



Standards for Family Child Care Homes

PERFORMANCE STANDARDS

Standard 1: Education, Qualifications, and Training (assessed by documentation)

Standard 2: Environment and Interactions (assessed by observation)

Standard 3: Structure (assessed by observation)

Standard 4: Parent Partnerships and Transition Practices (assessed by documentation)

- ❖ In order to achieve Star Level 1 or higher, participating programs must be in good standing with all requirements of the regulating authority (e.g. Virginia Department of Social Services Standards for Licensed Family Day Homes, Local Ordinance, or licensed Family Day System) including, but not limited to, those set forth in this document. In good standing indicates that while there may be noncompliance with one or more standards that represent a minor or minimal risk or violation, compliance clearly and obviously exists with the standards as a whole.
- ❖ The regulating authority (e.g., VDSS Licensing, Local Ordinance, Family Child Care System) establishes the foundation for operating, and programs that meet those requirements are recognized as Star Level 1 in the Virginia Star Quality Initiative (VSQI). The higher Star Levels recognize programs for exceeding basic standards and implementing practices that research shows are best for children.
- ❖ In all standard areas, if minimum requirements of the regulating authority are more stringent than those set forth by the Virginia Star Quality Initiative (VSQI), those set forth by the regulating authority supersede the VSQI requirements.

3/5/2012

STANDARD 1: EDUCATION, QUALIFICATIONS AND TRAINING (Assessed by documentation)						
Part 1: Staff Education and Qualifications						
	Rising Star	1	2	3	4	5
		★ ☆ ☆ ☆ ☆	★ ★ ☆ ☆ ☆	★ ★ ★ ☆ ☆	★ ★ ★ ★ ☆	★ ★ ★ ★ ★
Teacher¹ (Family Child Care Provider) Qualifications	Working to comply with the requirements of the appropriate regulating authority (e.g., VDSS Licensing, Local Ordinance, Family Child Care System) OR Voluntary Registered Family Day Home	In good standing with requirements of the appropriate regulating authority (e.g., VDSS Licensing Standards, Local Ordinance, Family Child Care System)	<ul style="list-style-type: none"> Child Development Associate or equivalent 120-clock-hour child development credential OR <ul style="list-style-type: none"> Community college certificate in child-related² field with a minimum of 12 total credit hours OR <ul style="list-style-type: none"> A.A., B.S./B.A. degree or higher with 12 total child-related² credits 	<ul style="list-style-type: none"> One-year community college certificate in child-related² field with a minimum of 30 total credit hours OR <ul style="list-style-type: none"> A.A, B.S./B.A. degree or higher with a minimum of 30 total child-related² credits 	<ul style="list-style-type: none"> Associate degree or higher in child-related² field 	<ul style="list-style-type: none"> B.S./B.A. degree or higher in child-related² field
Assistant Teacher³ Qualifications	Working to comply with the requirements of the appropriate regulating authority (e.g., VDSS Licensing, Local Ordinance, Family Child Care System) OR Voluntary Registered Family Day Home	In good standing with requirements of the appropriate regulating authority (e.g., VDSS Licensing Standards, Local Ordinance, Family Child Care System)	<ul style="list-style-type: none"> Minimum High School Program Completion 20 clock hours or more of approved⁴ training 	<ul style="list-style-type: none"> Minimum High School Program Completion 48 clock hours or more of approved⁴ training 	<ul style="list-style-type: none"> Child Development Associate or equivalent 120-clock-hour child development credential OR <ul style="list-style-type: none"> Community college certificate in child-related² field with a minimum of 12 total credit hours 	<ul style="list-style-type: none"> One-year community college certificate in child-related² field w/minimum of 30 total credit hrs OR <ul style="list-style-type: none"> Associate degree or higher in child-related² field

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¹ A "Teacher" is defined as an adult having the primary responsibility for the direct supervision of children and for the delivery of the curriculum and instruction through the activities and services for this group of children.

² Child-related fields include, but are not limited to, early childhood education, elementary education, early childhood special education, child or early childhood development, human development, child care, or a Baccalaureate degree in any discipline with at least 30 credit hours in those areas.

³ An "Assistant Teacher" is defined as an individual who works under the direct supervision of a teacher by assisting in the supervision of the same group of children and the implementation of activities and services for these children.

⁴ Approved training is child-related training provided by an individual or by an organization with expertise in preparation of early childhood professionals. The training should have written goals and objectives, and the facilitator should assess the student's competence, document the student's mastery, and be considered a valid training option by the appropriate regulating entity.

