b>Early Childhood Administrator Qualifications (QPD/ECA)</b>									
<b>QPD/ECA-2.1</b> Qualified as Early Childhood Administrator through Delaware First.	Delaware First certificate								
<b>QPD/ECA-4.1</b> Completed a total of 6 college credits or 90 clock hours, in program administration.	College transcript Training certificates								
<b>QPD/ECA-5.1</b> Completed BA/BS degree in ECE or related field.	Copy of diploma								
<b>QPD/ECA-5.2</b> Completed Delaware ECE Director Certificate or equivalent.	Director certificate College transcript								



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<b>Early Childhood Curriculum Coordinator Qualifications (QPD/ECCC)</b>									
<b>QPD/ECCC-4.1</b> Completed a total of 6 college credits or 90 clock hours in curriculum development.	College transcript								
<b>Professional Development for Early Childhood Administrators and Early Childhood Curriculum Coordinators (QPD/PD-ECA &amp; ECCC)</b>									
<b>QPD/PD-ECA &amp; ECCC-2.1</b> All annual training hours must be Level 2 or higher. (Effective 1/1/2010).	Training certificates								
<b>QPD/ECA-3.2</b> Shows evidence of having completed education/training in the following area: <ul style="list-style-type: none"> <li>Using the Environment Rating Scale (ERS) including training on the instruments specific to the age of children served (at least 5 hours)</li> </ul>	Training certificate								



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<b>QPD/PD-ECA &amp; ECCC-4.1</b> Engages in two professional activities annually	Signed documentation of professional development activity  Signed brochure, certificate, or agenda from conference								
<b>QPD/PD-ECA &amp; ECCC-4.2</b> Shows evidence of having completed education/training in the following area: Comprehensive Curriculum Planning ( at least 6 hours)	Training certificate								
<b>Professional Development for Teachers and Assistant Teachers (QPD/PD-T &amp; AT)</b>									
<b>QPD/PD-T &amp; AT-2.1</b> 1/3 of annual clock hours completed by staff designated as teacher or assistant teacher are Level 2 training or higher (Effective 1/1/2010).	Training certificate								



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<p><b>QPD/PD-T&amp;AT-5.1</b> All staff designated as teacher or assistant teacher complete training in the following topic areas:</p> <ul style="list-style-type: none"> <li>• Comprehensive Curriculum Planning ( at least 6 hours)</li> <li>• Using the Environment Rating Scale (ERS) including training on the instruments specific to the age of children served (at least 5 hours)</li> </ul>	<p>Staff list</p> <p>Training certificates</p>								



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Learning Environment (LE)									
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<b>Learning Environment (LEC/LE)</b>									
<b>LEC/LE-5.1</b> ERS assessment is completed for sample of classrooms or groups of children by Stars ERS assessor. Remaining classrooms or groups of children complete a self-assessment by trained staff using the appropriate ERS.	ERS score sheet  Written assessment showing results								
<b>LEC/LE-5.2</b> Each classroom or group of children must have an average ERS score no less than 5.0 and no item score of 3 on the Personal Care Routines subscale.	Written assessment showing results								
<b>LEC/LE-5.3</b> Program develops and implements a written improvement plan for meeting standard LEC/LE-5.2, if applicable.	Written plan  Evidence of implementation								



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Family and Community Partnerships (FCP)									
Standards: Star Level 5	Suggestions for Documentation: (Program may use alternative documentation)	Plan/Action Steps for Achieving Standard	Person(s) Responsible	Resources Needed	Target Date for Completion	Date Completed	TA Review	Verification 1	Verification 2
<b>Family Communication and Involvement (FCP/FCI)</b>									
<b>FCP/FCI-4.4</b> Program gathers information from families about program satisfaction.	Completed surveys Parent meeting agendas								
<b>Transitions (FCP/T)</b>									
<b>FCP/T-2.1</b> Program develops and implements a written plan for transitioning children from one classroom or group to another.	Written plan Evidence of implementation								



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Management and Administration (MA)									
Standards: Star Level 5	Suggestions for Documentation: (Program may use alternative documentation)	Plan/Action Steps for Achieving Standard	Person(s) Responsible	Resources Needed	Target Date for Completion	Date Completed	TA Review	Verification 1	Verification 2
<b>Business Practices (MA/BP)</b>									
<b>MA/BP-2.3</b> Program has a written mission statement that is shared with staff and families.	Written statement Staff sign-off sheet Parent sign-off sheet								
<b>MA/BP-5.2</b> Program makes at least 3 of the following benefits available to eligible employees: <ul style="list-style-type: none"> <li>• Annual incremental raises based on performance evaluation</li> <li>• Paid professional membership</li> <li>• Paid sick leave</li> <li>• Paid family leave</li> <li>• Paid vacation/holidays</li> <li>• Reduced fee for child care services</li> <li>• Tuition reimbursement</li> <li>• Payment for staff development/training</li> <li>• Group health insurance coverage</li> <li>• Paid % of health insurance</li> <li>• Retirement plan</li> <li>• Flextime</li> <li>• Life insurance</li> <li>• Short and/or long term disability insurance</li> </ul>	Benefits policy, options, and rates for employees								



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<b>Personnel (MA/P)</b>									
<b>MA/P-4.1</b> Program develops and implements a staff evaluation process that includes, at least, one documented observation and a written performance evaluation report.	Written staff evaluation process  Staff observation form  Completed staff evaluation form								
<b>Continuous Quality Improvement (MA/CQI)</b>									
<b>MA/CQI-3.1</b> Program develops and implements a Delaware First Facility/Program Professional Development Plan that is updated annually and includes individual staff professional development goals and program training goals.	Completed Delaware First Facility/ Program Professional Development Plan								
<b>MA/CQI-4.1</b> Program develops and implements a continuous quality improvement plan using multiple sources of information, including ERS assessment, child assessment information, family feedback, and staff input.									