Seeds to Success Modified Field Test Year Two

Preliminary Descriptive Report

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Executive Summary

The Department of Early Learning (DEL) and Thrive by Five Washington (Thrive) are leading the development of Seeds to Success, Washington State's voluntary quality rating and improvement system for licensed childcare businesses. In 2010-2011, DEL and Thrive are conducting a second year of the Seeds to Success field test in five sites across Washington State: Clark, Kitsap, and Spokane counties, and White Center and East Yakima communities. A research team from the Childcare Quality and Early Learning (CQEL) Center at the University of Washington (UW), which includes local coders from each community, has been contracted to collect and analyze data from participating childcare businesses in the five communities. The overarching purposes of the field test in the second year are:

- To determine baseline childcare quality across the five returning communities;

- To examine the feasibility of implementing a full Seeds to Success rating across all categories;

- To determine if coaching and professional development efforts increased Seed ratings in participating programs;

- To make recommendations for implementing the Seeds model on a larger scale.

Compared to the 2009-2010 approach where participating providers in White Center and East Yakima were randomly assigned to a control or a treatment group, in 2010-2011 all participating providers will receive training and coaching, and improvements following these efforts will be examined by comparing pre and post scores. After the preliminary rating for each business has been assigned, members of the UW team will provide participating programs, educators, and coaches training on the different measures that are embedded within the Seeds to Success Quality Standards; specifically, the Environmental Rating Scales (ERS) and the Classroom Assessment Scoring Scale (CLASS). In late Spring 2011, follow-up data will be

collected to examine the impact of program services provided in the modified field test, including professional development opportunities and coaching aimed at improving the quality of early care and education by using the Seeds to Success Quality Standards as a guiding model.

The baseline sample was comprised of 93 early learning and care providers from five Washington State communities mentioned above, including 50 Child Care Centers (CCC) and 43 Family Child Care (FCC) providers. More specifically, there were a total of 20 providers in East Yakima (10 FCC and 10 CCC), 19 providers in White Center (9 FCC and 10 CCC), 20 providers in Spokane (10 FCC and 10 CCC), 19 providers in Clark (9 FCC and 10 CCC), and 15 providers in Kitsap (5 FCC and 10 CCC).

Four types of measures informed the Seeds Quality Standard Ratings. The first two were established quantitative measures of classroom quality, namely the Environmental Rating Scales (ERS) and the Classroom Assessment Scoring Scale (CLASS). The second two measures, developed by DEL and Thrive, were self-report surveys that providers filled out with coach assistance, namely the Self-Assessment Questionnaire and Documentation Guide and the Professional Development and Training Survey. Data for each of these measures was collected between August 16 and November 10, 2010.

This technical report details the Seeds Ratings, the CLASS scores, and the ERS scores for each community. Across all communities, the average Seeds rating was a 1.04, the average CLASS score across three domains was solidly in the mid range for quality, and the average ERS rating was a 3.99. Table 1 lists the descriptive statistics separately for CCC and FCC. It is important to note that 54% of the providers were not ready for the Seeds program and were considered to be at a provisional status.

Table 1

Descriptive Statistics for Entire Sample on Key Measures of Quality

Score	Child Care Centers		Family Child Care Providers	
	M	*SD*	*M*	*SD*
Overall ERS	4.01	1.02	3.91	1.00
Space and Furnishings	4.09	1.19	3.76	1.32
Personal Care	2.75	1.00	2.67	1.04
Listening and Talking	4.38	1.61	4.51	1.45
Activities	3.52	1.18	3.25	1.04
Interaction	4.72	1.67	5.19	1.52
Program Structure	4.02	1.63	5.06	1.60
Parents and Provider	4.84	1.23	5.12	1.13
CLASS[a]				
Emotional Support	5.12	0.82	5.82	0.45
Classroom Organization	4.58	1.05	5.22	0.78
Instructional Support	3.35	1.08	3.05	0.97
Seeds Score	1.08	0.34	1.00	0.00
Total Number	50		43	

[a] Infant classrooms are not included in the CLASS

Introduction

The Department of Early Learning (DEL) and Thrive by Five Washington (Thrive) are leading the development of Seeds to Success (Seeds), Washington State's voluntary Quality Rating and Improvement System (QRIS) for licensed childcare businesses. In 2010-2011, DEL and Thrive are conducting the second year of the field test of Seeds to Success in five sites across Washington State: Clark, Kitsap, and Spokane counties, and White Center and East Yakima communities. All of these five sites participated to some degree[1] during the 2009-2010 Seeds modified field test, but the latter two communities participated in a rigorous experimental evaluation of the Seeds model lead by a research team at the Mathematica Policy Research.[2]

During 2010-2011, a research team from the Childcare Quality and Early Learning Center (CQEL) at the University of Washington (UW), which includes local coders from each community, was contracted to collect and analyze data from participating childcare businesses in the five communities and to assign Seeds Ratings based on this data. In contrast to the first year when only the Curriculum and Learning Environment and Professional Development and Training standard areas of the Seeds model were assessed, four standard areas were included in the 2010-2011 Seeds model: Curriculum and Learning Environment, Professional Development and Training, Family and Community Partnerships, and Leadership and Management practices.

In 2009-2010 participating providers from East Yakima and White Center were randomly assigned to a control or a treatment group. Both groups were assessed. Those in the

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[1] The Washington State Department of Early Learning QRIS Annual Report provides more specific information about how each community was involved with Seeds during 2009-2010 http://www.del.wa.gov/publications/elac-qris/docs/SeedsFY2010FinalReport.pdf

[2] The Seeds to Success Modified Field Test: Findings from the Impact and Implementation Studies http://www.mathematica-mpr.com/publications/PDFs/EarlyChildhood/seeds_to_success_mft.pdf
The Seeds to Success Modified Field Test: Impact Evaluation Findings(Brief): http://www.thrivebyfivewa.org/downloadables/Seeds%20Docs%2009_10/SEEDS_impact_09-01-2010.pdf
The Seeds to Success Modified Field Test: Implementation Lessons (Brief) http://www.thrivebyfivewa.org/downloadables/Seeds%20Docs%2009_10/SEEDS_implementation_090110.pdf

experimental group received eight hours of coaching, quality improvement grants and funds for professional development opportunities plus supports such as child care expenses, release time and books. Those in the control group received only professional development supports, and did not receive the full intervention of coaching and quality improvement grants. Providers from the other three communities all received various interventions (e.g., business planning, early childhood mental health consultation, peer cohort coaching), which were administered more uniformly across all participants within each community.

In contrast, during the 2010-2011 Seeds initiative providers from all five communities will receive the same training and coaching intervention and the impact of these efforts will be assessed by comparing pre and post scores. After the preliminary rating for each business has been assigned, educators and coaches involved with participating programs will receive training on the two different established measures that are embedded within the Seeds to Success Quality Standards: the Classroom Assessment Scoring Scale (CLASS) and the Environmental Rating Scales (ERS). In late Spring 2011, follow-up data will be collected to examine potential improvements in the program services provided for young children during the modified field test. The overarching purposes of the field test in the second year are:

- To determine baseline childcare quality across the five returning communities;
- To examine the feasibility of implementing a full Seeds to Success rating across all categories;
- To determine if coaching and professional development efforts increase Seed ratings in participating programs;
- To make recommendations for implementing the Seeds model on a larger scale.

Evaluation of Seeds to Success

The CQEL Center at the UW collected and analyzed data from participating childcare businesses in the five communities in Fall 2010 order to establish baseline quality at the

beginning of the second year and to calculate Seeds Ratings. Four types of measures informed the Seeds Ratings. The first two were established quantitative measures of classroom quality, namely the Classroom Assessment Scoring System (CLASS, Pianta, La Paro, & Hamre, 2008) and the Environment Rating Scales (e.g., ERS, Harms, Clifford & Cryer, 2005). The ERS is a measure of global classroom quality and considered all aspects of the environment including materials, safety, health, language interactions, discipline, and relationships. The CLASS is a more focused measure of classroom quality, looking more specifically at the emotional and instructional tone of the classroom. The second two measures, developed by Thrive and DEL, were self-report surveys that providers filled out with coach assistance, namely the Self-Assessment Questionnaire and Documentation Guide (SAQDG) and Professional Development and Training (PDTS) surveys. Baseline data for each of these measures was collected between August 16 and November 10, 2010. The baseline sample was comprised of 93 early learning and care providers from five communities mentioned above, including 50 Child Care Centers (CCC) and 43 Family Child Care (FCC) providers. More specifically, there were a total of 20 providers in East Yakima (10 FCC and 10 CCC), 19 providers in White Center (nine FCC and 10 CCC), 20 providers in Spokane County (10 FCC and 10 CCC), 19 providers in Clark County (nine FCC and 10 CCC), and 15 providers in Kitsap County (five FCC and 10 CCC).

Overview of the Seeds to Success Ratings and Model

The Seeds ratings were based on the Seeds to Success Quality Standards and followed a tiered hierarchical structure. The overall score was comprised of four dimensions, or quality standard areas, which included a total of 22 indicators, of which each was comprised of individual items for each of five Seed levels. Seeds Ratings consisted of a number ranging from 1 to 5 that represented quality across the four standard areas: Curriculum and Learning

Environment, Professional Development and Training, Family and Community Partnerships, and Leadership and Management Practices. A rating of 1 to 4 or 5 was assigned for each standard area and the lowest number across these standard areas yielded the resulting Seeds Rating. Each standard area was comprised of different indicators. There were seven indicators for Curriculum and Learning Environment, three for Professional Development and Training, three for Family and Community Partnerships, and six for Leadership and Management Practices. Each indicator, in turn, was comprised of different items. Only the Curriculum and Learning Environment standard area had an option of a rating of 5, which participants earned by meeting the requirements of the ratios indicator. The standard areas, indicators, and items of the Seeds to Success model are detailed in Appendix A in the Seeds Quality Standards Coding Document.

Raters used ERS and CLASS scores, the PDTS, and the SAQDG to complete a rating for each indicator. Information from CLASS and ERS scores for each provider informed items in the Curriculum and Learning Environment standard area. Information from the PDTS informed items under Professional Development and Training standard area. Information from the SAQDG informed items in Curriculum and Learning Environment, Professional Development and Training, Family and Community Partnerships, and Leadership and Management Practices standard areas. The Seeds to Success model utilizes a building blocks approach to ratings. In this approach, all of the standards in each level must be met for programs to move to the next level. For example, in order for an indicator to receive a score of a four Seed, all the items under levels one, two, three and four needed to be fulfilled. A score for each standard area was given based on the lowest score for each indicator within that area (Appendix B provides an example of a completed Seeds Quality Standards Coding Document).

The underlying rationale for this hierarchically tiered structure is that the items comprising each indicator represent increasingly sophisticated aspects of quality care and learning environments. The Seeds model is designed to provide detailed descriptions of progressing quality within indicators and across the quality standard areas.

Design of the Seeds Improvement and Implementation Evaluation

This report is a preliminary presentation of baseline data from the Seeds to Success Modified Field Test year Two. It provides a descriptive picture of child care quality at baseline only. Future reports will cover more in-depth and fine grained analyses.

Evaluation Design

A mixed methods quasi-experimental pre- and post-intervention design will be used to examine the implementation and of the Seeds program and potential improvements during the program in terms of the quality of early learning and care in WA State during the 2010-2011 initiative. This design is quasi-experimental because there is no comparison group included in the 2010-2011 methodological approach. Therefore, the design is limited in that it will not allow for strong claims about the causal role of the Seeds intervention as other factors which may inadvertently improve quality across time will not be filtered out with the use of a control group. Because a control group and experimental design were used in 2009-2010 to support causal claims about the role of Seeds in quality improvement and because more standard areas were included for 2010-2011, a quasi-experimental design was selected because it allowed for the inclusion of a larger number of providers in the entire assessment and professional development process and a larger sample with which to try out all four standard areas. Therefore, the quasi-experimental approach better informs on questions about whether the Seeds Rating system was useful for providers and how it might be improved.

As noted above, all the information required for the baseline Seeds Ratings was collected between August 16 and November 10, 2010.[3] Between pre- and post-observations, child care providers will work with their coaches, using the Seeds ratings and information about specific assessments to improve the quality of their early learning environments. Beginning in April 2011, participating providers will be reassessed, so that their improvement during this time can be examined. In effect, each early learning environment will serve as its own control.

A qualitative analysis will be used to explore common challenges, how providers make sense of the evaluation and coaching process, behavior change and to understand if and how a quality rating serves to catalyze improvements identified by providers, parents, coaches and administrators on a day-to-day basis. The qualitative study is not described in this baseline report but will be included in the final technical report in summer 2011.

Methods

Data Collection. This section provides detailed information about the four different types of assessments that were used to inform the Seeds ratings. Each type of assessment is described in a separate section. The first type of assessment (CLASS) was not used during the 2009-2010 Seeds field test but was included during 2010-2011 to provide a more holistic account of the quality of early learning and education environments in WA State. The second type of assessment(ERS) was used during the first year of the field test. The third type of assessment (SAQDG; PDTS) was developed specifically for the 2010-2011 field test. A description of how each assessment informed Seeds Ratings is provided in the Seeds Ratings section.

Classroom Assessment Scoring System (CLASS). The CLASS is a theoretically-based and empirically-supported observation instrument designed to assess the quality of interactions

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[3] ERS scores for returning providers from 2009-2010 in East Yakima and White Center were collected in Spring 2010 and were used in our analyses.

between providers and children in the classroom (Pianta et al., 2008). The CLASS measures three broad domains of teacher-child interactions: Emotional Support, Classroom Organization, and Instructional Support. For the Pre-K CLASS, the three domains were comprised of ten specific dimensions of teacher-child interactions: Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Student Perspectives, Behavior Management, Productivity, Instructional Learning Formats, Concept Development, Quality of Feedback, and Language Modeling. Definitions of each dimension are listed in Table 2. For the Toddler CLASS, these three domains were comprised of eight specific dimensions of teacher-child interactions: Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Child Perspectives, Behavior Guidance, Facilitation of Learning and Development, Quality of Feedback, and Language Modeling (Pianta, La Paro & Hamre, in press). The specific dimensions for the combined CLASS used for family child care(FCC) facilities are listed below in the combined CLASS section. Each dimension is rated from 1-7, with a score of 1 or 2 indicating that the classroom is low on that dimension; 3,4 or 5 indicating that the classroom is in the mid-range; and 6 or 7 indicating that the classroom is high on that dimension.

Extensively trained assessors observed classrooms via videotape and used a detailed manual to assign scores to classrooms on each of the ten dimensions. Video observations typically started at the beginning of the day and continued for at least two hours. Coding was completed in 30-minute cycles (i.e., 20-minute of observing videos and then 10-minutes coding). Observers assigned scores based on teacher-child and peer-peer interactions in the classroom, with particular emphasis on the teachers.

Both the Toddler and the Pre-K CLASS assessments were used as baseline measures. It is worthy to note that Washington State is the first state to incorporate the Toddler CLASS into the Quality Rating and Improvement System quality standards, as well as to use the CLASS in

FCC settings. Since the CLASS has not yet been fully developed for infant classrooms, the

CLASS measure was only administered in preschool and toddler classrooms and in FCC by the

UW team. Infant classrooms were not observed using the CLASS.

Table 2

Pre K CLASS Dimensions and Definitions

Dimension	Definition
Positive Climate	Reflects the emotional connection between the teacher and students and among students and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions.
Negative Climate	Reflects the overall level of expressed negativity in the classrooms; the frequency, quality, and intensity of teacher and peer negativity are key to this scale.
Teacher Sensitivity	Encompasses the teacher's awareness of and responsiveness to student's academic and emotional needs; high levels of sensitivity facilitate student's ability to actively explore and learn because the teacher consistently provides comfort, reassurance and encouragement.
Regard for Student Perspectives	Captures the degree to which the teacher's interactions with the students and classroom activities place an emphasis on student's interests, motivations, and points of view and encourage student responsibility and autonomy.
Behavior Management	Encompasses the teacher's ability to provide clear behavioral expectations and use effective methods to prevent and redirect misbehavior.
Productivity	Considers how well the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities
Instructional Learning Formats	Focuses on the ways in which the teacher maximizes student's interest, engagement, and ability to learn from lessons and activities
Concept Development	Measures the teacher's use of instructional discussions and activities to promote student's higher-order thinking skills and cognition and the teacher's focus on understanding rather than on rote instruction.
Quality of Feedback	Assesses the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation
Language Modeling	Captures the quality and amount of the teacher's use of language-stimulation and language-facilitation techniques

The Combined CLASS for FCC. FCC are distinct from child care centers (CCC) in that children of various ages are often present together in FCC settings. For the Seeds 2010-2011 field test, this difference between FCC and CCC necessitated a measure of provider-child interactions that could be sensitive to the developmental needs of children in both the toddler and preschool years. A major underlying principle of the CLASS is that the domains and dimensions defining quality are common across age levels, yet the behavioral manifestations are particular to certain age groups (Pianta et al., 2008). In keeping with this theoretical framework, the dimensions from the Pre-K and Toddler versions of the CLASS were combined into an eleven-dimension instrument for use in FCC participating in the Seeds study. A preliminary step was taken to assess the similarities between the Pre-K and Toddler versions at the level of the behavioral indicators for each dimension. The general procedure involved comparing corresponding dimensions from the Pre-K and Toddler versions, and determining which were identical and which were uniquely focused on the needs of either the preschool or toddler age.

Within the Emotional Support domain, it was found that the indicators within Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspectives (or Child Perspectives for the Toddler version) were identical. Therefore, in observing and scoring these dimensions, observers gave equal consideration of the experiences of both the toddlers and preschoolers when producing a single rating for each dimension. The ratings for each of these dimensions were averaged together to yield a score for the Emotional Support domain.

Within the Classroom Organization domain, it was determined that Behavior Management of the Pre-K version and Behavior Guidance of the Toddler version are parallel in assessing the establishment of clear behavioral expectations and management of misbehavior. Therefore, observers provided a single rating on a dimension termed Behavior Management to

reflect the experiences of both preschoolers and toddlers. It was determined that the Productivity and Instructional Learning Formats dimensions are specific to preschoolers; thus, ratings provided for these dimensions reflected only the experiences of the preschoolers. To obtain a score for the Classroom Organization domain, the ratings for Behavior Management, Productivity and Instructional Learning formats were averaged together.

Lastly, within the Instructional Support domain, it was determined that the Concept Development dimension applied only to preschoolers and the Facilitation of Learning and Development dimension pertained only to toddlers. Therefore, these dimensions were rated exclusively for their respective age groups. The indicators within the Quality of Feedback and Language Modeling dimensions were identical and thus one rating was provided for each to represent the experiences of both preschoolers and toddlers. The ratings for Facilitation of Learning and Development, Concept Development, Quality of Feedback and Language Modeling were averaged to produce a score for the Instructional Support domain. As noted above, videos of FCC were taken so that the appropriate CLASS measure for the age-groups represented in each video could be scored by the UW team.

CLASS videos. Since the CLASS is a newly released measure, the capacity to collect this information on a wide scale with live observers was underdeveloped in local communities. Therefore, 91 CCC and/or FCC environments were videotaped so that a trained team of coders at the UW could score the videos. These videos were: only used by specific members of the UW team to code for the CLASS component of the Seeds score; were not labeled with information about which community or center they were tied to; were kept in a secure location; and will be destroyed in accordance with the UW IRB (Human Subjects) protocol. Videos of each preschool and toddler classroom as well as FCC were taken in line with an established protocol so that a coding team could score appropriate versions of the CLASS. Videographers were

recruited for each site and were trained on the pocket video camera and microphone. Extensive training notes were also provided on a project website. Trained observers visited classrooms for live coding rather than videotaping when this was requested by programs and approved by Thrive and DEL. This was done on two occasions for Somali FCC in order to honor the cultural values of providers who were uncomfortable with being filmed.