Part 2: Ongoing Training/Professional Development ⁵						
	Rising Star	1	2	3	4	5
		★ ☆ ☆ ☆ ☆	★ ★ ☆ ☆ ☆	★ ★ ★ ☆ ☆	★ ★ ★ ★ ☆	★ ★ ★ ★ ★
All Staff (Teachers and Assistant Teachers) Professional Development	Working to comply with the requirements of the appropriate regulating authority (e.g., VDSS Licensing, Local Ordinance, Family Child Care System) OR Voluntary Registered Family Day Home	In good standing with requirements of the appropriate regulating authority (e.g., VDSS Licensing Standards, Local Ordinance, Family Child Care System)	All staff members have: <ul style="list-style-type: none"> • 20 annual clock hours of approved⁴ training⁶ • Current CPR & First Aid Certification appropriate for ages of children in care <hr/> At least 1 staff member is: <ul style="list-style-type: none"> • Member of an Early Childhood Professional Association OR <ul style="list-style-type: none"> • Working with a Mentor 	All staff members have: <ul style="list-style-type: none"> • 24 annual clock hours of approved⁴ training⁶ • Current CPR & First Aid Certification appropriate for ages of children in care <hr/> At least 1 staff member is: <ul style="list-style-type: none"> • Member of an Early Childhood Professional Association AND <ul style="list-style-type: none"> • Working with a Mentor OR <ul style="list-style-type: none"> • Serving as a Mentor, Trainer or College Instructor 	All staff members have: <ul style="list-style-type: none"> • 28 annual clock hours of approved⁴ training⁶ • Current CPR & First Aid Certification appropriate for ages of children in care <hr/> At least 1 staff member is: <ul style="list-style-type: none"> • Member of an Early Childhood Professional Association AND <ul style="list-style-type: none"> • Working with a Mentor OR <ul style="list-style-type: none"> • Serving as a Mentor, Trainer or College Instructor 	All staff members have: <ul style="list-style-type: none"> • 32 annual clock hours of approved⁴ training⁶ • Current CPR & First Aid Certification appropriate for ages of children in care <hr/> At least 1 staff member is: <ul style="list-style-type: none"> • Member of an Early Childhood Professional Association AND <ul style="list-style-type: none"> • Serving as a Mentor, Trainer or College Instructor

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⁵ All staff hired within the last 12 months is not required to submit documentation related to Standard 1, Part 2. However, documentation to verify the start date of employment for these staff will be required.

⁶ Approved training topics include, but are not limited to: child development, behavior management and discipline techniques, child observation, developmentally-appropriate curriculum, inclusive practices, family involvement and communication, health and safety (including medication administration, injury prevention, immunization requirements, daily health observation, and compliance with OSHA blood borne pathogens regulations), recognizing and preventing the spread of communicable diseases, nutrition, and child abuse detection and prevention.

STANDARD 2: ENVIRONMENT AND INTERACTIONS (Assessed by observation)						
	Rising Star	1	2	3	4	5
	☆☆☆☆☆	★☆☆☆☆	★★☆☆☆	★★★☆☆	★★★★☆	★★★★★
Overall Family Child Care Environment Rating Scale-Revised (FCCERS-R) Space & Furnishings; Personal Care Routines; Listening & Talking; Activities; Interaction; Program Structure; Parents & Provider	Working to comply with the requirements of the appropriate regulating authority (e.g., VDSS Licensing, Local Ordinance, Family Child Care System) OR Voluntary Registered Family Day Home	In good standing with requirements of the appropriate regulating authority (e.g., VDSS Licensing Standards, Local Ordinance, Family Child Care System)	<ul style="list-style-type: none"> Average FCCERS-R score of 3 or higher 	<ul style="list-style-type: none"> Average FCCERS-R score of 3 or higher No FCCERS-R subscale below a 2 	<ul style="list-style-type: none"> Average FCCERS-R score of 4 or higher No FCCERS-R subscale below a 3 	<ul style="list-style-type: none"> Average FCCERS-R score of 5 or higher No FCCERS-R subscale below a 3
Classroom Assessment Scoring System (CLASS) Emotional Support; Classroom Organization; Instructional Support	Working to comply with the requirements of the appropriate regulating authority (e.g., VDSS Licensing, Local Ordinance, Family Child Care System) OR Voluntary Registered Family Day Home	In good standing with requirements of the appropriate regulating authority (e.g., VDSS Licensing Standards, Local Ordinance, Family Child Care System)	<ul style="list-style-type: none"> A CLASS observation will be incorporated into the mentoring process for the development of the Quality Improvement Plan, (Q.I.P.). 	<ul style="list-style-type: none"> A CLASS observation will be incorporated into the mentoring process for the development of the Quality Improvement Plan, (Q.I.P.). 	<ul style="list-style-type: none"> A CLASS observation will be incorporated into the mentoring process for the development of the Quality Improvement Plan, (Q.I.P.). 	<ul style="list-style-type: none"> A CLASS observation will be incorporated into the mentoring process for the development of the Quality Improvement Plan, (Q.I.P.).

