

Louisiana - Quality Rating System
Combination Block (4 Components) & Points (2 Components Plus Quality Point) Model
5 Levels of Stars

To be awarded a One Star, the child care program shall have a license to operate and comply with standards as defined in LA Administrative Code, Title 48, Chapter 53, Sections 5301 - 5354. A selection of the licensing standards in the component areas is listed below.

FOUNDATION ONE STAR			
Administration Practices	Family & Community Involvement	Program	Staff Qualifications
<p>Written center policies and procedures including:</p> <ul style="list-style-type: none"> • center’s policies and practices • emergency and evacuation procedures • admission policy • daily schedule • complaint procedure • open door policy • non-discrimination policy • abuse/neglect policy • discipline policy • job description • quarterly staff session/meeting 	<p>Parent consultation prior to enrollment</p> <p>Director makes the center’s policies and procedures available to the parent.</p> <p>Parent permitted to visit the center anytime during regular hours as long as child is enrolled.</p>	<p>Ratios</p> <p>0-12 months., 1:5</p> <p>1 yr., 1:7</p> <p>2 yrs., 1:11</p> <p>3 yrs, 1:13</p> <p>4 yrs., 1:15</p> <p>5 yrs., 1:19</p> <p>6 yrs up 1:23</p> <p>Other requirements in regulations.</p>	<p>Director</p> <ol style="list-style-type: none"> 1. On-site full-time director who is 21 yrs old. 2. Meet director qualifications in LA Administrative Code, Title 48, Chapter 53. <p>Teacher</p> <ol style="list-style-type: none"> 1. 18 yrs or older 2. Within 1 week of employment, staff receive orientation with content as specified, followed by 4 days of supervised work with children. 3. Complete required annual clock hours of approved training 4. Meet staff qualifications as identified in LA Administrative Code. Title 48, Chapter 53.

FOUNDATION TWO STARS

Meet all the standards for the Foundation One Star, and have been in operation for six (6) months, and meet the following:

Administration Practices	Family & Community Involvement	Program	Staff Qualifications ¹
<p>1. Written personnel policies including operational hours, dress code, use of telephone, and schedule</p> <p>2. Job descriptions that include list of qualifications on file and provided to all staff.</p> <p>3. Provide 1 staff benefit from the list of options below for all full time staff.</p> <p>Staff benefits options: employee health insurance or comparable health benefits; paid annual leave; paid sick leave; paid holidays, child care benefit/discount; bonus based on merit/achievement or education; retirement compensation; annual increments based on merit; tuition reimbursement and other related educational expenses such as books, travel, fees, substitutes; differential shift pay, flextime, pay professional association fee.</p>	<p>1. Parent provided pre-enrollment visit and center tour.</p> <p>2. Give every parent enrolling a child, a list of community resources including, but not limited to, LaCHIP, Medicaid, child care assistance, housing assistance, food stamps and information on a child's medical home.</p>	<p>1. Make 4 of the following activity areas available daily: art and creative play, children's books, blocks and block building, manipulatives and family living and dramatic play.</p> <p>2. Complete a self assessment of program and develop an improvement plan.</p>	<p><i>Directors and teachers join the Louisiana Pathways Child Care Career Development System Registry. Director attends 3 hours of ERS training.</i></p> <p>Director (on-site)</p> <p>1. Three semester hour credits in care of young children or child development ² and</p> <p>2. Three semester hour credits in administration ³ and</p> <p>3. 1 year experience in teaching young children in an early childhood program.</p> <p>Assistant Director</p> <p>1. Three semester hour credits in care of young children or child development.²</p> <p>Teacher</p> <p>75% of lead teachers must meet one of the following.</p> <p>1. Complete a 3 semester hour credits course in care of young children or child development² from a list of approved courses or enroll in the course and complete within 1 year of employment.</p>

¹Staff Qualifications

Director – An administrator who meets the director qualifications and is on-site a minimum of 30 hours per week. *This requirement can be met by having one or more persons on site who meet these qualifications.* .