CLASS video quality. CLASS video coders rated the quality of each video after viewing to determine the utility of the video for coding purposes. The ratings were on a 7-point scale with 7 being perfect. There were 141 videos that were scored in terms of their quality. Not all of these videos were formally included in our CLASS analyses, as for example the video may have been replaced by one of higher quality. Forty three videos were viewed for the Combined CLASS, 50 for the Toddler CLASS, and 48 for the Toddler CLASS. Across all types of providers, the mean score was 5.50, the standard deviation was 1.44, and the range was from 1 to 7. For FCC, the mean score was 5.81, the standard deviation was 1.72, and the range was from 1 to 7. For preschool classrooms, the mean score was 5.40, the standard deviation was 1.54, and the range was from 1 to 7. For toddler classrooms, the mean score was a 5.31, the standard deviation was 0.99, and the range was from 3 to 7. Twenty-one of the total videos were rated for quality by two coders. Of these ratings, 67% were in exact agreement and the remaining 33% agreed within one point.

CLASS reliability. In order to be included as a CLASS coder for either the Toddler or Preschool CLASS, coders had to score above an 80% during training across five videos; across those videos they could not have more than two disagreements in the same dimension. Coders also had to be at least 80% reliable on a video from the field with a gold standard coder, who had experience scoring in the field. There were six Preschool CLASS video coders who met these criteria. Across the six coders, the mean agreement was 87%, the standard deviation was

0.08, and the range was from 80% to 100% agreement. There were five Toddler CLASS coders who met these criteria. Across the five coders, the mean agreement was 90%, the standard deviation was 0.06, and the range was from 88% to 100% agreement. One coder was at 75% agreement on the first video but was at 100% agreement on a second video. The average of the two videos, 88%, was used in the reported numbers above. When coding FCC serving both preschool and toddler age children, coders used the Combined CLASS described above. Both of the Combined CLASS coders met these criteria and were in 90% agreement with each other.

Environment Rating Scales (ERS). Efforts were taken to collect the CLASS videos and ERS measures at the same time. There were three Environment Rating Scales used in the Seeds to Success program. The Early Childhood Environment Rating Scale-Revised (ECERS-R, Harms, Clifford & Cryer, 2005) assessed group programs for preschool-kindergarten aged children, from two through five years of age. The total scale consisted of 43 items. The Infant/Toddler Environment Rating Scale-Revised (ITERS-R, Harms, Cryer & Clifford, 2006) assessed group programs for children from birth to 2½ years of age. The total scale consisted of 39 items. The Family Child Care Environment Rating Scale-Revised (FCCERS-R, Harms, Cryer & Clifford, 2007) assessed FCC conducted in a provider's home. The total scale consisted of 38 items. The ERS is a widely used instrument for examining program quality. The instrument measures the following aspects of classroom quality:

- Space and Furnishings (e.g., furnishings for relaxation and comfort, room arrangement for display),
- Personal Care Routines (e.g., greeting/departing, safety practices),
- Language-Reasoning (e.g., presence/quality of books and pictures encouraging children to communicate),
- Activities (e.g., fine motor, art, promoting acceptance of diversity),

- Interaction (e.g., supervision of children, interactions among children),

- Program Structure (e.g., schedule, group time, provisions for children with disabilities), and

- Parents and Staff (e.g., parent involvement, provisions for staff, supervision)

Trained observers visited early learning environments to conduct a live scoring of the appropriate version of the ERS and were instructed to spend at least three hours in each child care classroom/FCC while coding. During the observation a paper scoring sheet was used. Scores were then entered into a secure online survey form and the paper scoring sheet was mailed back to the UW team in a self-addressed stamped envelope. This was done so that the scores could be cross-referenced to ensure that multiple copies of the data existed to prevent against any loss of data (i.e., lost in the mail).

ERS reliability. For the ERS measures, training and reliability checks were completed between 11/17/09 and 11/1/10. This timeline reflects the fact that a large portion of the ERS data collection team was populated by returning raters from the first year of the Seeds field test who were trained at the onset of data collection and merely required a reliability check after they completed 10 observations. Consistent with the ERS protocol from year one, reliability checks were completed on at least one of the ERS measures for each coder. The authors of the ERS measures completed some of the reliability trainings while the UW trainer completed others. Across these trainings and reliability checks, the mean ERS agreement was 93%, the standard deviation was 0.02, and the range was between 89 to 98%. For the ECERS-R, the mean ERS agreement was 91%, the standard deviation was 0.02 and the range was between 88 to 95%. For the ITERS-R, the mean ERS agreement was 94%, the standard deviation was 0.02 and the range was between 88 to 97%. For the FCCERS-R, the mean ERS agreement was 93%, the standard deviation was 0.04 and the range was between 88 to 97%.

Seeds to Success Self-Assessment Questionnaire and Documentation Guide (SAQDG). This document was developed by DEL and Thrive and completed by CCC directors and FCC owners with the support of coaches during baseline and follow-up data collection. This document was organized by Seed Level and within each Seed Level it was organized by Standard Area (see Appendix C). The purpose of this document was to collect detailed information on whether each standard was met and to provide documentation examples which correspond to index numbers in the Seeds to Success Quality Standards. Seeds coaches worked with child care directors and FCC owners to complete the SAQDG, which included providing documentation by creating a document portfolio. Answers were then verified by a second coach based on the documentation provided and entered into the Efforts to Outcomes (ETO) database.[4] The UW team accessed the SAQDG information entered by the second coach from ETO and printed it out for the provider file. The UW team did not have access to the document portfolio. Therefore, the portfolio information was used by the second coach coder but not by the UW team to cross-reference answers.

Professional Development and Training Survey (PDTS). Each director/FCC owner completed this survey to provide information on the education and experience of the director/owner, lead teaching staff, and assistant teaching staff(see Appendix D; Appendix E). The PDTS was completed by providers with coach support as needed, and were mailed back to the UW team in self-addressed stamped envelopes by site coordinators. The UW team used these surveys to determine the Seed Rating for the Professional Development and Training

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[4] Thrive by Five contracted with Social Solutions, a provider of performance management software, to develop a web-based data system for the Seeds modified field test. Social Solutions developed a data system using its Efforts to Outcomes (ETO™) software. ETO Software is being used by Site Coordinators and Coaches in each the 5 participating Seeds communities and is designed to track provider assessment data and participation efforts, including progress toward goals and types of professional development supports accessed. Coaches use ETO to track the time spent with providers during coaching visits; the mode of coaching delivery (including one-on-one, group, email, or telephone); and the quality standards area within a QIP they worked on.

quality standard area, and entered the information into the ETO database and the paper cover sheet.

Seed Ratings. A file for each provider was created that included the ERS score sheet(s), the CLASS score sheets(s), the PDTS and the SAQDG. Seeds raters used this file to score the appropriate section of the Seeds to Success Quality Standards Coding Document for each type of indicator (or row in the document) based on the decision rules created by a supervisory team from UW, Thrive and DEL. Printer friendly versions of the Seeds to Success Quality Standards Coding Document were printed out and scored for each provider by two independent coders. Reliability rates across the two coders ranged from 93% to 100% across all the items that were scored for each type of provider, the mean rate of agreement was 99% and the standard deviation was 0.02. A third coder resolved disagreements, sometimes in consult with Thrive and DEL, before scores were finalized.

Data Sources

Supporting measures. For the CLASS measure, early learning environments received Likert-scores, ranging from 1 to 7, for different dimensions of classroom quality, including the emotional and instructional support provided for young children and classroom organization and management. For the ERS, classrooms received an overall quality score that was also based on a Likert-scale, with scores ranging from a 1 to a 7. The SAQDG was comprised of 73 questions about Curriculum and Learning Environments, Professional Development and Training, Family and Community Partnerships, and Leadership and Management Practices. The PDTS was comprised of a total of 11 questions for FCC and 28 questions for CCC directors and teachers, although the latter number fluctuated depending on how many teachers were employed by the provider or assessed as part of the Seeds program. For FCC, there were 10 questions pertaining to education and one question pertaining to experience. For CCC, there were 13

questions for CCC directors (12 pertaining to education and one pertaining to experience), eight questions for CCC lead teachers (seven pertaining to education and one pertaining to experience) and nine questions for assistant teachers (eight pertaining to education and one pertaining to experience.

Seed Ratings. The Seeds Ratings included four quality standard areas: Curriculum and Learning Environment, Professional Development and Training, Family and Community Partnerships, and Leadership and Management Practices. Each standard area consisted of indicators that contained items.[5] For FCC there was a total of 108 items: 36 for Curriculum, eight for Professional Development, 24 for Family and Community Partnerships and 40 for Leadership and Management Practices. For CCC there were a total of 120 items: 36 for Curriculum, 20 for Professional Development, 24 for Family and Community Partnerships and 40 for Leadership and Management Practices. Information from CLASS and ERS scores for each provider informed items in the Curriculum and Learning Environment. Information from the PDTS informed items under Professional Development and Training. Information from the SAQDG informed items in Curriculum and Learning Environments, Professional Development and Training, Family and Community Partnerships, and Leadership and Management Practices.

Participant Sample

As mentioned above, the baseline sample included 93 early learning and care environments from five communities in Washington State: Spokane, Clark, and Kitsap Counties, and East Yakima and White Center communities. Providers were recruited and consented by local site coordinators within each community. Each site was tasked with recruiting 10 CCC and 10 FCC, with preference to facilities providing year-round care as well

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[5] See the Seeds to Success Quality Standards for more specific information about each item:
http://www.del.wa.gov/publications/elac-qris/docs/SeedstoSuccess_QualityStandards.pdf

as care for infants and toddlers. There are a total of 20 providers in East Yakima (10 FCC and 10 CCC), 19 providers in White Center (nine FCC and 10 CCC), 20 providers in Spokane (10 FCC and 10 CCC), 19 providers in Clark (nine FCC and 10 CCC), and 15 providers in Kitsap (five FCC and 10 CCC). In total there were 43 FCC and 50 CCC; 27 of the FCC and 31 of the CCC were participants in year one of the Seeds to Success field test, though services varied across communities.[6]

The CCC ranged in size with the smallest having two classrooms and the largest with 11, the mean CCC size was 5.58 classrooms with a standard deviation of 2.20. Community means and standard deviations can be seen in Table 3.

Information from the application data indicates that there are a large number of programs that report serving children with special needs. Seventy five percent (70/93) of all programs report serving children with special needs: 53% (23/43) of all FCC, and 94% (47/50) of all CCC. Of those programs serving children with special needs 84% (59/70) report that those children have behavior issues: 74% (17/23) of FCC and 89% (42/47) of CCC. Sixty-nine percent of all programs (82% of CCC and 53% of FCC) reported serving children who speak languages other than English. Spanish was the most commonly reported language spoken (62%). Eighty-nine percent of participating programs (96% of CCC and 81% of FCC) reported serving children who receive some form of subsidy.

Table 3

Descriptive Statistics for Program Size by Number of Classrooms

| Community	*M*	*SD*
East Yakima	4.30	1.42
Clark	5.60	1.90
Kitsap	5.50	2.76
White Center	5.50	2.07
Spokane	7.00	2.16

Preliminary Descriptive Information at Baseline

Seeds Ratings at Baseline

Seeds ratings. The mean Seeds Rating across the entire sample was 1.04[7], the standard deviation was 0.25 and the range was from a 1 to a 3 (see Figure 1). For FCC, the mean Seeds Rating was 1.00 (see Figure 2). The standard deviation, 0.00, reflects the fact that there was no range; all scores were a 1. For CCC, the mean Seeds Rating was 1.08, the standard deviation was 0.34 and the range was from a 1 to a 3 (see Figure 3). For Clark, East Yakima, Kitsap and Spokane communities, the mean Seeds Ratings were 1.00 and the standard deviations were 0.00. As the scores were all a 1, there was no range in scores. The data for these communities was examined independently but the analyses yielded similar results. For the White Center community, the mean Seeds Rating was 1.21, the standard deviation was 0.54, and the range was from a 1 to a 3. Table 4 lists descriptive statistics on each of the four standard areas across all communities (see Figures 4-7). Table 5 lists the descriptive statistics on each of the four standard areas across all communities for FCC (see Figures 8-11) and CCC (see Figures 12-15).

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[7] It is important to note that 54% of the providers were not ready for the Seeds program and were considered to be at a provisional status. This was not factored into our analyses because we assumed that providers will achieve this status by the end of the first year. Therefore, the mean Seeds ratings reported here overestimate of the quality of early learning and care represented in our sample.
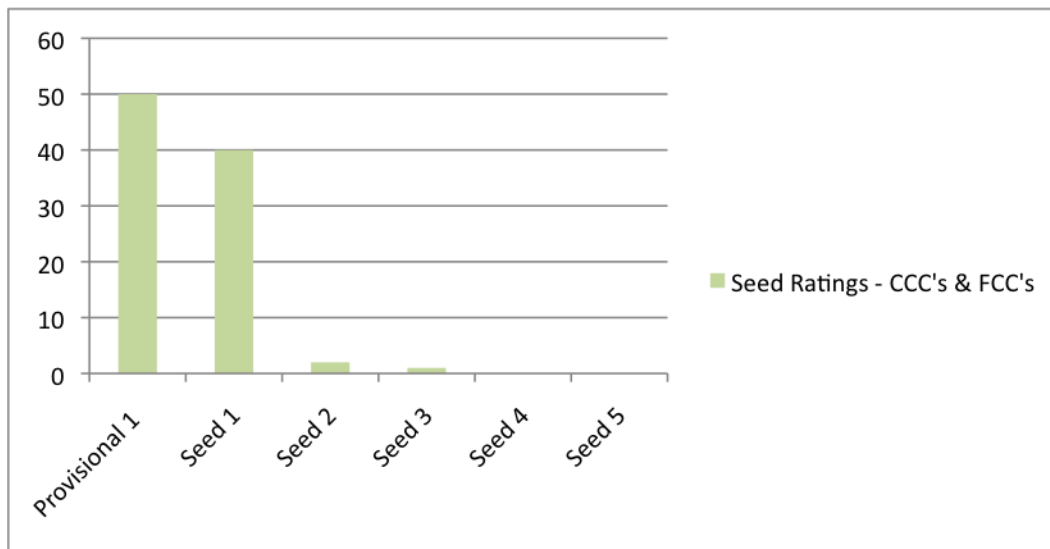
Figure 1. Seeds scores by level across both Family Child Care and Center Child Care providers.
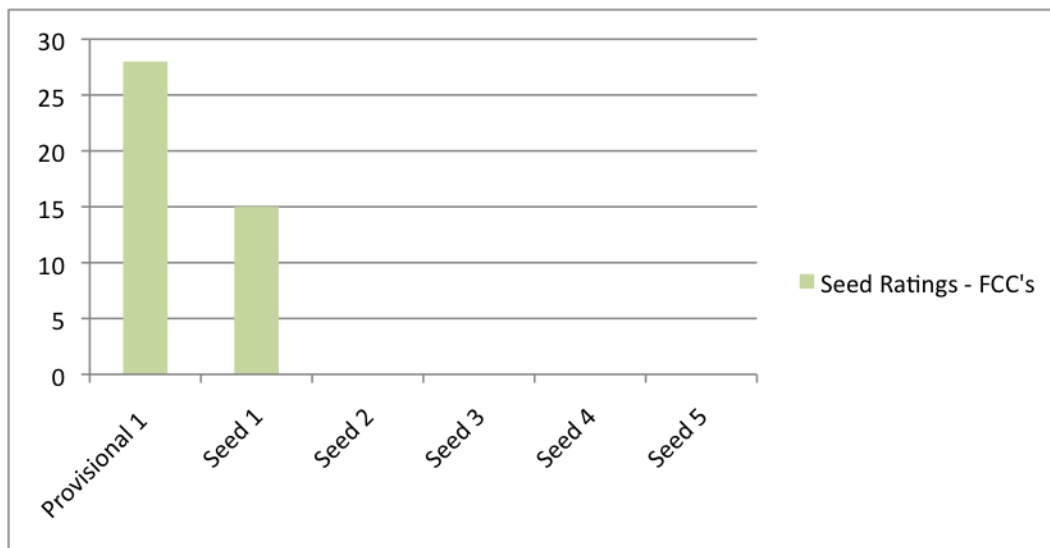
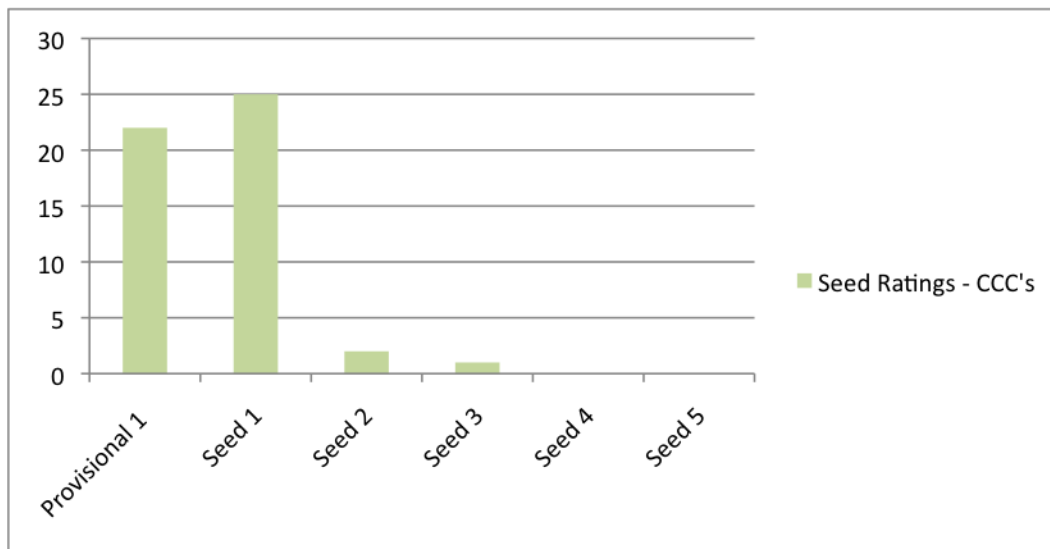*Figure 2*. Seeds scores by level for Family Child Care providers.

Figure 3. Seeds scores by level for the Center Child Care providers.

Table 4

Descriptive Statistics On Each Of The Four Standard Areas Across All Communities

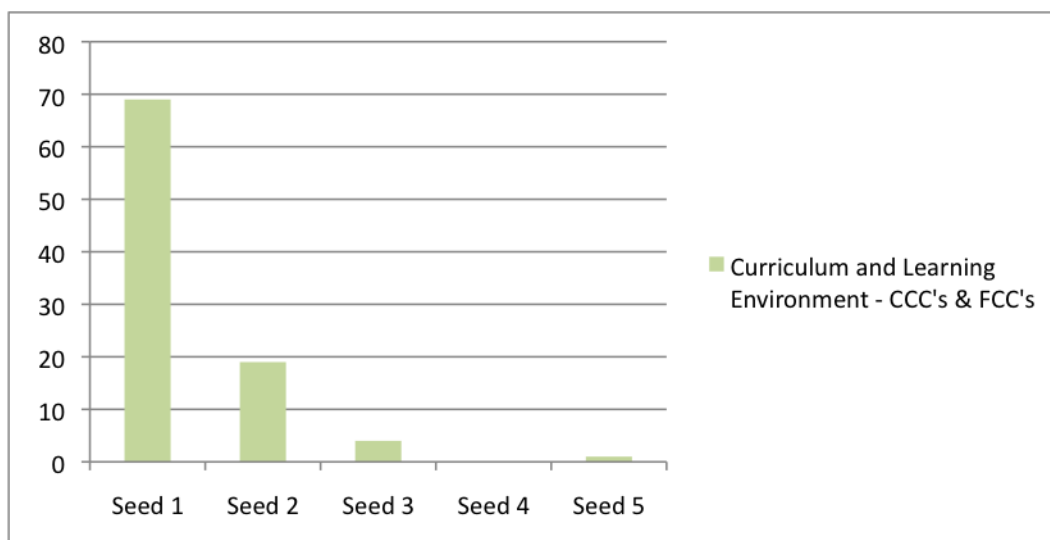| Standard Area	*M*	*SD*
Curriculum & Learning Environment	1.33	0.66
Professional Development	1.91	0.97
Family and Community Partnerships	1.19	0.54
Leadership and Management Practices	1.22	0.55

Figure 4. Seeds scores by level for the Curriculum and Learning Environment standard area across both Family Child Care and Center Child Care providers.