STANDARD 3: STRUCTURE (Assessed by observation)

	Rising Star	1	2	3	4	5
	☆☆☆☆☆	★☆☆☆☆	★★☆☆☆	★★★☆☆	★★★★☆	★★★★★
Staff to Child Ratio And Group Size	Working to comply with the requirements of the appropriate regulating authority (e.g., VDSS Licensing, Local Ordinance, Family Child Care System) OR Voluntary Registered Family Day Home	In good standing with requirements of the appropriate regulating authority (e.g., VDSS Licensing Standards, Local Ordinance, Family Child Care System)	In good standing with requirements of the appropriate regulating authority for maximum group size AND For each staff member: <ul style="list-style-type: none"> No more than 4 children 0-15 months No more than 5 children 16-23 months No more than 6 children 2-years-old No more than 8 children 3- and 4-years-old 	In good standing with requirements of the appropriate regulating authority for maximum group size AND For each staff member: <ul style="list-style-type: none"> No more than 3 children 0-15 months No more than 4 children 16-23 months No more than 6 children 2-years-old No more than 7 children 3- and 4-years-old 	In good standing with requirements of the appropriate regulating authority for maximum group size AND For each staff member: <ul style="list-style-type: none"> No more than 3 children 0-15 months No more than 4 children 16-23 months No more than 5 children 2-years-old No more than 6 children 3- and 4-years-old 	In good standing with requirements of the appropriate regulating authority for maximum group size AND For each staff member: <ul style="list-style-type: none"> No more than 3 children 0-15 months No more than 4 children 16-23 months No more than 4 children 2-years-old No more than 6 children 3- and 4-years-old

STANDARD 4: PARENT PARTNERSHIPS AND TRANSITION PRACTICES (Assessed by documentation)

	Rising Star	1	2	3	4	5
	☆☆☆☆☆	★☆☆☆☆	★★☆☆☆	★★★☆☆	★★★★☆	★★★★★
Parent Partnerships and Transition Practices	Working to comply with the requirements of the appropriate regulating authority (e.g., VDSS Licensing, Local Ordinance, Family Child Care System) OR Voluntary Registered Family Day Home	In good standing with requirements of the appropriate regulating authority (e.g., VDSS Licensing Standards, Local Ordinance, Family Child Care System)	<ul style="list-style-type: none"> Orientation to the program for families Written plan for supporting individual children with special needs (medical, educational, or behavioral) General information to parents on children's activities and transitioning children to another setting (information on kindergarten registration, school readiness activities, etc.) 	<ul style="list-style-type: none"> Group meeting for parents to provide information regarding a child's transition to another setting, including how parents can support this process Age appropriate activities to prepare children for transitions (sharing stories, reading books about transitions, visiting a classroom, visiting public school, etc.) 	<ul style="list-style-type: none"> Individual meetings with families to share specific information regarding the child's progress including the transition to another setting Coordination with families and schools, programs, or agencies to transfer child records, including written information concerning child's abilities, learning styles, medical/safety concerns 	<ul style="list-style-type: none"> Transition-related training for staff involved in child's transition (to another program or to kindergarten)

Appendix A

Explanation of Scoring

Standard 1

Standard 1 is worth 25% of the overall star rating. Each individual row of the standard is scored on a scale of 0-5 according to the standard (Teacher Qualifications, Assistant Teacher Qualifications, and All Staff Professional Development). If a program does not have Assistant Teachers, this row is excluded.

Teacher Qualifications are counted twice to give their education/training more weight when compared to an assistant, who would have less interaction with children attending the program. This method was also selected because of the inconsistency of staffing at family child care homes (not every program employs an assistant). Education/qualifications are averaged across Standard 1, so a consistent method was needed which would weight teachers more than supporting staff, regardless of how many supporting staff members were employed at the program.

All rows are averaged across Standard 1 (with Teacher Qualifications receiving double points) to determine the program's score for Standard 1.

Standard 2

Standard 2 is worth 25% of the overall star rating. During each classroom observation period, the Rater provides a score from 1 to 7 in each item of the FCCERS-R. The scores for each item are then grouped by overall subscale – such as Space and Furnishing or Personal Care Routines – so that an average total score can be determined for the home. The average total score corresponds to a particular star level. For star levels 3 through 5 there are also minimum score requirements. If multiple groups of children are observed in one family child care home, FCCERS-R scores are averaged between each group to obtain an overall star rating.

Although CLASS scores are not factored into the rating, at this time, the scale serves as a quality improvement tool implemented by the mentors and the providers. The results of CLASS, FCCERS-R and input from Standards 1, 3, & 4 are all used in the mentoring process to develop each provider's Quality Improvement Plan, (Q.I.P.). Incorporation and use of CLASS is a demonstrated commitment to the quality improvement process.

Standard 3

Standard 3 is worth 25% of the overall star rating. For homes with multiple staffing plans throughout the day, the staff to child ratios that occur during the core portion of the day are what is examined for scoring purposes.

Standard 4

Standard 4 is worth 25% of the overall star rating. All items within a given star level are weighted equally. Each star level builds on the previous level; therefore, to move to the next star level, each requirement listed for the previous star level must be met.

Overall Score

The scores for each of the four standards are averaged to determine the overall score.

1 Star = 1.0-1.79

3 Stars = 2.62-3.42

5 Stars = 4.24-5.00

2 Stars = 1.8-2.61

4 Stars = 3.43-4.23