Assistant Directors - for centers with an enrollment of 101 or more, there must be a second director on site for a minimum of 20 hours per week.

Teacher - A Lead Teacher is a teacher who has primary responsibility for a designated classroom, planning and supervision and spends at least 25 hours a week in that classroom. All classrooms must have a lead teacher. All other staff who care for children at least 16 or more hours per week are designated as Assistant Teachers and must meet assistant teacher staff qualifications.

² The following may be substituted to meet this requirement of 3 semester hour credits in the care of young children or child development: a CDA **or** have approved high school child development courses **or** have 5 years full-time experience in an early childhood program **or** have completed a Child Care Assistant Teacher 1 LA Pathways Child Care Classroom Certificate. The following may be used to meet the requirement of up to 6 semester hour credits in the care of young children or child development: CDA **or** have completed a Child Care Assistant Teacher 2 LA Pathways Child Care Classroom Certificate. An individual may use the above substitutions to meet the requirements for a maximum of 6 semester hour credits.

³The following may be substituted to meet the requirement for 3 semester hour credits in administration: LA Pathways Administrator Certificate **or** National Administrator Credential (NAC) **or** 3 years experience in administration **or** a combination of 1 year in administration experience and 4 years in teaching young children in an early childhood program

NOTE: For director's qualifications, experience in teaching young children or administration may only be substituted one time. At the next QRS review, the necessary educational requirement (credits in the care of young children or child development or credits in administration) must be met.

POINT STANDARDS FOR PROGRAMS SEEKING THREE STAR, FOUR STAR AND FIVE STAR RATINGS

After achieving the Two Star level for all four components, a program may decide to meet the requirements for a higher level of rating.

To do this, a program must maintain all requirements at the Two Star level and earn points in the Program and Staff Qualifications component areas by meeting the requirements listed below.

At least one point must be earned in each component area, staff qualifications and program. The Quality Point (Page 9) may also be earned

The total number of points will determine the star level awarded to the program.

Total Number of Points	Star Rating
3 - 5 points	Three Stars
6 - 9 points	Four Stars
10 - 11 points	Five Stars