Figure 5. Seeds scores by level for the Professional Development and Training standard area across both Family Child Care and Center Child Care providers.

Figure 6. Seeds scores by level for the Family and Community Partnerships standard area across both Family Child Care and Center Child Care providers.
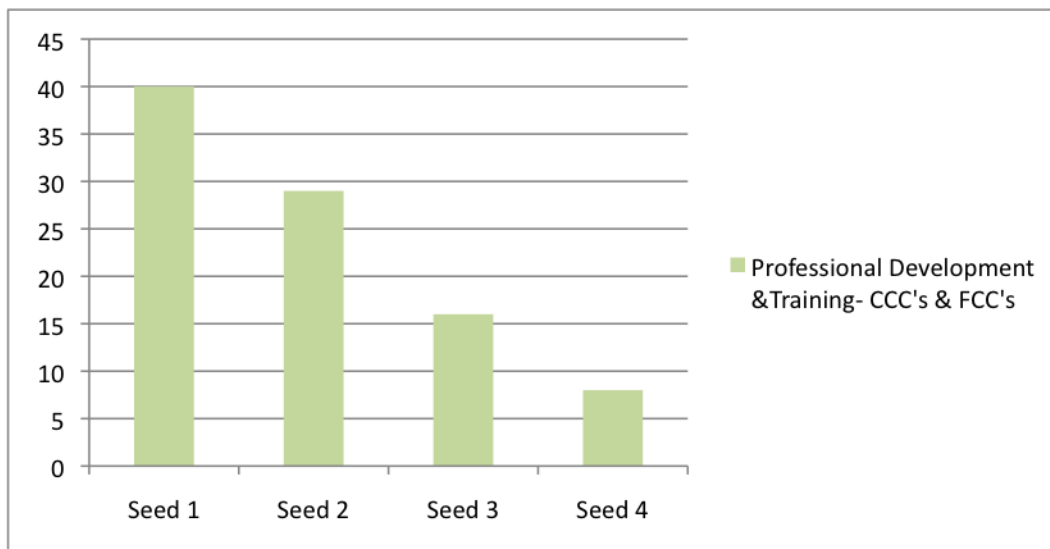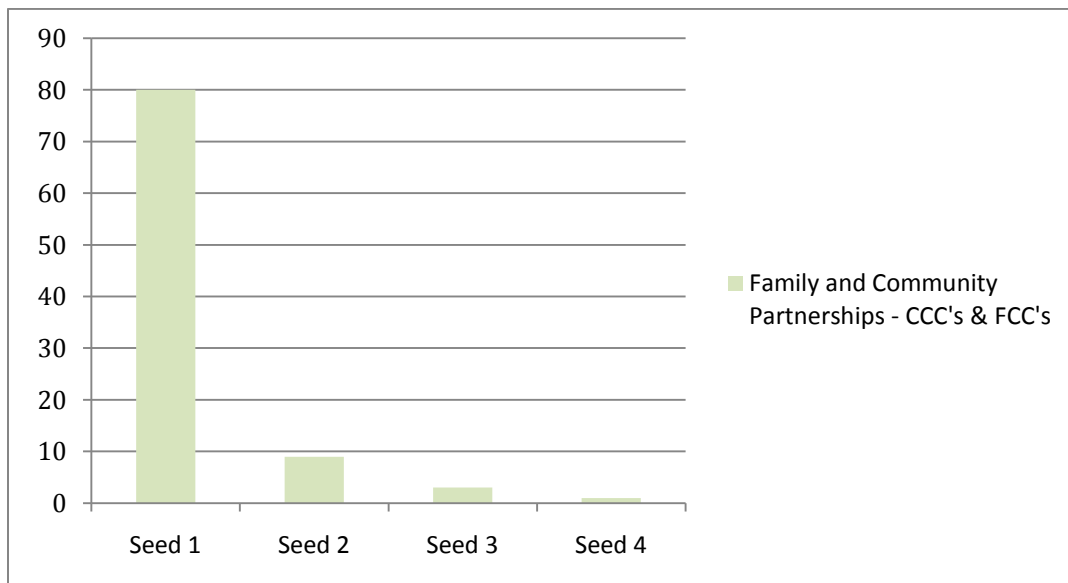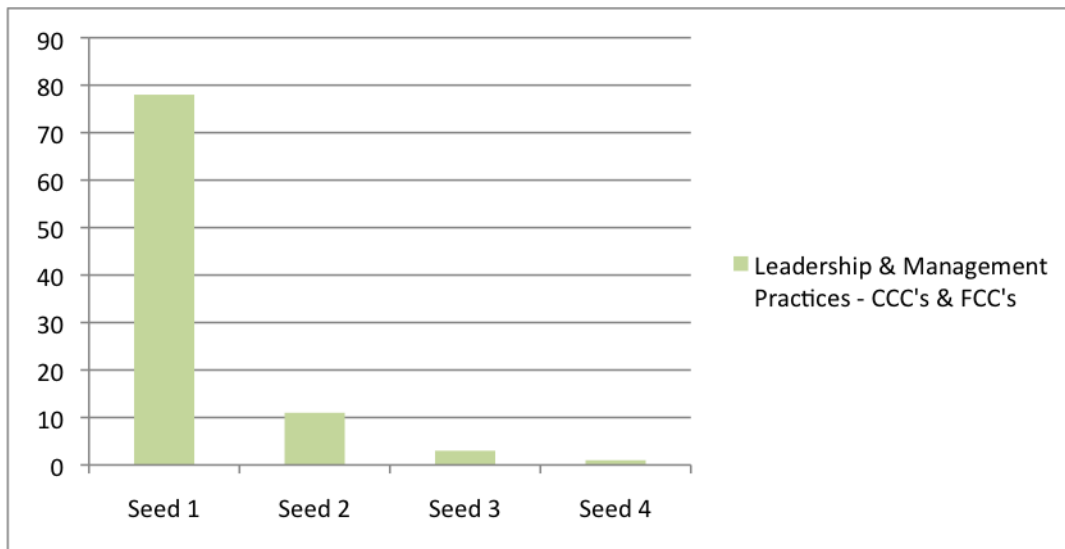
Figure 7. Seeds scores by level for the Leadership and Management Practices standard area across both Family Child Care and Center Child Care providers.

Table 5

Descriptive Statistics on Each of the Four Standard Areas Across All Communities for Each Type of Care

	Child Care Center		Family Child Care	
Standard Area	*M*	*SD*	*M*	*SD*
Curriculum & Learning Environment	1.34	0.56	1.33	0.78
Professional Development	1.70	0.93	2.16	0.97
Family and Community Partnerships	1.30	0.68	1.07	0.26
Leadership and Management Practices	1.36	0.69	1.05	0.21

Figure 8. Seeds scores by level for the Curriculum and Learning Environment standard area for Family Child Care providers.
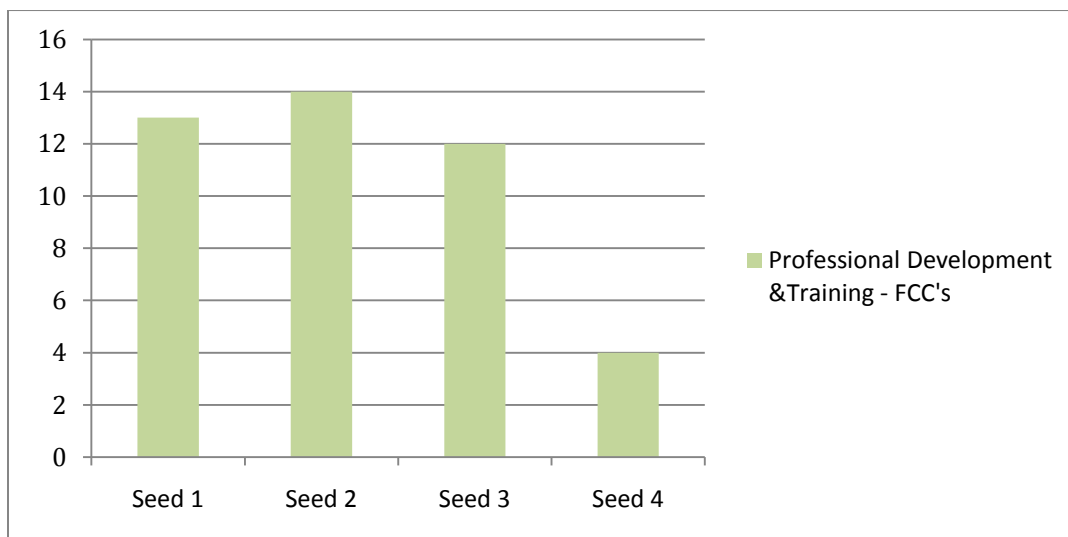
Figure 9. Seeds scores by level for the Professional Development and Training standard area for Family Child Care providers.

Figure 10. Seeds scores by level for the Family and Community Partnerships standard area for Family Child Care providers.

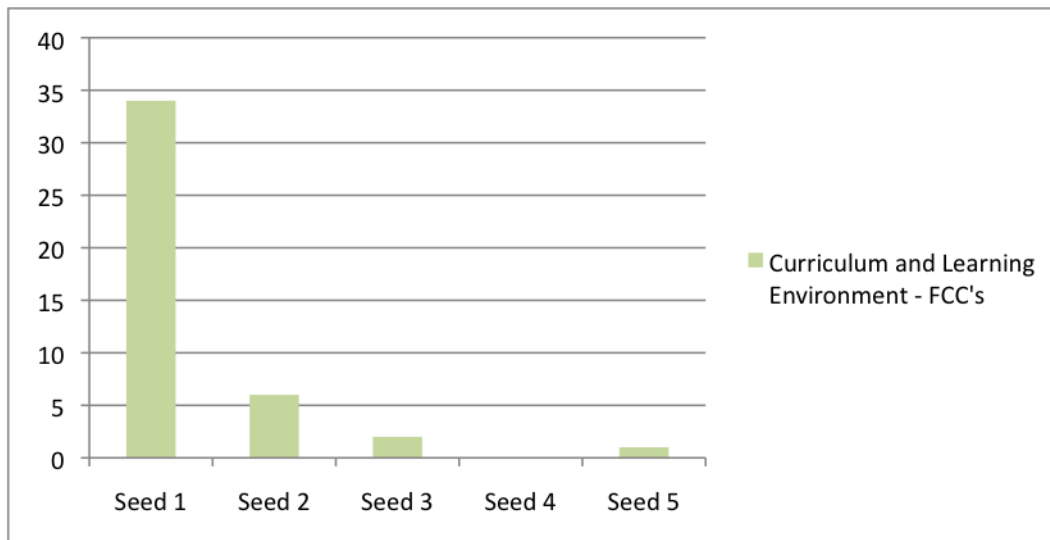

Figure 11. Seeds scores by level for the Leadership and Management Practices standard area for Family Child Care providers.
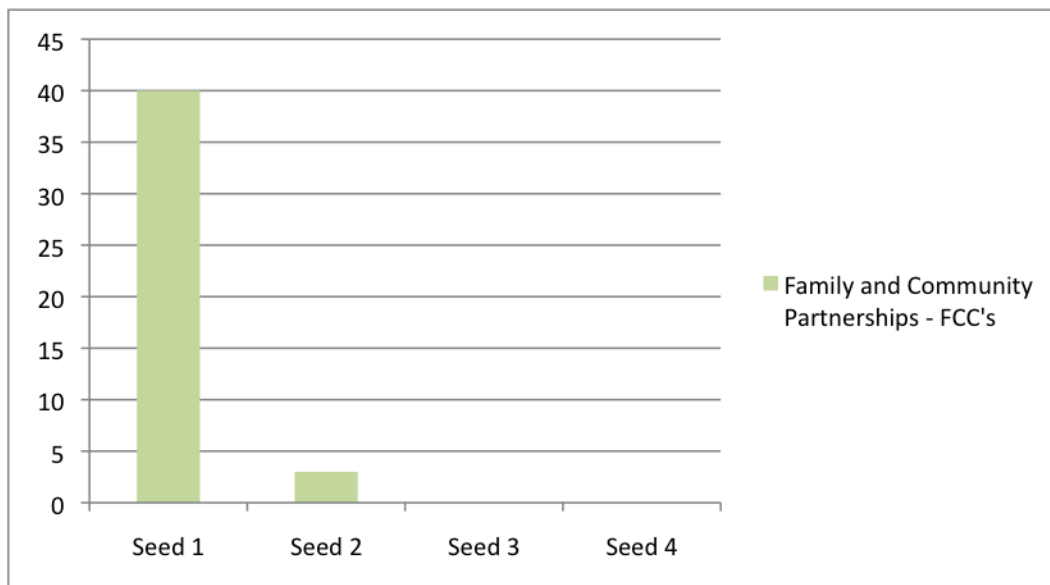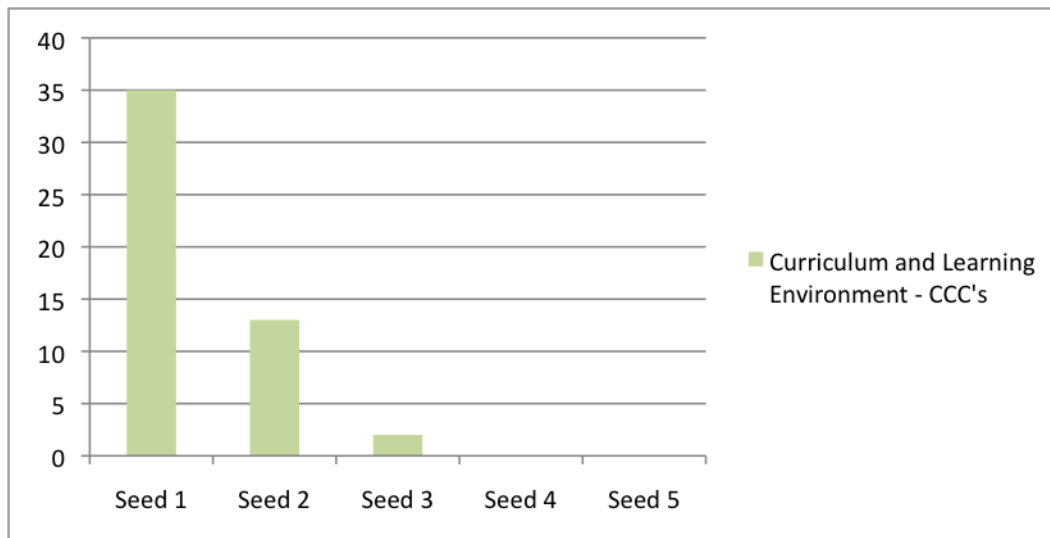
Figure 12. Seeds scores by level for the Curriculum and Learning Environment standard area for Center Child Care providers.
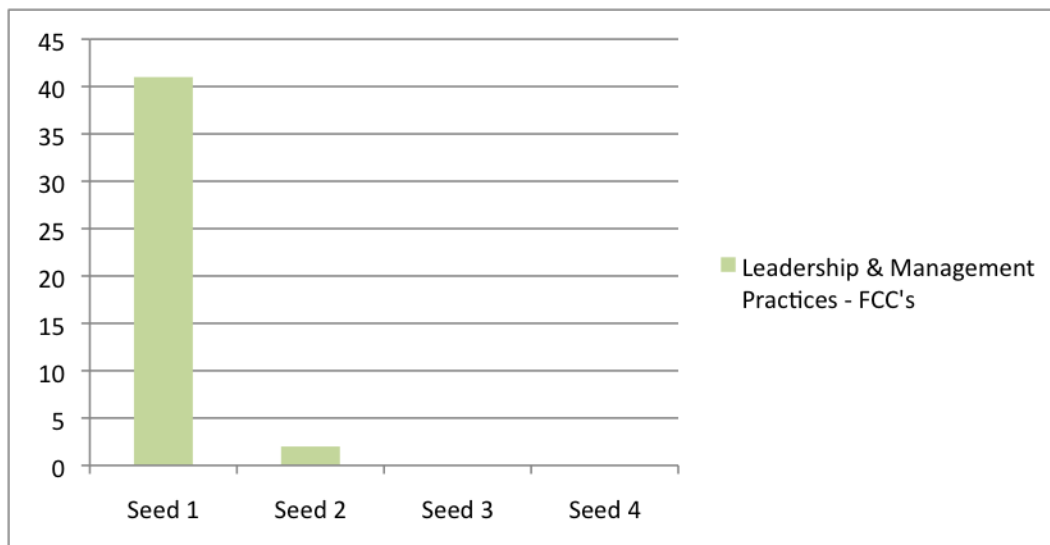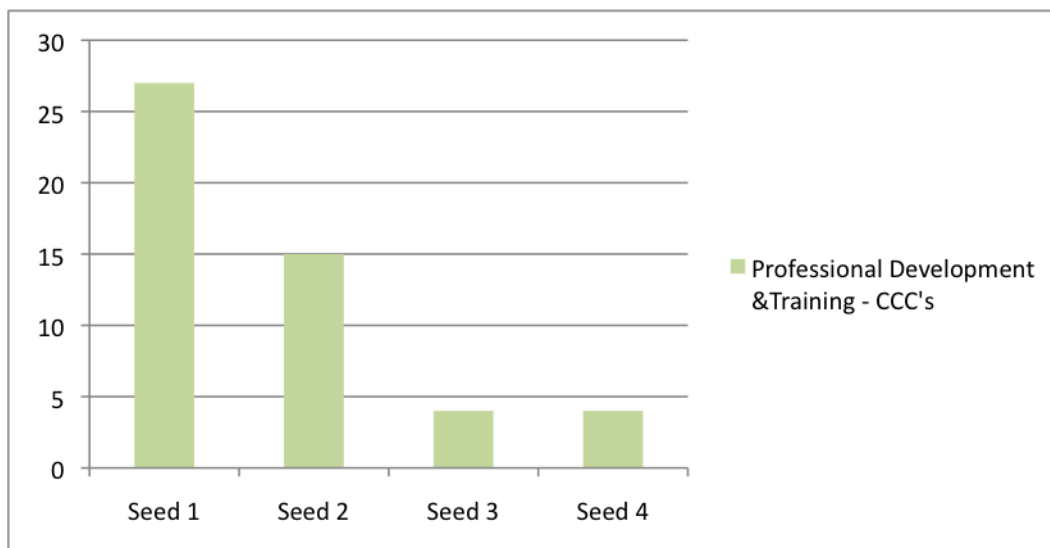

Figure 13. Seeds scores by level for the Professional Development and Training standard area for Center Child Care providers.
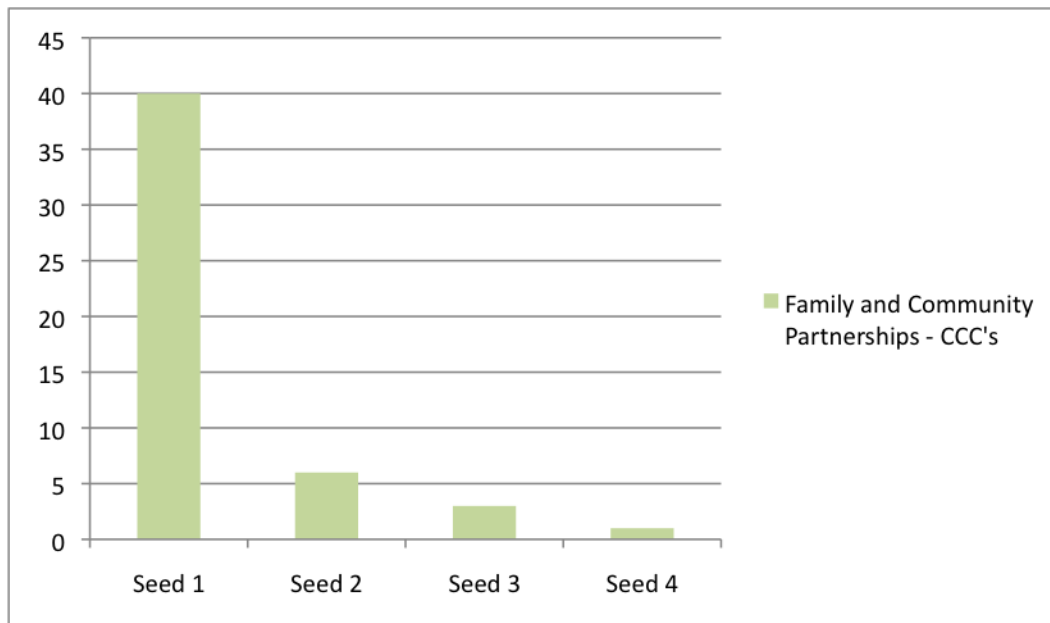
Figure 14. Seeds scores by level for the Family and Community Partnerships standard area for Center Child Care providers.
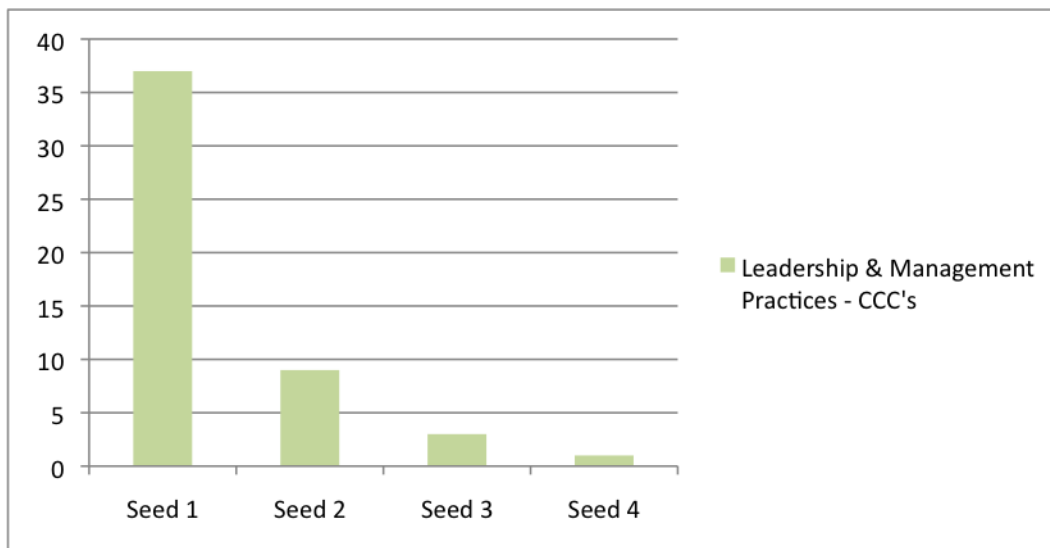
Figure 15. Seeds scores by level for the Leadership and Management Practices standard area for Center Child Care providers.

Provisional Seed Ratings. For the baseline report, there were a number of programs that did not meet the basic requirements for inclusion in the Seeds program and these providers were given a provisional Seed rating at baseline. More specifically, these providers did not report (1) meeting with families to learn about culture, languages, family structure and goals for

enrolled children, (2) providing families with information about transitions between home and child care environments, various child care settings and between child care and school, or (3) having a copy of the WA State Early Learning and Development Benchmarks on hand. There were 50 such cases across the entire sample: 10 in Clark (six CCC, four FCC), 14 in East Yakima (six CCC, eight FCC), four in Kitsap (two CCC, two FCC), six in White Center (one CCC, five FCC), and 16 in Spokane (seven CCC, nine FCC). Twenty-two of the provisional cases were in CCC and 28 were in FCC.

CLASS Ratings at Baseline

Pre-K CLASS. A total of 50 preschool childcare classrooms were assessed with the CLASS Pre-K Observation by trained and reliable coders. Table 6 provides the descriptive statistics for each domain of the Pre-K CLASS, and the dimensions within. Each domain is described further and sample scores provided in the following sections.

Table 6

Descriptive Statistics of Pre K CLASS Domains and Dimensions for Center Preschool Classrooms

Domain/Dimension	*M*	*SD*
Emotional Support	5.22	0.78
Positive Climate	5.20	1.01
Negative Climate[a]	1.38	1.10
Teacher Sensitivity	4.94	1.10
Regard for Student Perspectives	4.20	1.10
Classroom Organization	4.50	0.90
Behavior Management	4.96	1.16
Productivity	4.46	1.03
Instructional Learning Format	4.08	1.07
Instructional Support	3.33	1.27
Concept Development	2.62	1.43
Quality of Feedback	3.22	1.54
Language Modeling	4.16	1.23

Note. Domains are Emotional Support, Classroom Organization, and Instructional Support. Corresponding dimensions are listed under each domain.
[a]Negative Climate is reversed scored for averaging Emotional Support Domain

Emotional Support. On the Emotional Support domain of the CLASS Pre K, classrooms

scored in the mid range of the 7 point scale. Average quality was 5.22, with a majority of

classrooms rated in the mid range (3, 4, or 5 points; see Figure 16). None of the classrooms

scored in the low range (1 or 2 points) with scores ranging from 3.75 to 6.75.
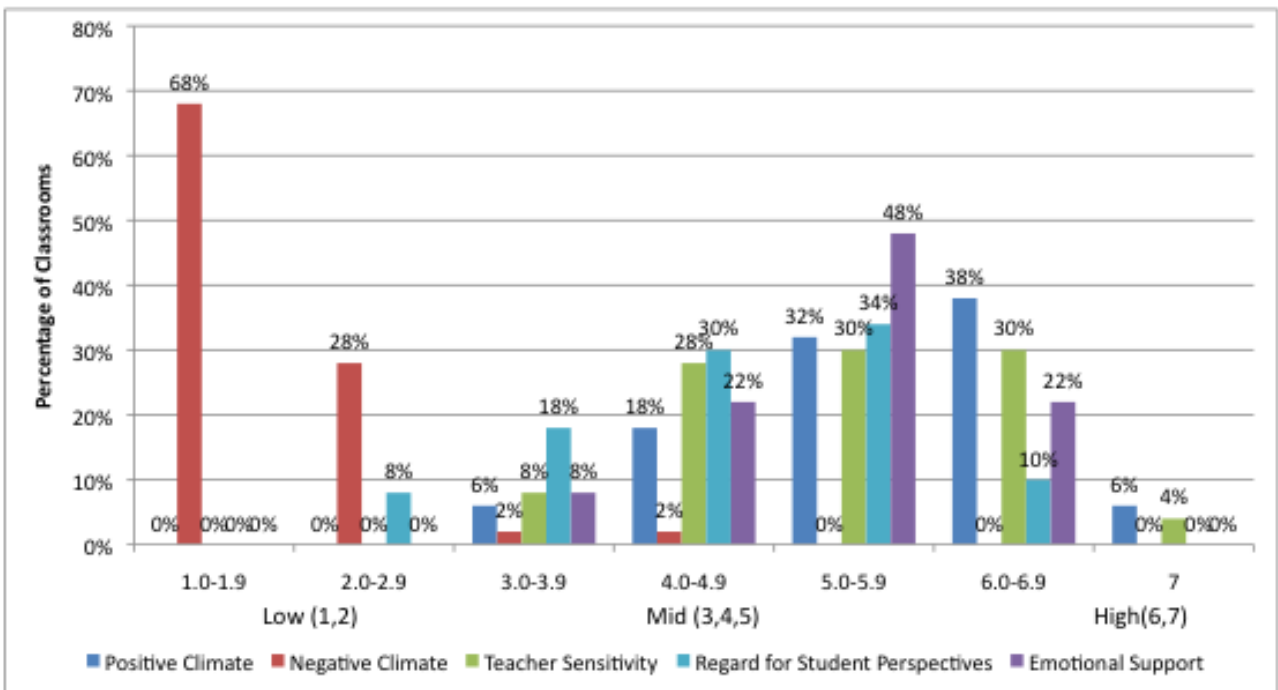
Figure 16. Percentage of CCC providers serving preschoolers rated 1-7 on Emotional Support
Domain and dimensions of the CLASS Pre-K Observation.

Classroom Organization. On the Classroom Organization domain of the CLASS Pre K, classroom scored in the mid range of the 7-point scale. Average quality was 4.5 with a majority of classrooms rated in the mid range (3,4 or 5 points; see Figure 17). Scores ranged from 2.67 to 6.33.
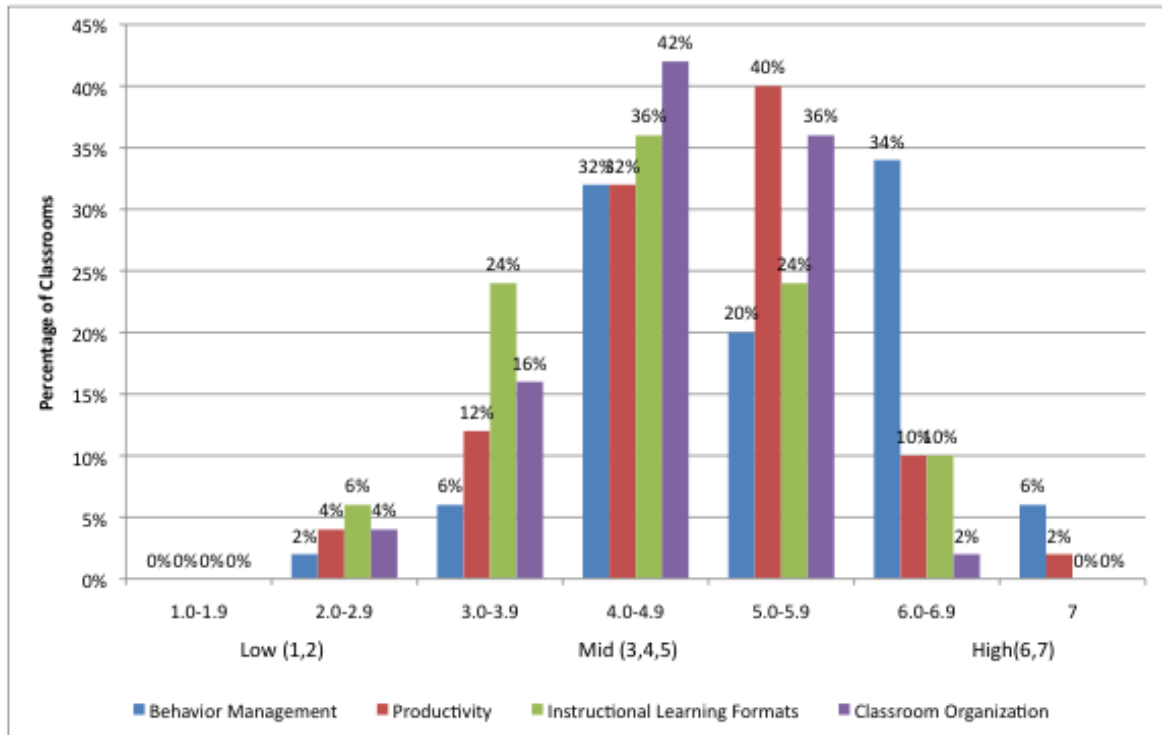
Figure 17. Percentage of preschool classrooms rated 1-7 on Classroom Organization Domain and dimensions of the CLASS Pre-K Observation.

Instructional Support. On the Instructional Support domain of the CLASS Pre K, classrooms scored at the low end of the mid range. Average quality was 3.22 with a majority of the classrooms rated in the mid range (3,4 or 5; see Figure 18). None of the classrooms scored in the high range. Scores ranged from 1.00 to 5.67.

The domains and dimensions used by the CLASS to define and assess classroom quality are common across toddlers and preschoolers, but the ways these dimensions are manifested are specific to particular developmental levels, so the practices may shift depending on children's age and development. Because toddlers are developmentally different than preschoolers, the Toddler CLASS was used for assessing quality in classrooms serving children ages 18 months to three years.

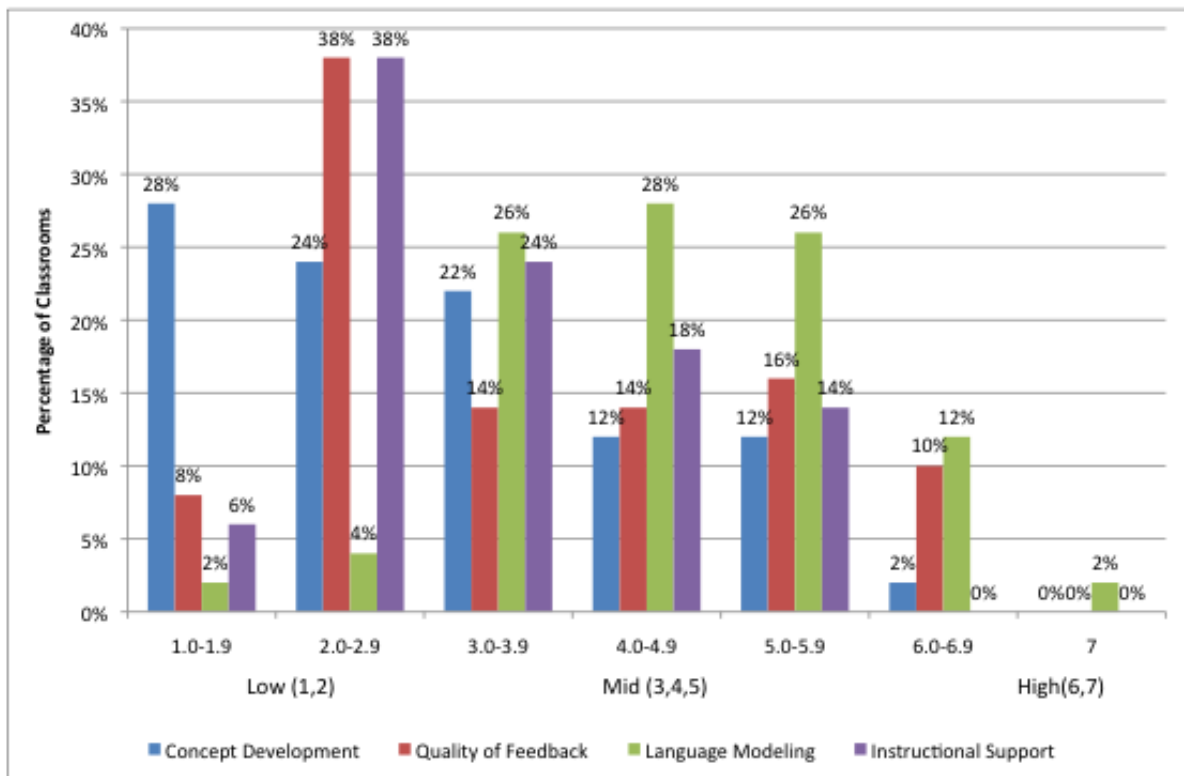*Figure 18.* Percentage of preschool classrooms rated 1-7 on Instructional Support domain and dimensions of the CLASS Pre-K Observation.

Toddler CLASS. The Toddler CLASS, like the Pre-K CLASS, measures three broad domains of teacher-child interactions: Emotional Support, Classroom Organization, and Instructional Support. These three domains are comprised of eight specific dimensions of teacher-child interactions: Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Child Perspectives, Behavior Guidance, Facilitating Learning and Development, Quality of Feedback, and Language Modeling. A total of 45 toddler childcare classrooms were assessed with the Toddler CLASS Observation. Table 7 provides the descriptive statistics for each domain of the Toddler CLASS, and the dimensions within. Each domain is further described in the next section.

Table 7

Descriptive Statistics of Toddler CLASS for Center Toddler Classrooms

Domain/Dimension	*M*	*SD*
Emotional Support	5.01	0.86
Positive Climate	4.93	1.20
Negative Climate[a]	1.43	0.72
Teacher Sensitivity	4.60	1.10
Regard for Student Perspectives	4.51	1.22
Classroom Organization	4.67	1.19
Behavior Guidance	4.67	1.19
Instructional Support	3.37	0.84
Facilitation of Learning & Development	3.33	0.99
Quality of Feedback	3.33	0.99
Language Modeling	4.08	0.92

Note. Domains are Emotional Support, Classroom Organization, and Instructional Support. Corresponding dimensions are listed under each domain.
[a]Negative climate is reverse scored for averaging Emotional Support Domain.

Emotional Support. On the Emotional Support domain of the Toddler CLASS, classrooms scored at the high end of the mid range. Average quality was 4.98, with a majority of the classrooms in the mid range (3,4 or 5; see Figure 19).   Across the domain, scores ranged from 3.25 to 6.50.
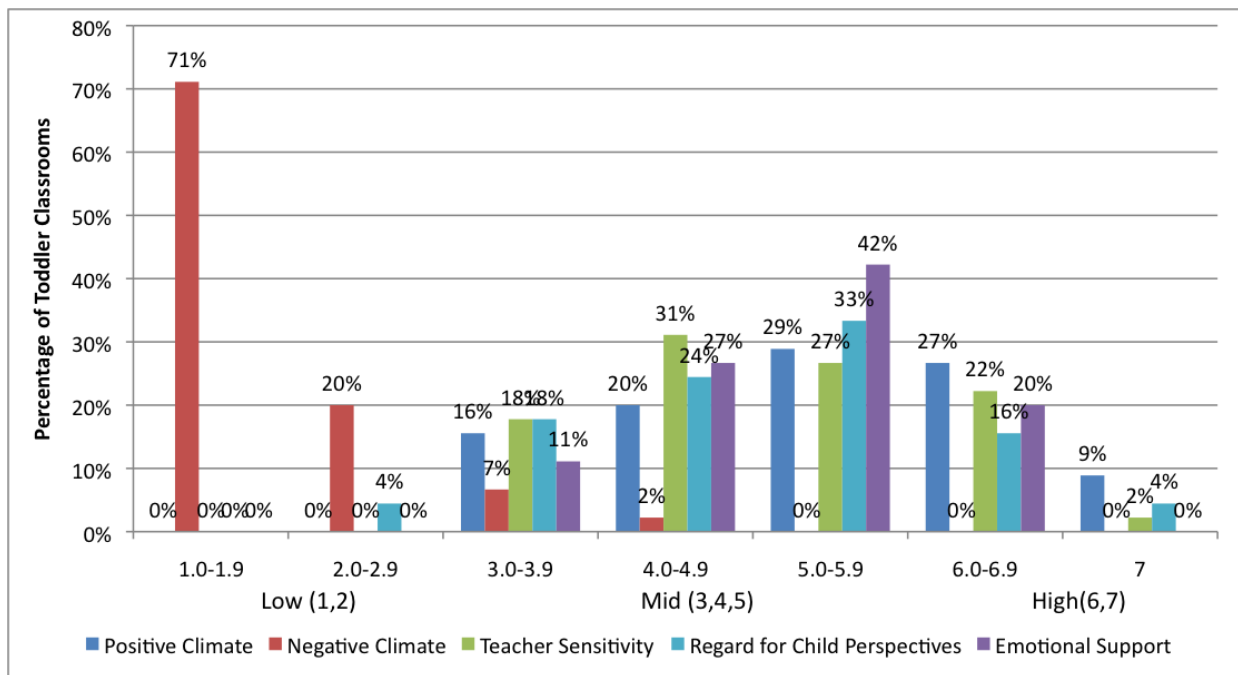
Figure 19. Percentage of CCC toddler classrooms rated 1-7 on Emotional Support Domain of the Toddler CLASS.