PROGRAM									
Points	Criteria								
1	An average of 3.75 on the designated social-emotional subscale of the Environment Rating Scales (ERS) ⁴ , with no one classroom score lower than 3.0 on the subscale.								
2	An average of 4.0 on the designated social-emotional subscale of the ERS, with no one classroom score lower than 3.0 on the subscale.								
3	<p>1. An average of 4.25 on the designated social-emotional subscale of the ERS, with no one classroom score lower than 3.25 on the subscale.</p> <p>2. Staff : Child Ratio and Group Size</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">0 - 12 months 1:4, 8</td> <td style="width: 25%;">25 – 36 months 1:8, 16</td> <td style="width: 25%;">4 yrs 1:12, 24</td> <td style="width: 25%;">6 yrs and up 1:20, 30</td> </tr> <tr> <td>13 – 24 months 1:6, 12</td> <td>3 yrs 1:10, 20</td> <td>5 yrs 1:15, 30</td> <td></td> </tr> </table> <p>3. Written transition procedures for children moving within a program or to other programs or beginning school.</p>	0 - 12 months 1:4, 8	25 – 36 months 1:8, 16	4 yrs 1:12, 24	6 yrs and up 1:20, 30	13 – 24 months 1:6, 12	3 yrs 1:10, 20	5 yrs 1:15, 30	
0 - 12 months 1:4, 8	25 – 36 months 1:8, 16	4 yrs 1:12, 24	6 yrs and up 1:20, 30						
13 – 24 months 1:6, 12	3 yrs 1:10, 20	5 yrs 1:15, 30							
4	<p>1. An average of 4.5 on the designated social-emotional subscale of the ERS, with no one classroom score lower than 3.5 on the overall ERS.</p> <p>2. Complete screening for social-emotional development with instrument from recommended list for all children (0-5 yrs.) within 45 calendar days of enrollment and annually thereafter. Conference with parents to review results and provide a list of community resources.</p> <p>3. Staff : Child Ratio and Group Size</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">0 - 12 months 1:4, 8</td> <td style="width: 25%;">25 – 36 months 1:8, 16</td> <td style="width: 25%;">4 yrs 1:12, 24</td> <td style="width: 25%;">6 yrs and up 1:20, 30</td> </tr> <tr> <td>13 – 24 months 1:6, 12</td> <td>3 yrs 1:10, 20</td> <td>5 yrs 1:15, 30</td> <td></td> </tr> </table> <p>4. Written transition procedures for children moving within a program or to other programs or beginning school.</p>	0 - 12 months 1:4, 8	25 – 36 months 1:8, 16	4 yrs 1:12, 24	6 yrs and up 1:20, 30	13 – 24 months 1:6, 12	3 yrs 1:10, 20	5 yrs 1:15, 30	
0 - 12 months 1:4, 8	25 – 36 months 1:8, 16	4 yrs 1:12, 24	6 yrs and up 1:20, 30						
13 – 24 months 1:6, 12	3 yrs 1:10, 20	5 yrs 1:15, 30							
5	<p>1. An average of 5.0 on the overall ERS, with no one classroom score lower than 4.0.</p> <p>2. Complete screening for social-emotional development with instrument from recommended list for all children (0-5 yrs.) within 45 calendar days of enrollment and annually thereafter. Conference with parents to review results and provide a list of community resources.</p> <p>3. Provide a plan for continuity of care for all children 0-36 months of age.</p> <p>4. Implementation of Louisiana’s Early Learning Guidelines and Program Standards; Birth through Three (DSS 2005), and Louisiana Content Standards for Programs Serving Four Year Old Children (DOE, 2003).</p> <p>5. Staff : Child Ratio and Group Size</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">0 - 24 months 1:4, 8</td> <td style="width: 33%;">3 yrs 1:8, 16</td> <td style="width: 33%;">5 yrs 1:10, 20</td> </tr> <tr> <td>2 yrs 1:6, 12</td> <td>4 yrs 1:10, 20</td> <td>6 yrs and up 1:12, 24</td> </tr> </table>	0 - 24 months 1:4, 8	3 yrs 1:8, 16	5 yrs 1:10, 20	2 yrs 1:6, 12	4 yrs 1:10, 20	6 yrs and up 1:12, 24		
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2 yrs 1:6, 12	4 yrs 1:10, 20	6 yrs and up 1:12, 24							

⁴ For the purpose of this document, the designated social-emotional subscale of the ERS is defined as consisting of the following subscales: ITERS-R - Listening and Talking, Interaction and Program Structure; ECERS-R - Language-Reasoning, Interaction and Program Structure.

STAFF QUALIFICATIONS

Points	Criteria
<p align="center">1</p>	<p><i>All teachers and directors complete 3 hours of ERS training.</i></p> <p>Director (on-site)</p> <ol style="list-style-type: none"> 1. Six semester hour credits in care of young children or child development ² and 2. Three semester hour credits in administrative coursework ³ and 3. One year experience teaching young children in an early childhood program. <p>Assistant Director</p> <p>Three semester hour credits in care of young children or child development.²</p> <p>Lead Teacher</p> <p>All Lead Teachers must complete 3 semester hour credits in care of young children or child development from a list of approved courses² or enroll in the course and complete within 1 year of employment.</p> <p>Assistant Teacher</p> <p>50% of Assistant Teachers must have completed or be enrolled in 3 semester hour credits in the care of young children or child development² and complete the course within 1 year of employment.</p>
<p align="center">2</p>	<p><i>All teachers and directors complete 3 hours of ERS training.</i></p> <p>Director</p> <ol style="list-style-type: none"> 1. Nine semester hour credits in care of young children or child development ² and 2. Three semester hour credits in administrative coursework ³ and 3. One year of teaching experience and one year teaching or administrative experience in an early childhood program. <p>Assistant Director</p> <ol style="list-style-type: none"> 1. Three semester hour credits in care of young children or child development² and 2. Three semester hour credits in administrative coursework³ and 3. One year experience in teaching young children in an early childhood program. <p>Lead Teacher</p> <ol style="list-style-type: none"> 1. 75% of Lead Teachers must have completed 6 semester hour credits in the care of young children or child development from a list of approved courses or have completed 3 semester hour credits and be enrolled in an additional 3 semester hour credits in the care of young children, child development or related coursework² and complete within a year of employment and 2. One year full-time experience in an early childhood setting. <p>Assistant Teacher</p> <p>50% of Assistant Teachers must have completed or be enrolled in 3 semester hour credits in the care of young children or child development² and complete the course within 1 year of employment.</p>