Classroom Organization. Behavior Guidance, the single dimension within the Classroom Organization domain, encompasses the teacher's ability to promote behavioral self-regulation in children by using proactive approaches and providing clear behavioral expectations as well as support to prevent and redirect problem behavior. On the Classroom Organization domain, Toddler classrooms scored at the high end of the mid range. Average quality was 4.63, with scores ranging from 2.00 to 7.00 (see Figure 20).
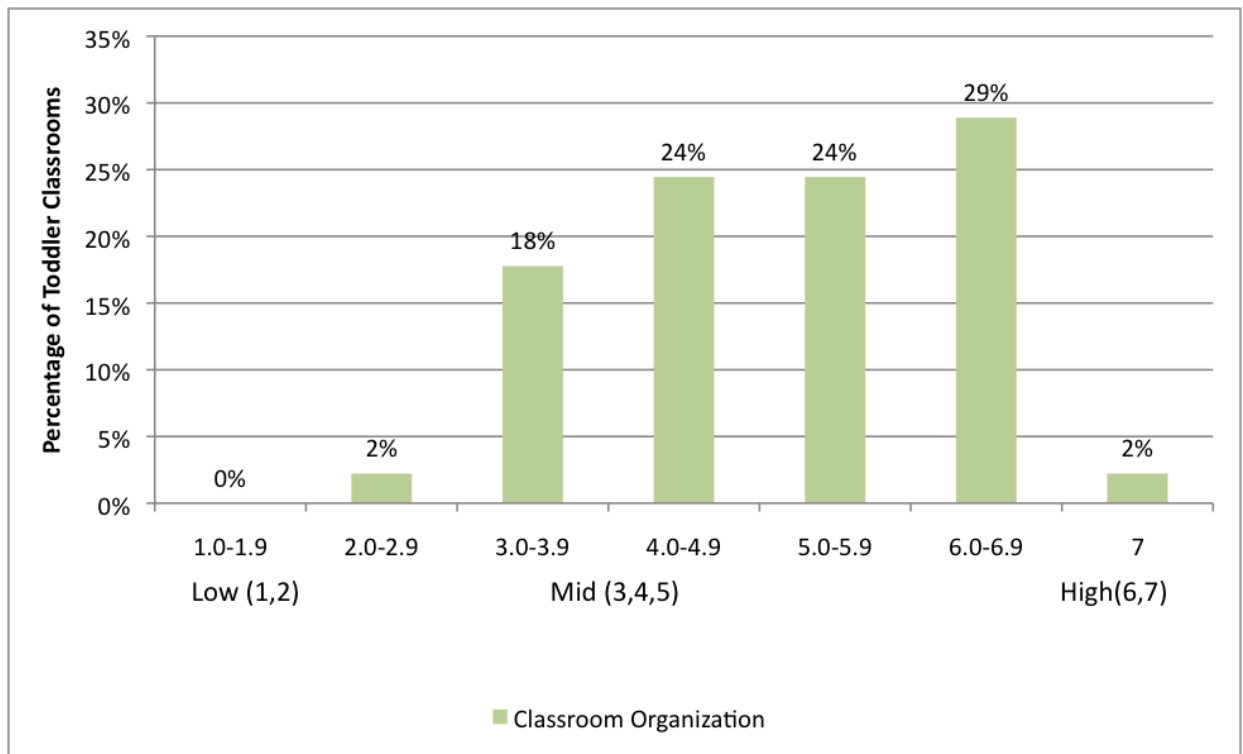
Figure 20. Percentage of CCC toddler classrooms rated 1-7 on Classroom Organization domain and dimensions of the Toddler CLASS.

Instructional Support. On the Instructional Support domain of the Toddler CLASS, classrooms scored at the low end of the -mid range, with a majority of the classrooms rated in the mid range (3,4 or 5 points; see Figure 21). Scores ranged from 2.00 to 5.67; none of the classrooms were rated high.

In child care center classrooms and family child care facilities there may be children in mixed age groupings. As this was the case in some of the Seeds to Success observed classrooms, we developed and used a combined CLASS instrument.
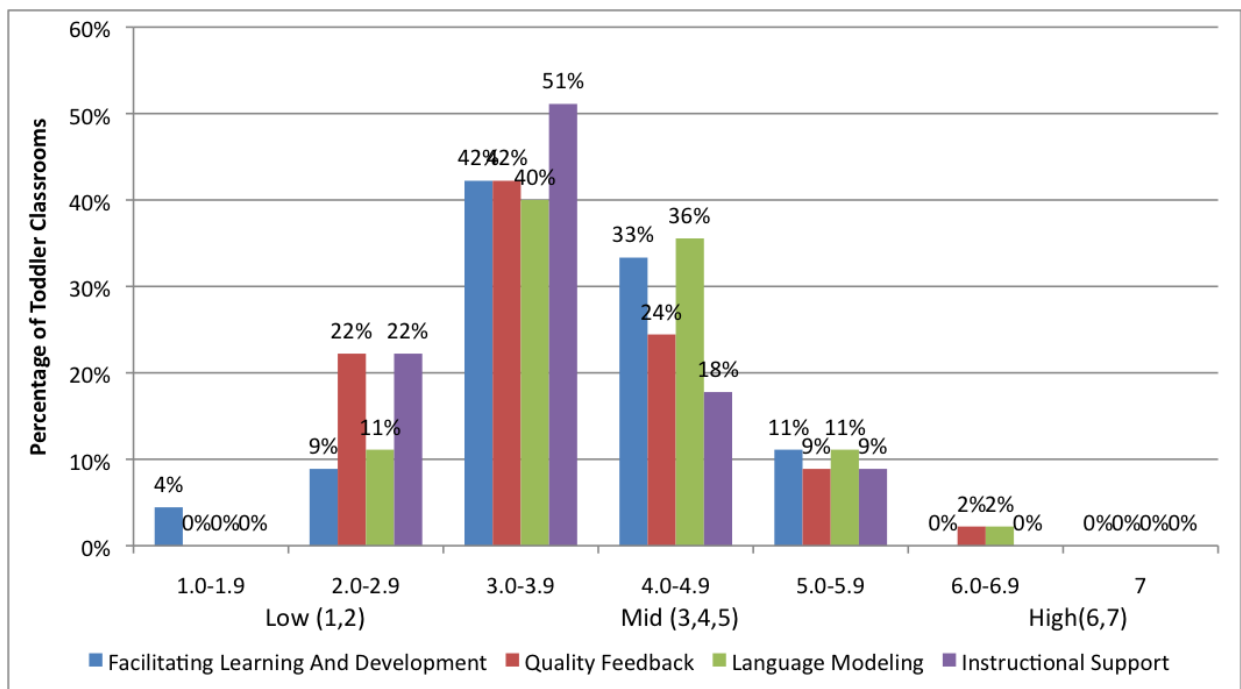
Figure 21. Percentage of CCC toddler classrooms rated 1-7 on Instructional Support domain and dimensions of the Toddler CLASS.

The combined CLASS for FCC. The combined CLASS for FCC was created in order to evaluate children of various ages who were often present together in FCC, which necessitated a measure of provider-child interactions that could be sensitive to the developmental needs of children in both the toddler and preschool years. Thirty-four FCC were rated with the combined CLASS. Table 8 provides the descriptive statistics for each domain of the combined CLASS, and the dimensions within.

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On the Emotional Support domain, FCC ratings were in the high mid range, with scores ranging from 5.00 to 6.75. Figure 22 displays the distribution of scores for Emotional Support received by FCC's. On the Classroom Organization domain, FCC ratings were in the high mid range, with scores ranging from 3.67 to 7.00. Figure 23 displays the distribution of scores for Classroom Organization received by FCC. On the Instructional Support domain, FCC ratings were in the low mid range, with scores ranging from 1.75 to 4.50. Figure 24 displays the distribution of scores for Instructional Support received by FCC's. In addition to the CLASS observation ratings the Seeds to Success quality standards also incorporate ratings yielded from the collection of Environmental Rating Scale instruments.

Table 8

Descriptive Statistics of Combined CLASS Domains and Dimensions for Family Child Care Facilities (n=34)[a]

Domain/Dimension	*M*	*SD*
Emotional Support	5.79	0.46
Positive Climate	5.50	0.95
Negative Climate[b]	1.03	0.17
Teacher Sensitivity	5.47	0.70
Regard for Student Perspectives	5.24	0.84
Classroom Organization	5.12	.77
Behavior Guidance/ Management	5.53	0.88
Productivity	5.53	1.14
Instructional Learning Format	4.29	1.20
Instructional Support	2.79	.72
Facilitation of Learning & Development	2.59	1.09
Concept Development	1.56	0.65
Quality of Feedback	2.97	1.27
Language Modeling	4.06	1.01

Note. Domains are Emotional Support, Classroom Organization, and Instructional Support. Corresponding dimensions are listed under each domain.
[a]Nine FCCs were observed using the PreK or Toddler CLASS depending on age of children enrolled. These scores are not included in this Table or Figures related to, but are included in the overall averages listed in Table 1
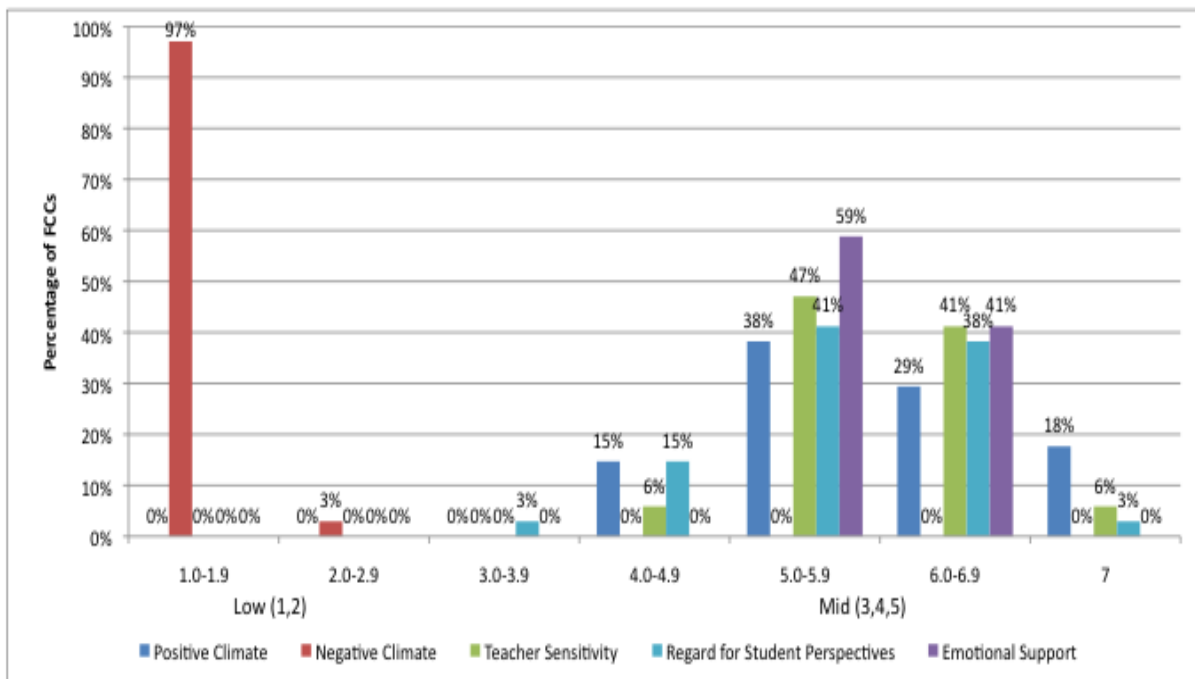[b]Negative climate is reverse scored for averaging Emotional Support Domain.

Figure 22. Percentage of Family Child Care rated 1-7 on Emotional Support domain and dimensions of the Combined CLASS.
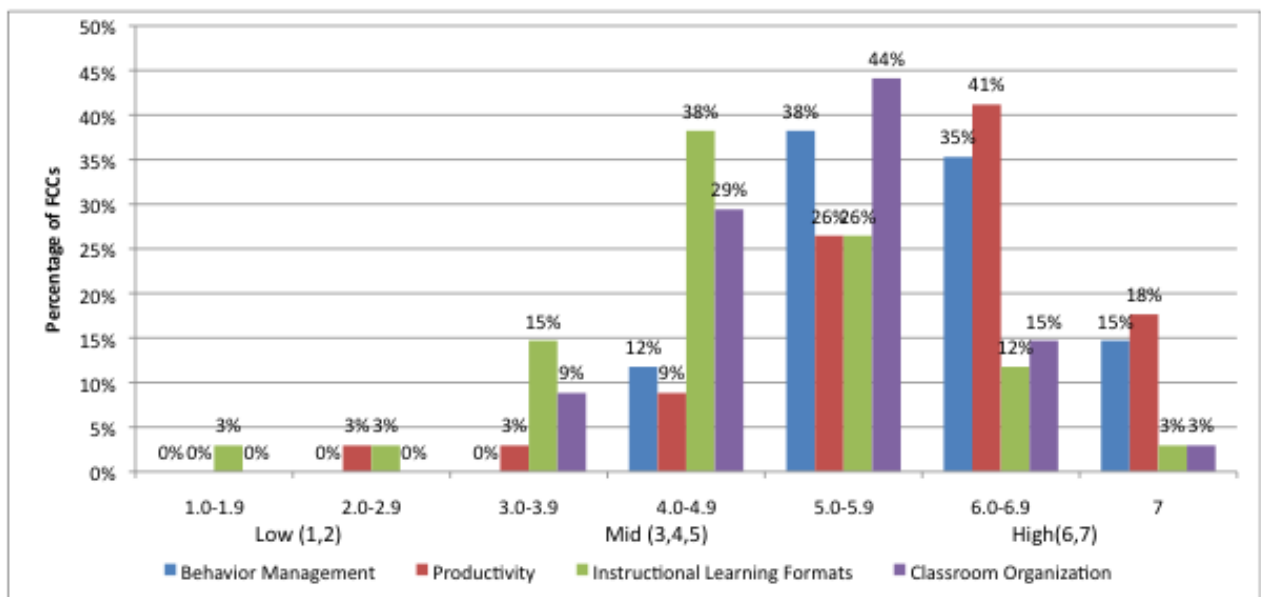

Figure 23. Percentage of Family Child Care rated 1-7 on Classroom Organization Support domain and dimensions of the Combined CLASS.
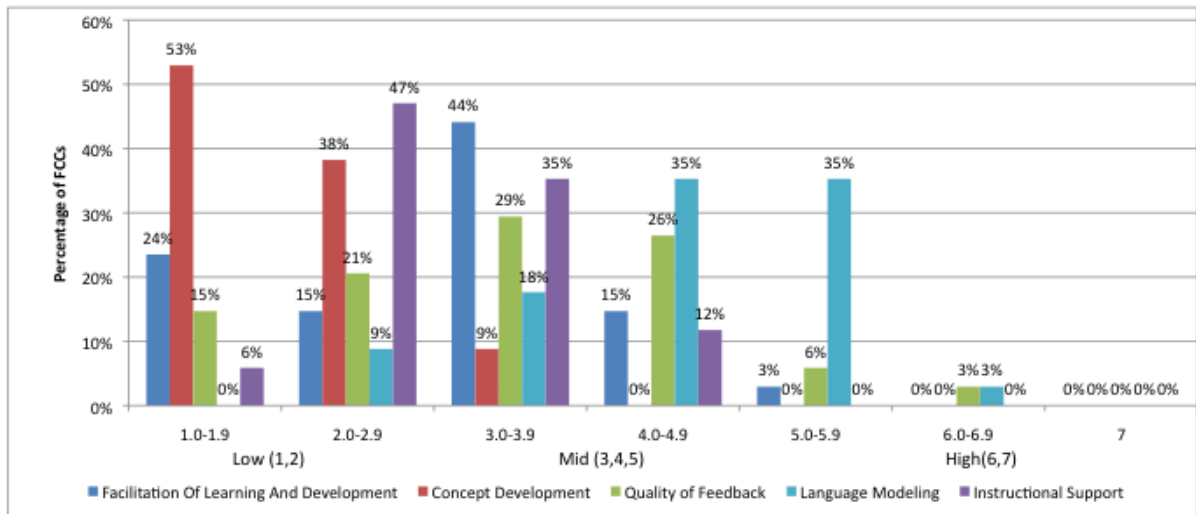
Figure 24. Percentage of Family Child Care rated 1-7 on Instructional Support domain and dimensions of the Combined CLASS.

Environmental Rating Scale Ratings at Baseline

The mean overall ITERS-R score for the entire sample of 76 infant and toddler CCC classrooms was 3.84, with a standard deviation of 1.00. The lowest overall ITERS score was a 1.78 and the highest a 6.08. With a mean of 2.60 and a standard deviation of 0.97, the Personal Care Routines Subscale was rated the lowest. Provisions for Parents and Staff was rated highest with a mean score of 4.80, and a standard deviation of 1.25. Table 9 provides the descriptive statistics for the overall ITERS-R scores and subscale scores for the entire sample.

The mean overall ECERS-R score for CCC classrooms across the entire sample of 50 classrooms was a 4.29, with a standard deviation of 1.01. The lowest score was a 2.21 and the highest was a 5.78. The Personal Care Routines Subscale was rated the lowest, with a mean score of 2.98, with a standard deviation of 1.01, and Provisions for Parents and Staff was rated highest, with a mean score of 4.80 and a standard deviation of 1.25. Table 10 provides the descriptive statistics for the overall ECERS-R scores and subscale scores for the entire sample.

Forty-three FCC settings were rated using the FCCERS-R. Table 11 provides the

descriptive statistics for the overall FCCERS-R scores and subscale scores. The mean score

was 3.92, with a standard deviation of 1.00. The lowest score was a 2.11 and the highest was a

6.38. The Personal Care Routines Subscale was rated the lowest, with a mean score of 2.67 and

a standard deviation of 1.05. The Interactions subscale was rated highest with a mean score of

5.19 and a standard deviation of 1.52. Table 1 provides the descriptive statistics for the overall

ERS, CLASS and Seeds ratings scores across the entire sample.

While the CLASS Pre K and ERS do not have normative data, both instruments have

been used widely in several large scale studies. The mean scores for both measures fall within

or above the ranges reported in these studies (see Table 12). It is noteworthy when comparing

theses ERS scores with those from other studies, that the parent and staff subscale was included

in our analyses but may not have been in other studies.