3	<p><i>All teachers and directors complete 6 hours of ERS training. Director and lead teachers complete training in social-emotional screening of children. Director completes training in Louisiana’s Early Learning Guidelines and Program Standards (DSS, 2005), and Louisiana Content Standards for Programs Serving Four Year Old Children (DOE, 2003).</i></p> <p>Director</p> <ol style="list-style-type: none"> 1. Twelve semester hours in care of young children or child development² and 2. Six semester hours of administrative coursework³ and 3. One year teaching experience and 1 year administrative experience and 1 year teaching or administrative experience in an early childhood setting for a total of 3 years experience. <p>Assistant Director</p> <ol style="list-style-type: none"> 1. Three semester hour credits in care of young children or child development² and 2. Three semester hour credits in administrative coursework³ and 3. One year experience in teaching young children in an early childhood program. <p>Lead Teacher</p> <ol style="list-style-type: none"> 1. 75% of Lead Teachers must have completed 9 semester hour credits in the care of young children or child development from a list of approved courses or have completed 6 semester hour credits and be enrolled in an additional 3 semester hour credits in the care of young children, child development or related coursework² and complete within a year of employment and 2. One year full-time experience in an early childhood setting. <p>Assistant Teacher</p> <p>50% Assistant Teachers must have completed 3 semester hour credits in the care of young children or child development.²</p>
4	<p><i>All teachers and directors complete 6 hours of ERS training. Director and all teachers’ complete training in social-emotional screening of children and developing individual instructional plans for children based on specific developmental needs. Director and lead teachers complete training in Louisiana’s Early Learning Guidelines and Program Standards (DSS, 2005), and Louisiana Content Standards for Programs Serving Four Year Old Children (DOE, 2003).</i></p> <p>Director</p> <ol style="list-style-type: none"> 1. Fifteen semester hour credits in the care of young children or child development² and 2. Six semester hour credits of administrative coursework³ and 3. One year teaching experience and 1 year administrative experience and 2 years teaching and/or administrative experience in an early childhood setting for a total of 4 years experience. <p>Assistant Director</p> <ol style="list-style-type: none"> 1. Three semester hour credits in care of young children or child development² and 2. Three semester hour credits in administrative coursework³ and 3. One year experience in teaching young children in an early childhood program. <p>Lead Teacher</p> <ol style="list-style-type: none"> 1. 75% of Lead Teachers must completed 12 semester hour credits in the care of young children or child development from a list of approved courses or have completed 9 semester hour credits and be enrolled in an additional 3 semester hour credits in the care of young children, child development or related coursework² and complete within a year of employment and 2. Two years full-time experience in an early childhood setting. <p>Assistant Teacher</p> <p>All Assistant Teachers must have completed 3 semester hour credits in the care of young children or child development.²</p>