Table 9

*Descriptive Statistics for Infant and Toddler Classrooms (n=76) on ITERS-R Overall Score and
Subscales Across Entire Sample*

Subscale	M	SD
Overall ITERS-R	3.84	1.00
Space and Furnishings	3.97	1.31
Personal Care Routines	2.60	0.97
Listening and Talking	4.11	1.65
Activities	3.17	1.07
Interaction	4.63	1.62
Program Structure	3.57	1.48
Parents and Staff	4.80	1.25

Table 10

Descriptive Statistics for Preschool Classrooms (n=50) on ECERS-R Overall Score and Subscales Across Entire Sample

Subscale	*M*	*SD*
Overall ECERS-R	4.29	1.01
Space and Furnishings	3.97	1.31
Personal Care Routines	2.60	0.97
Language –Reasoning	4.11	1.65
Activities	3.17	1.07
Interaction	4.63	1.62
Program Structure	3.57	1.48
Parents and Staff	4.80	1.25

Table 11

Descriptive Statistics for Family Child Care Facilities (n=43) on FCCERS-R Overall Score and Subscales Across Entire Sample

Subscale	*M*	*SD*
Overall FCCERS-R	3.92	1.00
Space and Furnishings	3.76	1.33
Personal Care Routines	2.67	1.05
Listening and Talking	4.54	1.44
Activities	3.27	1.45
Interaction	5.18	1.54
Program Structure	5.08	1.61
Parents and Staff	5.15	1.13

Table 12

Mean Scores for ERS and CLASS Measures from Multiple Studies

Study	ERS Overall	CLASS Emotional Support Domain	CLASS Classroom Organization Domain	CLASS Instructional Support Domain
Seeds Fall 2010[a]	3.99	5.10	4.56	3.35
Seeds 2009-2010 (*N*=63)	5.10			
Colorado Qualistar 2008 (*N*=41)[b]	4.21			
Seattle Early Learning Network 2009 (*N*=39)[c]	4.06			
SWEEP/Multi-State Study 2005 (*N*=694)[d]	3.8	5.5	4.46	2.03
Head Start FACES 2010 (*N*=41)[e]	3.58			1.9

[a]ERS for returning providers from 2009-2010 in East Yakima and White Center were collected in Spring 2010 and were used in our analyses.
[b]Zellman & Pearlman(2008)
[c]Joseph (2009)
[d]Early et al. (2005)
[e]Administration for Children and Families (2010)

Discussion

Utilizing multi-method data from a five community sample of family child care facilities

and child care centers, this study extends existing information on the quality of nonparental

child care in Washington State. It is important to keep in mind this is not a random sample and

represents providers that have been included in a QRIS initiative for an extended period of time and so should not be considered a representative sample for WA State. In this evaluation, we tested the feasibility of implementation of the full examination of quality across all four Seeds to Success standard areas, including more closely examining the nature of teacher child interactions by adding the CLASS observation to the Curriculum and Learning standard area.

Provisional status. At baseline, 54% of participating programs did not meet the basic requirements for inclusion in the Seeds program and these providers were given a 1-Provisional Seeds rating at baseline. As a score lower than a 1 was not possible in the rating framework, in our analyses these programs were considered a 1. Therefore, the baseline ratings are potentially inflated. Three indicators need to be addressed by programs in order to remove the provisional status: (1) meeting with families to learn about culture, languages, family structure and goals for enrolled children, (2) providing families with information about transitions between home and child care environments, various child care settings and between child care and school, or (3) having a copy of the WA State Early Learning and Development Benchmarks on hand. It will be important to include in the spring analysis the percentage change in provisional status along with changes in Seeds Ratings because it is possible that programs will improve by addressing these three indicators and graduating from a provisional state. Such improvements would not be tracked in the quantitative analysis. It is also important to note that using the full, four standard areas to comprise ratings may have resulted in some programs in White Center and East Yakima receiving a lower Seeds Rating than in year one of the modified field test(only White Center and East Yakima received Seed Ratings in year one).

ERS and CLASS at Baseline. While overall Seeds Rating scores are low, and a majority of programs have provisional status, the ERS and CLASS data are in the mid-range for quality. In some cases these scores trend higher than baseline scores from year one of the modified field

test. For example the FCCRS scores reported here (3.9) are one point higher than baseline in year one (2.9). One obvious explanation for these higher scores is that many of the participating programs were continuing from last year. That is, many of the programs received coaching and other professional development opportunities and supports prior to receiving the baseline ratings included in this evaluation.

Instrument Redundancy. This year the modified field test included two measures of classroom quality. Utilizing both measures allowed for a broader and deeper examination of classroom quality, but the time involved in using both assessments with trained and reliable observers may not be feasible at scale up. It is also possible that the two measures are redundant. For example, does a factor of the ERS duplicate the Emotional Support domain of the CLASS? Future analyses will examine this question to help further refine the standards.

Program Reports of Children Requiring Specialized Care. In our analysis of the application data, we found a substantial number of programs reporting that they served children with special needs and children with behavior issues. More specifically, 75% of programs reported serving children with special needs and 84% of programs serving children with special needs reported behavior issues with those children. During the final report, it will be important to examine whether professional development initiatives in 2010-2011 addressed this need.

Conclusion

This report provides important additional information on child care quality in Washington State. Overall, our baseline results highlight the need for policy and programmatic efforts to support providers to improve early care and education for young children and families. This baseline data suggests that children are cared for in programs with warm and responsive providers, but in programs also characterized by interactions that are low in feedback loops, scaffolding for children who are having a hard time understanding a concept, queries that

prompt children to explain their thinking; discussion and activities that encourage analysis and reasoning, integrating concepts, and advanced language modeling.

This study has several strengths. One is the sampling of family child care facilities and child care centers across five different communities. Moreover, our study enhances and refines the quality lens adopted by the Seeds initiative by incorporating additional standard areas and well validated, reliable measures to look more broadly and deeply at current early care and education practice. It is important to note that we are breaking new ground by incorporating the use of the CLASS

It is also important to point out the limitations of this study. As in all non-experimental work without a comparison group, we will not be able to draw causal conclusions about the impact of the Seeds to Success program on quality improvement. Therefore we will remain mindful that any change in Seeds scores from baseline to spring could be due to selection or other unmeasured variables. Finally, we use the term "quality" to describe care that has been empirically associated with positive child outcomes. The Seeds to Success standards have been carefully selected to reflect the certain characteristics of child care facilities that support children's positive development. Yet, it is important to note that a limitation of this study is the lack of child outcome measures. That is, we will not be able to directly link the Seeds ratings to improved child outcomes. Such future research will allow further refinement of standard ratings and quality improvement efforts.

Beginning in April 2011, we will begin collecting post Seeds rating data and conducting further analyses. Additionally, we will be collecting qualitative data from a small subset of participating programs to understand more deeply how the Seeds to Success initiative impacts providers and parents. This mixed methods evaluation will be reported on in summer 2011.

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Seeds to Success Quality Standards Coding Document

QUALITY STANDARDS CODING DOCUMENT

FACILITY NAME: _____ COMMUNITY: _____ FACILITY TYPE: _____

"1" CURRICULUM AND LEARNING ENVIRONMENT

Indicators[1]	One Seed "1"		Two Seeds "2"		Three Seeds "3"		Four Seeds "4"		Five Seeds "5"	
ERS "A" ____	ERS training for all directors, lead teachers, and family home child care primary educators. For each center, sampled classrooms will undergo an ERS assessment. Those that are not in the sample will complete a self-assessment of the ERS with their coach.	1A1a ☒ 1A1b ☒	Average score of all sampled classrooms/ age groups assessed must be 3 or more on the ERS. Each individual sampled classroom/ age group must have an ERS score no less than 2.5.	1A2a ☐ 1A2b ☐	Average score of all sampled classrooms/ age groups assessed must be 4 or more on the ERS. Each individual sampled classroom/ age group must have an ERS score no less than 3.5.	1A3a ☐ 1A3b ☐	Average score of all sampled classrooms/ age groups assessed must be 5 or more on the ERS. Each individual sampled classroom/ age group must have an ERS score no less than 4.5.	1A4a ☐ 1A4b ☐		
Interactions "B" ____	No requirement	☒	An average of 4.0 on the designated social-emotional scale of the ERS[2], with no one classroom score lower than 3.0 on the subscale.	1B2a ☐	An average of 4.5 on the designated social-emotional scale of the ERS, with no one classroom score lower than 3.5 on the subscale.	1B3a ☐	An average of 5.5 on the designated social-emotional scale of the ERS, with no one classroom score lower than 5.0 on the subscale.	1B4a ☐		
Emotional Support and Classroom Organization (CLASS) "C" ____	CLASS training for all directors, lead teachers, and primary educator at family home child care.	1C1a ☒	An average of 3.5 in the Emotional Support and Classroom Organization domains.	1C2a ☐	An average of 4.5 in the Emotional Support and Classroom Organization domains.	1C3a ☐	An average of 5.5 in the Emotional Support and Classroom Organization domains.	1C4a ☐		
Instructional Support (CLASS) "D" ____	No requirement	☒	An average of 2.0 in the Instructional Support Domain.	1D2a ☐	An average of 3.0 in the Instructional Support Domain.	1D3a ☐	An average of 4.0 in the Instructional Support Domain.	1D4a ☐		

[1] Indicator scores should be entered in this column on the purple line.

Curriculum "E" ____	Upon entrance, program meets with each family to learn about culture, languages, family structure and goals for child. Program obtains and maintains copies of the Washington State Early Learning and Development Benchmarks in all classrooms.	1E1a ☒ 1E1b ☒	Curriculum statements are clearly posted in each classroom and reflect the developmental needs of each age group. Lead program staff is trained on the curriculum. Lead program staff is trained on Washington State Early Learning and Development Benchmarks. Upon development of training)	1E2a ☐ 1E2b ☐ 1E2c ☒	Program and classroom curriculum is reviewed annually by program staff. All program staff are trained on the curriculum. All program staff are trained on Washington State Early Learning and Development Benchmarks. (Upon development of training) Curriculum reflects all of the domains represented in the Washington State Early Learning and Development Benchmarks.	1E3a ☐ 1E3b ☐ 1E3c ☒ 1E3d ☐	Program and classroom curriculum is reviewed annually by families. All program staff incorporates the Washington State Early Learning and Development Benchmarks into classroom curriculum. (Upon development of training)	1E4a ☐ 1E4b ☒		
Ongoing Measurement of Child Progress "F" ____	Program obtains and maintains copies of the Washington State Early Learning and Development Benchmarks in all classrooms.	1F1a ☒	Daily written communication for children birth to 18 months to encourage conversations about developmental milestones.	1F2a ☐	Assess and document individual child's developmental progress at least twice a year, using a Seeds to Success-approved assessment tool[3] and share with families.	1F3a ☐	Documentation (such as lesson plans) of how educators integrate learning and developmental progress reports into individual and classroom/curriculum approaches.	1F4a ☐		
Ratios "G" YES____ No____									Family Child Care: If more than 4 children under 36 months, educator must have an assistant. If more than 8 children total, educator must have assistant Centers: Infant:1 staff: 3 children Toddler: 1 staff: 5 children Preschool: 1 staff: 9 children	1G5a ☐ 1G5b ☐

Indicator	One Seed "1"			Two Seeds "2"			Three Seeds "3"			Four Seeds "4"		
Training **"A"** _4_	Complete training required at each level. For field test year two, this is the ERS and CLASS training for all. YES for ALL ☒ (also captured in 1A1a and 1C1a)											
Education **"B"** ___	State licensing requirements	2B1a ☒		Center Director • Associates level degree in related field **OR** • 60 college credits	2B2a ☐		Center Director • Associates level degree in related field AND enrolled in a BA program with at least 3 credits earned in the last six months **OR** • 90 credits **OR** • Meets NAEYC alternative pathway for directors	2B3a ☐		Center Director • BA in ECE/related field **OR** • Meets the NAEYC alternative pathway for directors	2B4a ☐	
				Center Lead/Primary Educator • 25% have Associates level degree in related field **OR** • 25% have CDA or 15 ECE credits	2B2b ☐		Center Lead/Primary Educator • 50% have a CDA **OR** • 30 credits in ECE/related field **OR** • 50% have Associates level degree related field	2B3b ☐		Center Lead/Primary Educator • 100% have Associates level degree in related field **OR** • 50% have BA	2B4b ☐	
				Center Assistant Educator • 50% have high school diploma or GED	2B2c ☐		Center Assistant Educator • 50% enrolled in CDA/associated level degree program with at least 3 credits earned in last 6 months	2B3c ☐		Center Assistant Educator • 50% have CDA **OR** • 15 credits in ECE/related field; the remaining 50% are working toward it.	2B4c ☐	
Experience **"C"** ___	State licensing requirements	2C1a ☒		Center Director • 1 year verifiable supervisory experience	2C2a ☐		Center Director • 1 year verifiable supervisory experience	2C3a ☐		Center Director • 1 year verifiable supervisory experience	2C4a ☐	
				Center Lead/Primary Educator • 6 months verifiable experience	2C2b ☐		Center Lead/Primary Educator • 6 months verifiable experience	2C3b ☐		Center Lead/Primary Educator • 1 year verifiable experience	2C4b ☐	
				Center Assistant Educator • No additional requirements	2C2c ☐		Center Assistant Educator • 3 months of verifiable experience	2C3c ☐		Center Assistant Educator • 6 months verifiable experience	2C4c ☐	
Training **"D"** ___	Complete training required at each level. For field test year two, this is the ERS and CLASS training for all. YES for ALL ☒ (also captured in 1A1a and 1C1a)											
Education (Owner or Primary Educator) **"E"** ___	State licensing requirements	2E1a ☒		Enrolled in CDA program **OR** • ECE credits to meet CDA requirement **OR** Enrolled in an Associates level degree program	2E2a ☐		CDA **OR** • Enrolled in Associates level degree program with at least 3 credits in the last 6 months	2E3a ☐		Associates level degree **OR** • BA in ECE/related field	2E4a ☐	
Experience (Owner or Primary Educator) **"F"** ___	State licensing requirements	2F1a ☒		At least 1 year of verifiable experience	2F2a ☐		At least 1 year of verifiable experience	2F3a ☐		At least 2 years of verifiable experience	2F4a ☐	

Indicator	One Seed "1"		Two Seeds "2"		Three Seeds "3"		Four Seeds "4"	
Family Communication **"A"** ___	No requirement	3A1a ☒	Monthly information about "What is Happening" in the setting is provided to families. Community resource information is available to all families, in languages represented in setting.	3A2a ☐ 3A2b ☐	Information on parenting and child development is shared (bulletin boards, newsletters and take home materials are in home language(s) of families represented in setting). Program offers group training and/or information sessions for parents.	3A3a ☐ 3A3b ☐	Program provides opportunities for local community resource organizations to share information on-site. Program offers parent conferences a minimum of twice a year.	3A4a ☐ 3A4b ☐
Family Engagement and Involvement **"B"** ___	Program distributes Seeds to Success Family Survey to all families enrolled. At least 50% of Family Surveys must be collected.	3B1a ☒	Families invited to share ideas for curriculum and program activities. Families encouraged to observe child care setting prior to enrollment.	3B2a ☐	Families invited to share skills, talents and cultural traditions in the setting.(3H/3I) Program offers family-focused social activity on at least a quarterly basis (activity night, movie night, community family outing).	3B3a ☐ 3B3b ☐	Families are engaged in planning social events or community projects for the child care setting.	3B4a ☐
						3B2b ☐		
Transitions **"C"** ___	Program gives families general information about transitions between home and child care, between various child care settings, and between child care and school.	3C1a ☒	Program includes age-appropriate activities for children to prepare for transition. Program staff transfers child records, at family's request, to another educational setting. For families transitioning to kindergarten, the program gives families information and resources about kindergarten (brochures, registration dates).	3C2a ☐ 3C2b ☐ 3C2c ☐	Program offers at least one or more group meetings to assist families in a successful transition to a new classroom, a new child care setting or school. (3K) Program offers home learning activities to support successful transition. (2H) Program staff participates in community/school transition activities, as available.	3C3a ☐ 3C3b ☐ 3C3c ☐	Program offers families an individual meeting to discuss specific information about transition and to give families written information about the child's developmental progress. (3K) Program staff and families jointly develop a written transition plan that can be shared with community/school stakeholders.	3C4a ☐ 3C4b ☐

			Three Seeds		Four Seeds	
			Program has updated local school district transition policies, including those for children with special needs, available and reviewed with families prior to a child transitioning into kindergarten.	3C2d ☐	Program sends letter of introduction to appropriate community/school stakeholders outlining goal to partner in child transitioning efforts from child care to school setting.	3C4c ☐

"4" LEADERSHIP AND MANAGEMENT PRACTICES

Indicator	One Seed "1"		Two Seeds "2"		Three Seeds "3"		Four Seeds "4"	
Business Plan "A" ___	No requirement	4A1a ☒	Program has a business plan in place that includes: • One-year budget • Employee handbook • Personnel policies • Job descriptions • Organizational chart • Parent handbook • Mission statement	4A2a ☐	Budget includes resources to achieve program and marketing goals. Written policies and procedures for collection and tuition fees. Annual marketing and communications plan.	4A3a ☐ 4A3b ☐ 4A3c ☐	Business plan includes: • The next fiscal year cash flow projection • The next fiscal year projected budget tied to business and marketing strategies • Feedback from families Policies and procedures reviewed and updated yearly to incorporate new human resources laws and licensing regulations	4A4a ☐ 4A4b ☐
Staff Planning Time "B" ___	No requirement	4B1a ☒	Lead teaching staff have at least 4 paid hours of planning time each month. For programs with only one staff member, regular time is set aside for planning as determined by the owner.	4B2a ☐ 4B2b ☐	Lead teaching staff, FCC owners and primary staff have at least 6 paid hours of out-of-classroom planning time each month. Assistant teaching staff has at least 4hours of out-of-classroom planning time each month. If program employs more than one staff member, monthly staff meetings are held.	4B3a ☐ 4B3b ☐ 4B3c ☐	Lead teaching staff, FCC owners and primary staff have at least 8 paid hours of planning time each month. Assistant teaching staff has at least 6 hours of paid planning time each month.	4B4a ☐ 4B4b ☐
Business Practice "C" ___	No requirement	4C1a ☒	Accounting system in place. Administrators have training in accounting and relevant business topics such as employment law. Program has a valid liability insurance policy in place.	4C2a ☐ 4C2b ☐ 4C2c ☐	Center director/FCC owner completes 5 hours of administrative training per year specific to business practice and fiscal responsibility. An accounting system with quarterly comparisons of expenses to revenue is	4C3a ☐ 4C3b ☐	Annual operational business plan that addresses organizational stability is in place. Program establishes a written code of professional conduct for staff.	4C4a ☐ 4C4b ☐
					An annual operational business plan is in place.	4C3c ☐		
Employee Review "D" ___	No requirement	4D1a ☒	Program offers annual performance reviews for all employees that include observation and demonstration of practice.	4D2a ☐	Annual performance review includes opportunity for self-review for each employee.	4D3a ☐	Annual performance review includes opportunity for co-workers and families served to provide feedback on employee performance.	4D4a ☐
Staff Compensation and Development "E" ___	Program has a copy of the Washington Core Competencies for Early Learning Professionals in every classroom. (By July 1, 2011)	4E1a ☒	Program establishes a wage scale that reflects staff qualifications and length of experience. The Washington Core Competencies for Early Learning Professionals are used as a self-assessment by employees to identify current level of skill and education. (By July 1, 2011)	4E2a ☐ 4E2b ☒	Wage scale comparable to similarly qualified early learning positions in the region. Program uses the Washington Core Competencies for Early Learning Professionals to establish individual professional development plans for staff. (By July 1, 2011)	4E3a ☐ 4E3b ☒	All staff offered 8 hours of paid release time to attend professional development opportunities approved by the Director/FCC Owner. Reward system in place for retention and increased training, education and experience.	4E4a ☐ 4E4b ☐
Leadership "F" ___	No requirement	4F1a ☒	Director/FCC owner has some involvement in the early childhood professional community. [4]	4F2a ☐	Director/FCC owner plays an active role in the early childhood professional community. [5]	4F3a ☐	Director/FCC owner plays a leadership role in the early childhood professional community. [6] Director/FCC owner encourages staff to participate in early childhood professional community.	4F4a ☐ 4F4b ☐