5	<p><i>All teachers and directors complete 6 hours of ERS training. Director and all teachers complete training in social-emotional screening of children and developing individual instructional plans for children based on specific developmental needs. Director and all teachers complete training in Louisiana’s Early Learning Guidelines and Program Standards (DSS, 2005), and Louisiana Content Standards for Programs Serving Four Year Old Children (DOE, 2003).</i></p> <p>Director</p> <ol style="list-style-type: none"> 1. Associate’s degree in the care of young children, child development or related field, with specific coursework in infant-toddler care, care of exceptional children and care of school age children or equivalent such as Director III Pathways and/or including 2. Six semester hour credits or 75 hrs of administrative training³ and 3. One year teaching experience and 1 year administrative experience and 3 years teaching and/or administrative experience in an early childhood setting for a total of 5 years experience. <p>Assistant Director</p> <ol style="list-style-type: none"> 1. Six semester hour credits in care of young children or child development² and 2. Three semester hour credits in administration³ and 3. 1 year experience in teaching young children in an early childhood program. <p>Lead Teacher</p> <ol style="list-style-type: none"> 1. All Lead Teachers must have 6 semester hour credits in the care of young children or child development² from a list of approved courses and 2. 75% of Lead Teachers must have completed 15 semester hour credits in the care of young children or child development² from a list of approved courses or have completed 12 semester hour credits and be enrolled in an additional 3 semester hour credits in the care of young children, child development or related coursework² and complete within a year of employment and 3. Two years full-time experience in an early childhood setting for all teachers. <p>Assistant Teacher</p> <p>All Assistant Teachers must have completed 6 semester hour credits in the care of young children or child development or have completed 3 semester hour credits and be enrolled in an additional 3 semester hour credits in the care of young children, child development or related coursework² and complete within a year of employment.</p>
	<p>² The following may be substituted to meet this requirement of 3 semester hour credits in the care of young children or child development: a CDA or have approved high school child development courses or have 5 years full-time experience in an early childhood program or have completed a Child Care Assistant Teacher 1LA Pathways Child Care Classroom Certificate. The following may be used to meet the requirement of up to 6 semester hour credits in the care of young children or child development: CDA or have completed a Child Care Assistant Teacher 2 LA Pathways Child Care Classroom Certificate. An individual may use the above substitutions to meet the requirements for a maximum of 6 semester hour credits.</p> <p>³The following may be substituted to meet the requirement for 3 semester hour credits in administration: LA Pathways Administrator Certificate or National Administrator Credential (NAC) or 3 years experience in administration or a combination of 1 year in administration experience and 4 years in teaching young children in an early childhood program</p> <p>NOTE: For director’s qualifications, experience in teaching young children or administration may only be substituted one time. At the next QRS review, the necessary educational requirement (credits in the care of young children or child development or administration) must be met.</p>

Quality Point

An additional Quality Point can be earned by meeting additional requirements in both the Administrative Practices and Family/Community Involvement areas.

QUALITY POINT	
Points	Criteria
1	<p>Administrative Practices - meet 3 requirements below</p> <ol style="list-style-type: none"> 1. Provide 4 of the benefits from the list of options below for all full time staff. 2. Include grievance procedure and a professional conduct code for staff in written personnel policies. 3. Pay scale based on education, experience, responsibilities and merit. 4. Provide training to staff on cultural sensitivity. 5. Written parent and staff confidentiality policy and provide training to staff <p>AND</p> <p>Family/Community Involvement - meet 4 requirements below</p> <ol style="list-style-type: none"> 1. Participate in meetings for directors provided by Resource and Referral agency at least <i>quarterly</i>, with the director or assistant director attending 50% of the meetings. 2. Provide a complaint process for parents. 3. Offer opportunity for a formal parent/teacher conference meeting annually. 4. Provide <i>an expanded</i> list of local <i>community</i> resources to parents <i>annually including, but not limited to, LaCHIP, Medicaid, child care assistance, housing assistance, food stamps and information on a child's medical home</i> 5. Parent Advisory Council meets annually to review policies, procedures and parent handbook 6. 1 group meeting per year offered to all families 7. 1 parent education workshop offered per year by center or other agency

Staff benefits options: employee health insurance or comparable health benefits; paid annual leave; paid sick leave; paid holiday; child care benefit/discount; bonus based on merit/achievement or education; retirement compensation; annual increments based on merit; tuition reimbursement and other related educational expenses such as books, travel, fees, substitutes; differential shift pay, flextime, pay professional association fee.