Appendix B

Example of Completed Seeds Quality Standards Coding Document

QUALITY STANDARDS CODING DOCUMENT

FACILITY NAME: EXAMPLE   COMMUNITY: EXAMPLE   FACILITY TYPE: CENTER

"1" CURRICULUM AND LEARNING ENVIRONMENT

Indicators[1]	One Seed "1"		Two Seeds "2"		Three Seeds "3"		Four Seeds "4"		Five Seeds "5"	
ERS "A" _2_	ERS training for all directors, lead teachers, and family home child care primary educators. For each center, sampled classrooms will undergo an ERS assessment. Those that are not in the sample will complete a self-assessment of the ERS with their coach.	1A1a ☒ 1A1b ☒	Average score of all sampled classrooms/ age groups assessed must be 3 or more on the ERS. Each individual sampled classroom/ age group must have an ERS score no less than 2.5.	1A2a ☒ 1A2b ☒	Average score of all sampled classrooms/ age groups assessed must be 4 or more on the ERS. Each individual sampled classroom/ age group must have an ERS score no less than 3.5.	1A3a ☒ 1A3b ☐	Average score of all sampled classrooms/ age groups assessed must be 5 or more on the ERS. Each individual sampled classroom/ age group must have an ERS score no less than 4.5.	1A4a ☐ 1A4b ☐		
Interactions "B" _1_	No requirement	☒	An average of 4.0 on the designated social-emotional scale of the ERS[2], with no one classroom score lower than 3.0 on the subscale.	1B2a ☐	An average of 4.5 on the designated social-emotional scale of the ERS, with no one classroom score lower than 3.5 on the subscale.	1B3a ☐	An average of 5.5 on the designated social-emotional scale of the ERS, with no one classroom score lower than 5.0 on the subscale.	1B4a ☐		
Emotional Support and Classroom Organization (CLASS) "C" _2_	CLASS training for all directors, lead teachers, and primary educator at family home child care.	1C1a ☒	An average of 3.5 in the Emotional Support and Classroom Organization domains.	1C2a ☒	An average of 4.5 in the Emotional Support and Classroom Organization domains.	1C3a ☐	An average of 5.5 in the Emotional Support and Classroom Organization domains.	1C4a ☐		
Instructional Support (CLASS) "D" _2_	No requirement	☒	An average of 2.0 in the Instructional Support Domain.	1D2a ☒	An average of 3.0 in the Instructional Support Domain.	1D3a ☐	An average of 4.0 in the Instructional Support Domain.	1D4a ☐		
Curriculum "E" _3_	Upon entrance, program meets with each family to learn about culture, languages, family structure and goals for child. Program obtains and maintains copies of the Washington State Early Learning and Development Benchmarks in all classrooms.	1E1a ☒ 1E1b ☒	Curriculum statements are clearly posted in each classroom and reflect the developmental needs of each age group. Lead program staff is trained on the curriculum. Lead program staff is trained on Washington State Early Learning and Development Benchmarks. Upon development of training)	1E2a ☒ 1E2b ☒ 1E2c ☒	Program and classroom curriculum is reviewed annually by program staff. All program staff are trained on the curriculum. All program staff are trained on Washington State Early Learning and Development Benchmarks. (Upon development of training) Curriculum reflects all of the domains represented in the Washington State Early Learning and Development Benchmarks.	1E3a ☒ 1E3b ☒ 1E3c ☒ 1E3d ☒	Program and classroom curriculum is reviewed annually by families. All program staff incorporates the Washington State Early Learning and Development Benchmarks into classroom curriculum. (Upon development of training)	1E4a ☐ 1E4b ☒		
Ongoing Measurement of Child Progress "F" _2_	Program obtains and maintains copies of the Washington State Early Learning and Development Benchmarks in all classrooms.	1F1a ☒	Daily written communication for children birth to 18 months to encourage conversations about developmental milestones.	1F2a ☒	Assess and document individual child's developmental progress at least twice a year, using a Seeds to Success-approved assessment tool[3] and share with families.	1F3a ☐	Documentation (such as lesson plans) of how educators integrate learning and developmental progress reports into individual and classroom/curriculum approaches.	1F4a ☐		
Ratios "G" YES___ NO _X_									Family Child Care: If more than 4 children under 36 months, educator must have an assistant. If more than 8 children total, educator must have assistant Centers: Infant:1 staff: 3 children Toddler: 1 staff: 5 children Preschool: 1 staff: 9 children	1G5a ☐ 1G5b ☐

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"2" PROFESSIONAL DEVELOPMENT AND TRAINING – CHILD CARE CENTERS

Indicator	One Seed "1"			Two Seeds "2"		Three Seeds "3"		Four Seeds "4"	
Training "A" _4_	Complete training required at each level. For field test year two, this is the ERS and CLASS training for all. **YES for ALL** ☒ (also captured in 1A1a and 1C1a)								
Education "B" _2_	State licensing requirements	2B1a ☒	**Center Director** • Associates level degree in related field **OR** • 60 college credits	2B2a ☒	**Center Director** • Associates level degree in related field AND enrolled in a BA program with at least 3 credits earned in the last six months **OR** • 90 credits **OR** • Meets NAEYC alternative pathway for directors	2B3a ☐	**Center Director** • BA in ECE/related field **OR** • Meets the NAEYC alternative pathway for directors	2B4a ☐
			Center Lead/Primary Educator • 25% have Associates level degree in related field **OR** • 25% have CDA or 15 ECE credits	2B2b ☒	**Center Lead/Primary Educator** • 50% have a CDA **OR** • 30 credits in ECE/related field **OR** • 50% have Associates level degree related field	2B3b ☒	**Center Lead/Primary Educator** • 100% have Associates level degree in related field **OR** • 50% have BA	2B4b ☒
			Center Assistant Educator • 50% have high school diploma or GED	2B2c ☒	**Center Assistant Educator** • 50% enrolled in CDA/associated level degree program with at least 3 credits earned in last 6 months	2B3c ☒	**Center Assistant Educator** • 50% have CDA **OR** • 15 credits in ECE/related field; the remaining 50% are working toward it.	2B4c ☐
Experience "C" _4_	State licensing requirements	2C1a ☒	**Center Director** • 1 year verifiable supervisory experience	2C2a ☒	**Center Director** • 1 year verifiable supervisory experience	2C3a ☒	**Center Director** • 1 year verifiable supervisory experience	2C4a ☒
			Center Lead/Primary Educator • 6 months verifiable experience	2C2b ☒	**Center Lead/Primary Educator** • 6 months verifiable experience	2C3b ☒	**Center Lead/Primary Educator** • 1 year verifiable experience	2C4b ☒
			Center Assistant Educator • No additional requirements	2C2c ☒	**Center Assistant Educator** • 3 months of verifiable experience	2C3c ☒	**Center Assistant Educator** • 6 months verifiable experience	2C4c ☒

"3" FAMILY AND COMMUNITY PARTNERSHIPS

Indicator	One Seed "1"		Two Seeds "2"		Three Seeds "3"		Four Seeds "4"	
Family Communication "A" _1_	No requirement	3A1a ☒	Monthly information about "What is Happening" in the setting is provided to families. Community resource information is available to all families, in languages represented in setting.	3A2a ☒ 3A2b ☐	Information on parenting and child development is shared (bulletin boards, newsletters and take home materials are in home language(s) of families represented in setting). Program offers group training and/or information sessions for parents	3A3a ☐ 3A3b ☐	Program provides opportunities for local community resource organizations to share information on-site. Program offers parent conferences a minimum of twice a year.	3A4a ☐ 3A4b ☒
Family Engagement and Involvement "B" _2_	Program distributes Seeds to Success Family Survey to all families enrolled. At least 50% of Family Surveys must be collected.	3B1a ☒	Families invited to share ideas for curriculum and program activities. Families encouraged to observe child care setting prior to enrollment.	3B2a ☒ 3B2b ☒	Families invited to share skills, talents and cultural traditions in the setting.(3H/3I) Program offers family-focused social activity on at least a quarterly basis (activity night, movie night, community family outing).	3B3a ☒ 3B3b ☐	Families are engaged in planning social events or community projects for the child care setting.	3B4a ☐
Transitions "C" _2_	Program gives families general information about transitions between home and child care, between various child care settings, and between child care and school.	3C1a ☒	Program includes age-appropriate activities for children to prepare for transition. Program staff transfers child records, at family's request, to another educational setting. For families transitioning to kindergarten, the program gives families information and resources about kindergarten (brochures, registration dates).	3C2a ☒ 3C2b ☒ 3C2c ☒	Program offers at least one or more group meetings to assist families in a successful transition to a new classroom, a new child care setting or school. (3K) Program offers home learning activities to support successful transition. (2H) Program staff participates in community/school transition activities, as available.	3C3a ☒ 3C3b ☒ 3C3c ☐	Program offers families an individual meeting to discuss specific information about transition and to give families written information about the child's developmental progress. (3K) Program staff and families jointly develop a written transition plan that can be shared with community/school stakeholders.	3C4a ☐ 3C4b ☐
			Program has updated local school district transition policies, including those for children with special needs, available and reviewed with families prior to a child transitioning into kindergarten.	3C2d ☒			Program sends letter of introduction to appropriate community/school stakeholders outlining goal to partner in child transitioning efforts from child care to school setting.	3C4c ☐

"4" LEADERSHIP AND MANAGEMENT PRACTICES

Indicator	One Seed "1"	Two Seeds "2"		Three Seeds "3"		Four Seeds "4"	
Business Plan "A" _4_	No requirement	Program has a business plan in place that includes: • One-year budget • Employee handbook • Personnel policies • Job descriptions • Organizational chart • Parent handbook • Mission statement	4A1a ☒	Budget includes resources to achieve program and marketing goals. Written policies and procedures for collection and tuition fees. Annual marketing and communications plan.	4A2a ☒ 4A3b ☒ 4A3c ☒	Business plan includes: • The next fiscal year cash flow projection • The next fiscal year projected budget tied to business and marketing strategies • Feedback from families Policies and procedures reviewed and updated yearly to incorporate new human resources laws and licensing regulations	4A4a ☒ 4A4b ☒
Staff Planning Time "B" _2_	No requirement	Lead teaching staff have at least 4 paid hours of planning time each month. For programs with only one staff member, regular time is set aside for planning as determined by the owner.	4B1a ☒ 4B2b ☒	Lead teaching staff, FCC owners and primary staff have at least 6 paid hours of out-of-classroom planning time each month. Assistant teaching staff has at least 4hours of out-of-classroom planning time each month. If program employs more than one staff member, monthly staff meetings are held.	4B3a ☐ 4B3b ☐ 4B3c ☒	Lead teaching staff, FCC owners and primary staff have at least 8 paid hours of planning time each month. Assistant teaching staff has at least 6 hours of paid planning time each month.	4B4a ☐ 4B4b ☐
Business Practice "C" _3_	No requirement	Accounting system in place. Administrators have training in accounting and relevant business topics such as employment law. Program has a valid liability insurance policy in place.	4C1a ☒ 4C2b ☒ 4C2c ☒	Center director/FCC owner completes 5 hours of administrative training per year specific to business practice and fiscal responsibility. An accounting system with quarterly comparisons of expenses to revenue is implemented. An annual operational business plan is in place.	4C2a ☒ 4C3b ☒ 4C3c ☒	Annual operational business plan that addresses organizational stability is in place. Program establishes a written code of professional conduct for staff.	4C4a ☐ 4C4b ☒
Employee Review "D" _3_	No requirement	Program offers annual performance reviews for all employees that include observation and demonstration of practice.	4D1a ☒	Annual performance review includes opportunity for self-review for each employee.	4D2a ☒	Annual performance review includes opportunity for co-workers and families served to provide feedback on employee performance.	4D3a ☒	4D4a ☐
Staff Compensation and Development "E" _3_	Program has a copy of the Washington Core Competencies for Early Learning Professionals in every classroom. (By July 1, 2011)	Program establishes a wage scale that reflects staff qualifications and length of experience. The Washington Core Competencies for Early Learning Professionals are used as a self-assessment by employees to identify current level of skill and education. (By July 1, 2011)	4E1a ☒ 4E2b ☒	Wage scale comparable to similarly qualified early learning positions in the region. Program uses the Washington Core Competencies for Early Learning Professionals to establish individual professional development plans for staff. (By July 1, 2011)	4E2a ☒ 4E3b ☒	All staff offered 8 hours of paid release time to attend professional development opportunities approved by the Director/FCC Owner. Reward system in place for retention and increased training, education and experience.	4E3a ☐ 4E4b ☐
Leadership "F" _2_	No requirement	Director/FCC owner has some involvement in the early childhood professional community.[4]	4F1a ☒	Director/FCC owner plays an active role in the early childhood professional community.[5]	4F2a ☒	Director/FCC owner plays a leadership role in the early childhood professional community.[6] Director/FCC owner encourages staff to participate in early childhood professional community.	4F3a ☐ 4F4a ☐ 4F4b ☐

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Self-Assessment Questionnaire and Documentation Guide

Seeds to Success
Improving Child Care Quality in Washington State

MODIFIED FIELD TEST – YEAR 2

Self-Assessment Questionnaire and Documentation Guide

WHAT IS THE SEEDS TO SUCCESS SELF ASSESSMENT QUESTIONNAIRE AND DOCUMENTATION GUIDE?

The Seeds to Success Self Assessment Questionnaire and Documentation Guide is a tool that describes the requirements for each Seed Level of the Seeds to Success Quality Standards, helps facilities self-assess whether they meet the requirements, and provides examples of acceptable forms of documentation. There are many forms of documentation that are acceptable and this is not exhaustive list. If you have questions about what forms of documentation are acceptable, please check with your coach or local Site Coordinator.

PROGRAM PORTFOLIO

A Program Portfolio is a good way to store and keep track of required documentation. Included is a template that can be used to help you get started. Please be sure to label each piece of documentation with a note describing which Standard Area (e.g., Leadership and Management), which Indicator (e.g., Staff Planning Time) and which Seed Level the documentation supports.

Thank you for your participation in Seeds to Success!

SEED LEVEL ONE

Licensing Requirement	Standard Met?		Documentation Examples	Index
Program is licensed by DEL or a Tribal Nation and cares for young children birth through age five (not only school age children). To be eligible, the program cannot have a license that is suspended or revoked.	☐Yes	☐No	- Copy of Valid Facility License	1A
Seeds Training Requirement				
ERS and CLASS training for Directors, Family Child Care Owners (or Primary Educators) and Lead Teachers.	☐Yes	☐No	- Signed Certificate from Seeds to Success Approved Trainer (or Signed Facility Agreement verifying intent to attend training).	1B
Washington Early Learning Benchmarks				
Program obtains and maintains copies of the Washington Early Learning Benchmarks in all classrooms.	☐Yes	☐No	- Copies of the Benchmarks are in every classroom. Can be a bound copy or a photocopy.	1C
Family Participation				
Upon entrance, program meets with each family to learn about culture, languages, family structure and goals for the child(ren) in care.	☐Yes	☐No	- Document signed by a parent(s) stating that they received an orientation meeting.	1D
Transition Information				
Program gives families general information about transitions between home and child care, between various child care settings, and between child care and school.	☐Yes	☐No	- Copy of how transitions are handled within the facility. (Could be included in the Parent Handbook)	1E
Parent Questionnaire				
Program distributes Seeds to Success Family Survey to all families enrolled. At least 50% of Family Surveys must be collected.	☐Yes	☐No	- Copies of completed Parent Questionnaires	1F
Core Competencies – FY12				
Program has a copy of the Washington Core Competencies for Early Learning Professionals in every classroom.	☐Yes	☐No	- Copies of Core Competencies available in every classroom. *Note: This is not required until Fiscal Year 2012	1G

🍎 SEED LEVEL TWO 🍎

Curriculum and Learning Environment	Standard Met?	Documentation Examples	Index
Curriculum statements are clearly posted in each classroom and reflect the developmental needs of each age group.	☐ Yes ☐ No	- Lesson Plans specific to classroom or learning environment - Facility curriculum philosophy	2A 2B
Lead program staff are trained on WA State Early Learning Benchmarks. *(FY TBD)	☐ Yes ☐ No	- Training Certificates	2C
Daily written communication for children birth to 18 months to encourage conversations about developmental milestones.	☐ Yes ☐ No	- Copies of communication materials (blank or completed)	2D
Family and Community Partnerships			
Monthly information about "What is Happening" in the setting is provided to families.	☐ Yes ☐ No	- Copy of Newsletters, emails, announcements	2E
Community resource information is available to all families, in languages represented in setting.	☐ Yes ☐ No	- Copies of Resources	2F
Families invited to share ideas for curriculum and program activities.	☐ Yes ☐ No	- Family questionnaires	2G
Program includes age-appropriate activities for children to prepare for transition.	☐ Yes ☐ No	- Copies of transfer preparation activities, parent meeting notes	2H
Program staff transfers child records, at family's request, to another educational setting.	☐ Yes ☐ No	- Records transfer request form	2I
For families transitioning to kindergarten, the program gives families information and resources about kindergarten (brochures, registration dates).	☐ Yes ☐ No	- Copies of brochures, announcements/information from local schools or the school district	2J
Program has updated local school district transition policies, including those for children with special needs, that are available and reviewed with families prior to a child transitioning into kindergarten.	☐ Yes ☐ No	- Copy of transition policies - Information from local schools or school districts	2K 2L

Leadership and Management Practices	Standard Met?		Documentation Examples	Index
Program has a Business Plan in place which includes the following: One year budget Employee Handbook Personnel Policies Job Descriptions Organizational Chart Parent Handbook Mission Statement	☐ Yes	☐ No	- Copy of Business Plan with all elements listed	2M
Lead teaching staff have at least four paid hours of planning time each month.	☐ Yes	☐ No	- Written policy regarding staff planning time policies	2N
For programs with only one staff member, regular time is set aside for planning as determined by the owner.	☐ Yes	☐ No	- Schedules detailing planning time	2O
Accounting system in place.	☐ Yes	☐ No		
Administrators have training in accounting and relevant business topics such as employment law.	☐ Yes	☐ No	- Training certificate	2P
Program has a valid liability insurance policy in place.	☐ Yes	☐ No	- Copy of liability insurance/policy information	2Q
Program offers annual performance reviews for all employees that include observation and demonstration of practice.	☐ Yes	☐ No	- Written annual review policy - Observation schedule - De-identified staff review detailing observation	2R 2S 2T
Program establishes a wage scale that reflects staff qualifications and length of experience.	☐ Yes	☐ No	- Copy of wage scale	2U
The Washington Core Competencies for Early Learning Professionals are used as a self-assessment by employees to identify current level of skill and education.*	☐ Yes	☐ No	*Note: This is not required until Fiscal Year 2012	1H
Director/FCC Owner has some involvement in the early childhood professional community.	☐ Yes	☐ No	Meeting minutes, rosters, membership card etc. from early learning professional organization (local, state or national)	2V

Seed Level Three

Curriculum and Learning Environment	Standard Met	Documentation Examples	Index
Program and classroom curriculum is reviewed annually by program staff.	☐ Yes ☐ No	- Staff Curriculum/Program Review Policy (Staff Handbook) - Other documents detailing opportunity for curriculum/program review policy (meeting minutes, templates etc)	3A 3B
All program staff are trained on WA State Early Learning Benchmarks. *(FY TBD)	☐ Yes ☐ No	- Training Certificates	2C
Curriculum reflects all of the domains represented in the Washington State Early Learning and Development Benchmarks	☐ Yes ☐ No	- Sample curriculum	2A
Assess and document individual child's developmental progress at least twice a year, using a *Seeds to Success-approved assessment tool and share with families.	☐ Yes ☐ No	- Copies of assessment tool - De-identified child assessments	3C 3D
Family and Community Partnerships			
Information on parenting and child development is shared	☐ Yes ☐ No	- Documents posted and visible - Copies of newsletter	3E 2E
Bulletin boards, newsletters and take home materials are in home language(s) of families represented in setting	☐ Yes ☐ No	- Copies of distributed materials in home language of families	3F
Program offers group training and/or information sessions for parents	☐ Yes ☐ No	- Sign in sheet/Information flyer	3G
Families invited to share skills, talents and cultural traditions in the setting.	☐ Yes ☐ No	- Parent Handbook detailing family involvement policy/opportunities - Photos of families sharing skills/talents/cultural traditions	3H 3I
Program offers family focused social activity on at least a quarterly basis (activity night, movie night, community family outing).	☐ Yes ☐ No	- Flyers, invitations, photos, newsletters detailing family social activities	3J
Program offers at least one or more group meetings to assist families in a successful transition to a new classroom, a new child care setting or school.	☐ Yes ☐ No	- Flyer, invitation, newsletter etc. detailing group meeting regarding transition	3K

SEED LEVEL FOUR

Curriculum and Learning Environment	Standard Met?		Documentation Examples	Index
Program and classroom curriculum is reviewed annually by families.	☐ Yes	☐ No	- Copies of de-indentified parent reviews - Parent Handbook	4A 3H
All program staff incorporate the WA State Early Learning Benchmarks into classroom curriculum.	☐ Yes	☐ No	*(FY TBD)	1C, 2A, 2C
Documentation (such as lesson plans) of how educators integrate learning and developmental progress reports into individual and classroom/curriculum approaches.	☐ Yes	☐ No	- Lesson plans	2A
Family and Community Partnerships				
Program provides opportunities for local community resource organizations to share information on-site. Program offers parent conferences a minimum of twice a year	☐ Yes ☐ Yes	☐ No ☐ No	- Copies of materials from local organizations - Photos of local organizations presenting or visiting the program - Parent Conference Notification	4B 4C 4D
Families are engaged in planning social events or community projects for the child care setting.	☐ Yes	☐ No	- Parent Handbook	3H
Program offers families an individual meeting to discuss specific information about transition and to give families written information about the child's developmental progress.	☐ Yes	☐ No	- Flyers, meeting minutes	3K
Program staff and families jointly develop a written transition plan that can be shared with community/school stakeholders.	☐ Yes	☐ No	- Copies of de-identified transition plan	4E
Program sends letter of introduction to appropriate community/school stakeholders outlining goal to partner in child transitioning efforts from child care to school setting.	☐ Yes	☐ No	- Copies of letter of introduction (dated)	4F

Director/FCC Owner plays an active role in the early childhood professional community.**	☐ Yes ☐ No	- Meeting minutes, rosters, membership card etc. from early learning professional organization (local, state or national) - Mentor to other Directors/Owners - Regular attendance at professional functions/meetings	2V

Program offers home learning activities to support successful transition.	☐Yes ☐No	- Examples of activities	2H
Program staff participate in community/school transition activities, as available.	☐Yes ☐No	- Documentation detailing staff involvement	3L

Leadership and Management Practices	Standard Met?	Documentation Examples	Index
Budget includes resources to achieve program and marketing goals.	☐Yes ☐No	- Copy of Budget with marketing line item	3M
Written policies and procedures for collection of tuition and fees.	☐Yes ☐No	- Copy of tuition and fee collection policy	3N
Annual Marketing and Communications Plan.	☐Yes ☐No	- Copy of marketing and communications plan	3O
Lead teaching staff, FCC owners and primary staff have at least six paid hours of out-of-classroom planning time each month.	☐Yes ☐No	- Written policy regarding staff planning time policies - Schedules detailing planning time	2N 2O
Assistant teaching staff has at least four hours of out-of-classroom planning time each month.	☐Yes ☐No		
If program employs more than one staff member, monthly staff meetings are held.	☐Yes ☐No	- Staff Meeting schedule	3P
Center Director/FCC Owner completes five hours of administrative training per year specific to business practice and fiscal responsibility.	☐Yes ☐No	- Copy of training certificates	2P
An accounting system with quarterly comparisons of expenses to revenue is implemented.	☐Yes ☐No	- Copies of quarterly expenditures/revenue	3Q
An annual operational business plan is in place.	☐Yes ☐No	- Copy of Annual Operational Business Plan	3R
Annual performance review includes opportunity for self-review for each employee.	☐Yes ☐No	- Copy of Self-Review document distributed to staff	3S
Wage scale comparable to similarly qualified early learning positions in the region.(follow up)	☐Yes ☐No	- Copy of wage scale - Copy of wage scale of a related field in the region	2U 3T
Program uses the Washington Core Competencies for Early Learning Professionals to establish individual professional development plans for staff.	☐Yes ☐No	*Note: This is not required until Fiscal Year 2012	1H

Leadership and Management Practices				

Business Plan includes:
    The next fiscal year cash flow projection
    The next fiscal year projected budget tied to business and marketing strategies
    Feedback from families
	☐ Yes	☐ No	- Copy of Business Plan with the elements detailed	2M

Policies and procedures reviewed and updated yearly to incorporate new Human Resources laws and Licensing Regulations	☐ Yes	☐ No	- Copy of policies reflecting and incorporating new HR laws and/or licensing regulations	4G
Lead teaching staff, FCC owners and primary staff have at least eight paid hours of planning time each month.	☐ Yes	☐ No	- Written policy regarding staff planning time policies - Schedules detailing planning time	2N 2O
Assistant teaching staff has at least six hours of paid planning time each month.	☐ Yes	☐ No		
All staff offered eight hours of paid release time to attend professional development opportunities approved by the Director/FCC Owner.	☐ Yes	☐ No	- Written policy regarding staff release time	4H
Reward system in place for retention and increased training, education and experience.	☐ Yes	☐ No	- Copy of reward policy	4I
Annual operational business plan that addresses organizational stability is in place.	☐ Yes	☐ No	- Copy of Operational Business Plan	2M
Program establishes a written code of professional conduct for staff.	☐ Yes	☐ No	- Copy of Code of Conduct	4J
Annual performance review includes opportunity for co-workers and families served to provide feedback on employee performance.	☐ Yes	☐ No	- Copies of staff review which include staff and parent feedback - Copy of document used to collect feedback	4K 4L
Director/FCC Owner plays a leadership role in the early childhood professional community.***	☐ Yes	☐ No	- Documents detailing role played in the early learning professional community (could include elected position within a professional organization)	2V
Director/FCC Owner encourages staff to participate in early childhood professional community	☐ Yes	☐ No	- Staff Handbook - Documents detailing staff participation/role within the early learning community	3A 4M

SEED LEVEL FIVE

Ratio	Standard Met?		Documentation	
Family Child Care: If more than 4 children under 36 months, educator must have an assistant. If more than 8 children total, educator must have an assistant.	☐ Yes	☐ No	- Documents that outline the facility's ratio standards (e.g., parent handbook, brochures)	
Centers: Infant — 1 staff: 3 children Toddler — 1 staff: 5 children Preschool — 1 staff: 9 children	☐ Yes	☐ No		

Appendix D

Professional Development and Training Survey for Family Care Centers

Seeds to Success
Improving Child Care Quality in Washington State

SEEDS TO SUCCESS PROFESSIONAL DEVELOPMENT & TRAINING SURVEY GUIDELINES
FAMILY CHILD CARE

Please complete the attached survey about your education and experience. This self-reported information will inform the Professional Development & Training section of your Seed Rating (*Please refer to the Seeds to Success Quality Standards for additional information*).

This survey is **not** intended to capture a comprehensive review of the unique professional development backgrounds of you and your staff. Your coach will work with you during the field test to develop individualized Professional Development plans that align with the Seeds to Success Quality Standards and are based on your experiences, needs and goals.

Program Name: _____   Owner: _____

Please refer to the following definitions from the *Seeds to Success Quality Standards* when completing this survey:

CDA must be current, not expired

Enrolled in AA or BA program defined as currently attending class(es) at a 2 or 4 year higher education institution working towards acquisition of an AA or BA level degree

Enrolled in a CDA program defined as currently attending class(es) towards a CDA

Related field as defined by (NAEYC) and adopted for FY11

   o **Directors/program administrators)**: BA degree or higher in early childhood education; child development & family studies; early childhood especial education; **OR** BA degree or higher in educational leadership, management or a related field(human services administration, business administration, organizational development, public administration) but lacking 24 credit hours that encompass development and learning of children birth through kindergarten.

Additional information:

 Please refer to
http://www.naeyc.org/files/academy/file/Prog%20Admin%20Req%2010_A_02%20Opt%20C.pdf
for NAEYC designated "Alternative Pathways for Program Administrators"

Seeds to Success
Improving Child Care Quality in Washington State

SEEDS TO SUCCESS PROFESSIONAL DEVELOPMENT & TRAINING SURVEY
FAMILY CHILD CARE

PROGRAM NAME: _____ FCC OWNER: _____

EDUCATION:

1. **Please indicate which of the following education qualifications you have attained:**

   ☐ GED/ High School Diploma

   ☐ Child Development Associate (CDA)

   ☐ Some college credit no degree

       ☐ # of ECE credits: _____

       ☐ # of Non-ECE or other credits: _____

   ☐ AA/AAS degree

     Field of Study (Please indicate): _____

       ☐ ECE

       ☐ Other:_____

   ☐ BA/BS degree

     Field of Study(Please indicate): _____

       ☐ ECE

       ☐ Other:_____

   ☐ MA/MS

   Field of Study (Please indicate): _____

       ☐ ECE

       ☐ Other:_____

   ☐ PhD

   Field of Study (Please indicate): _____

       ☐ ECE

       ☐ Other:_____

2. **Are you enrolled in a CDA program?**

   ☐ Yes

   ☐ No

3. **Are you enrolled in an Associates level degree program?**

   ☐ Yes

   ☐ No

   If yes, have you earned at least 3 credits in the last 6 months?

   ☐ Yes

   ☐ No

EXPERIENCE:

4. **How many years and months have you worked as a Family child care provider?**

   ☐ 0-11 months

   ☐ Between 1 and 2 years

   ☐ 2 years or more

Professional Development and Training Survey for Child Care Centers

Seeds to Success
Improving Child Care Quality in Washington State

SEEDS TO SUCCESS PROFESSIONAL DEVELOPMENT & TRAINING SURVEY GUIDELINES

CHILD CARE CENTERS

Please complete the attached survey about your education and experience. *Note: Child Care Center directors should complete this survey on behalf of designated staff from rated classrooms only as indicated below.* This self-reported information will inform the Professional Development & Training section of your Seed Rating (*Please refer to the Seeds to Success Quality Standards for additional information*).

This survey is **not** intended to capture a comprehensive review of the unique professional development backgrounds of you and your staff. Your coach will work with you during the field test to develop individualized Professional Development plans that align with the Seeds to Success Quality Standards and are based on your experiences, needs and goals.

Program Name: _____   Director: _____

Please refer to the following definitions from the *Seeds to Success Quality Standards* when completing this survey:

- CDA must be current, not expired
- Enrolled in AA or BA program defined as currently attending class(es) at a 2 or 4 year higher education institution working towards acquisition of an AA or BA level degree
- Enrolled in a CDA program defined as currently attending class(es) towards a CDA
- Related field as defined by (NAEYC) and adopted for FY11
  - ○ **Program Staff:** early childhood education; child development/family studies; early childhood special education; or elementary education with a concentration in CE education or equivalent
  - ○ **Directors/program administrators**: BA degree or higher in early childhood education; child development & family studies; early childhood especial education; **OR** BA degree or higher in educational leadership, management or a related field(human services administration, business administration, organizational development, public administration) but lacking 24 credit hours that encompass development and learning of children birth through kindergarten.

Additional information:

Please refer to
http://www.naeyc.org/files/academy/file/Prog%20Admin%20Req%2010_A_02%20Opt%20C.pdf for NAEYC designated "Alternative Pathways for Program Administrators"

Child Care Centers Only:

Classroom Name: _____ Lead Teacher: _____ Assistant Teacher: _____	Classroom Name: _____ Lead Teacher: _____ Assistant Teacher: _____	Classroom Name: _____ Lead Teacher: _____ Assistant Teacher: _____

www.del.wa.gov/seeds

![Seeds to Success - Improving Child Care Quality in Washington State](logo)

SEEDS TO SUCCESS PROFESSIONAL DEVELOPMENT & TRAINING SURVEY
CHILD CARE CENTERS

PROGRAM NAME: _____ CENTER DIRECTOR: _____

I. CENTER DIRECTOR

EDUCATION:

1. **Please indicate which of the following education qualifications you have achieved:**
   - ☐ GED/ High School Diploma
   - ☐ Specialized trainings/certifications _____
   - ☐ Child Development Associate (CDA)
   - ☐ Some college credit no degree
     - ☐ # of ECE credits: _____
     - ☐ # of Non-ECE credits: _____
   - ☐ AA/AAS degree

     Field of Study (Please indicate): _____
     - ☐ ECE
     - ☐ Other:_____
   - ☐ BA/BS degree

     Field of Study (Please indicate): _____
     - ☐ ECE
     - ☐ Other:_____
   - ☐ MA/MS

     Field of Study (Please indicate): _____
     - ☐ ECE
     - ☐ Other:_____
   - ☐ PhD

     Field of Study (Please indicate): _____
     - ☐ ECE
     - ☐ Other:_____
   - ☐ **TOTAL college credits**: _____

2. **Do you meet the NAEYC alternative pathway for directors?**
   - ☐ Yes
   - ☐ No

3. **Are you enrolled in a BA level degree program?**
   - ☐ Yes
   - ☐ No

   If yes, have you earned at least 3 credits in the last 6 months?
   - ☐ Yes
   - ☐ No

EXPERIENCE:

4. **How many years and months have you worked in a supervisory role in a child care program?**
   - ☐ 0-11 months supervisory experience
   - ☐ 1 year or more of supervisory experience

II.   **CENTER LEAD TEACHERS (Note: to be completed for Rated classrooms only)**

CLASSROOM 1: _____   LEAD TEACHER: _____

EDUCATION:

1. **Please indicate which of the following education qualifications _____ has attained:**
   - ☐ GED/ High School Diploma
   - ☐ Child Development Associate (CDA)
   - ☐ Some college credit no degree
       - ☐ # of ECE credits: _____
       - ☐ # of Non-ECE credits: _____
   - ☐ AA/AAS degree
       Field of Study (Please indicate): _____
       - ☐ ECE
       - ☐ Other:_____
   - ☐ BA/BS degree
       Field of Study (Please indicate): _____
       - ☐ ECE
       - ☐ Other:_____
   - ☐ MA/MS
       Field of Study (Please indicate): _____
       - ☐ ECE
       - ☐ Other:_____

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☐ PhD

    Field of Study(Please indicate): _____
        ☐ ECE
        ☐ Other:_____

EXPERIENCE:

2. **How many years and months has _____ worked as a lead teacher in a child care center?**
    ☐ Less than 6 months
    ☐ 6-11 months
    ☐ 1 year or more

CLASSROOM 2: _____	LEAD TEACHER: _____

EDUCATION:

1. **Please indicate which of the following education qualifications _____ has attained:**
    ☐ GED/ High School Diploma
    ☐ Child Development Associate (CDA)
    ☐ Some college credit no degree
        ☐ # of ECE credits: _____
        ☐ # of Non-ECE credits: _____
    ☐ AA/AAS degree:
    Field of Study (Please indicate): _____
        ☐ ECE
        ☐ Other:_____
    ☐ BA/BS degree.
    Field of Study (Please indicate): _____
        ☐ ECE
        ☐ Other:_____
    ☐ MA/MS
    Field of Study (Please indicate): _____
        ☐ ECE
        ☐ Other:_____
    ☐ PhD
    Field of Study (Please indicate): _____
        ☐ ECE
        ☐ Other:_____

EXPERIENCE:

2. How many years and months has _____ worked as a lead teacher in a child care center?

☐ Less than 6 months

☐ 6-11 months

☐ 1 year or more

CLASSROOM 3: _____ LEAD TEACHER: _____

EDUCATION:

1. Please indicate which of the following education qualifications _____ has attained:

☐ GED/ High School Diploma

☐ Child Development Associate (CDA)

☐ Some college credit no degree

    ☐ # of ECE credits: _____

    ☐ # of Non-ECE credits: _____

☐ AA/AAS degree:

Field of Study (Please indicate): _____

    ☐ ECE

    ☐ Other:_____

☐ BA/BS degree.

Field of Study (Please indicate): _____

    ☐ ECE

    ☐ Other:_____

☐ MA/MS

Field of Study(Please indicate): _____

    ☐ ECE

    ☐ Other:_____

☐ PhD

Field of Study (Please indicate): _____

    ☐ ECE

    ☐ Other:_____

EXPERIENCE:

2. How many years and months has _____ worked as a lead teacher in a child care center?

☐ Less than 6 months

☐ 6-11 months

☐ 1 year or more

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III.   CENTER ASSISTANT TEACHERS (Note: to be completed for rated classrooms only)

CLASSROOM 1: _____   ASSISTANT TEACHER: _____

EDUCATION:

1. **Please indicate which of the following education qualifications _____ has attained:**
    - ☐ GED/ High School Diploma
    - ☐ Child Development Associate (CDA)
    - ☐ Some college credit no degree
        - ☐ # of ECE credits: _____
        - ☐ # of Non-ECE credits: _____
    - ☐ AA/AAS degree:
        Field of Study (Please indicate): _____
        - ☐ ECE
        - ☐ Other:_____
    - ☐ BA/BS degree.
        Field of Study (Please indicate): _____
        - ☐ ECE
        - ☐ Other:_____
    - ☐ MA/MS
        Field of Study (Please indicate): _____
        - ☐ ECE
        - ☐ Other:_____
    - ☐ PhD
        Field of Study (Please indicate): _____
        - ☐ ECE
        - ☐ Other:_____

2. Is _____ enrolled in a CDA or AA level program?
    - ☐ Yes
    - ☐ No

EXPERIENCE:

3. **How many years and months has _____ worked as an assistant teacher in a child care center?**
    - ☐ Less than 3 months
    - ☐ 3-5 months
    - ☐ 6 months or more

| CLASSROOM 2: _____ | ASSISTANT TEACHER: _____ |

EDUCATION:

1. **Please indicate which of the following education qualifications _____ has attained:**
   - ☐ GED/High School Diploma
   - ☐ Child Development Associate (CDA)
   - ☐ Some college credit no degree
     - ☐ # of ECE credits: _____
     - ☐ # of Non-ECE credits: _____
   - ☐ AA/AAS degree:
     Field of Study (Please indicate): _____
     - ☐ ECE
     - ☐ Other:_____
   - ☐ BA/BS degree.
     Field of Study (Please indicate): _____
     - ☐ ECE
     - ☐ Other:_____
   - ☐ MA/MS
     Field of Study (Please indicate): _____
     - ☐ ECE
     - ☐ Other:_____
   - ☐ PhD
     Field of Study (Please indicate): _____
     - ☐ ECE
     - ☐ Other:_____

2. **Is _____ enrolled in a CDA or AA level program?**
   - ☐ Yes
   - ☐ No

EXPERIENCE:

3. **How many years and months has _____ worked as an assistant teacher in a child care center?**
   - ☐ Less than 3 months
   - ☐ 3-5 months
   - ☐ 6 months or more

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CLASSROOM 3: _____	ASSISTANT TEACHER: _____

EDUCATION:

1. **Please indicate which of the following education qualifications _____ has attained:**
   - ☐ GED/ High School Diploma
   - ☐ Child Development Associate (CDA)
   - ☐ Some college credit no degree
       - ☐ # of ECE credits: _____
       - ☐ # of Non-ECE credits: _____
   - ☐ AA/AAS degree:
       Field of Study (Please indicate): _____
       - ☐ ECE
       - ☐ Other:_____
   - ☐ BA/BS degree.
       Field of Study (Please indicate): _____
       - ☐ ECE
       - ☐ Other:_____
   - ☐ MA/MS
       Field of Study (Please indicate): _____
       - ☐ ECE
       - ☐ Other:_____
   - ☐ PhD
       Field of Study (Please indicate): _____
       - ☐ ECE
       - ☐ Other:_____

2. **Is _____ enrolled in a CDA or AA level program?**
   - ☐ Yes
   - ☐ No

EXPERIENCE:

3. **How many years and months has _____ worked as an assistant teacher in a child care center?**
   - ☐ Less than 3 months
   - ☐ 3-5 months
   - ☐ 6 months or more

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