

**PEIC Program Quality Workgroup
Program Quality Matrix**

Program Quality Indicator	<u>NIEER Benchmarks for High Quality</u>	<u>NAEYC Program Standards</u>	<u>Head Start Performance Standards</u>	Private regulated center-based programs	Private regulated home-based programs	School-based programs	Act 76 Opportunities
<i>What are the various indicators of prek program quality?</i>	<i>How does NIEER define benchmarks for high quality prek programs?</i>	<i>How does NAEYC define standards for high quality prek programs?</i>	<i>How does Head Start define standards for high quality prek programs?</i>	<i>What are VT's current UPK quality standards (Act 166 Law) for private regulated center-based programs?</i>	<i>What are VT's current UPK quality standards (Act 166 Law) for private regulated home-based programs?</i>	<i>What are VT's current UPK quality standards (Act 166 Law) for school-based programs?</i>	<i>What opportunities do we have to make recommendations for program quality?</i>
Early Learning and Development Standards	<p>Comprehensive</p> <p>Supported</p> <p>Culturally sensitive</p> <p>Aligned with state infant & toddler and K-3 or college & career ready standards</p> <p>Aligned w/ child assessments</p>	<p>Implements a curriculum that is consistent with its goals for children</p> <p>Promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.</p>	<p>Head Start Early Learning Outcomes Framework (HSELOF) to support development and growth.</p> <ul style="list-style-type: none"> ● HSELOF is one of the tools used to create VELs <p>Inclusion:</p> <ul style="list-style-type: none"> ● Children must be prioritized for enrollment based on need ● Ensure staff are familiar with the ethnic backgrounds and heritage of the children they serve and are able to serve and communicate with children to the extent possible 	<p>Vermont Early Learning Standards (VELS) are a framework for curriculum & instruction that cover development and growth for birth-3rd grade</p> <p>VELS align with:</p> <ul style="list-style-type: none"> ● NAEYC's Developmentally Appropriate Practice ● Head Start Early Learning Outcomes Framework ● K-3 Common Core State Standards for English LA and Math, ● Next Generation Science Standards ● VT's Grade Level Expectations ● Early MTSS Framework & Pyramid Model of Practices 	<p>Vermont Early Learning Standards (VELS) are a framework for curriculum & instruction that cover development and growth for birth-3rd grade</p> <p>VELS align with:</p> <ul style="list-style-type: none"> ● NAEYC's Developmentally Appropriate Practice ● Head Start Early Learning Outcomes Framework ● K-3 Common Core State Standards for English LA and Math, ● Next Generation Science Standards ● VT's Grade Level Expectations ● Pyramid Model Framework 	<p>Vermont Early Learning Standards (VELS) are a framework for curriculum & instruction that cover development and growth for birth-3rd grade</p> <p>VELS align with:</p> <ul style="list-style-type: none"> ● NAEYC's Developmentally Appropriate Practice ● Head Start Early Learning Outcomes Framework ● K-3 Common Core State Standards for English LA and Math, ● Next Generation Science Standards ● VT's Grade Level Expectations ● Pyramid Model Framework 	<p>Additional training at director/leadership level in culturally responsive practices.</p> <p>Field requests for professional development around reading, using, and designing curriculum usage on the VELs.</p>

			<ul style="list-style-type: none"> ● If a majority of children in a classroom speak the same language, at least one staff member must speak the language. ● Staff, consultants, contractors and volunteers must respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation or family composition ● Must provide LRE for children with disabilities and ensure they are fully participating ● Must coordinate SpEd services with LEA ● AOE prequalification requires attestation of inclusion of children with disabilities 	<ul style="list-style-type: none"> ● Division of Early Childhood (DEC) recommended practices ● TSG Assessment required for UPK funding ● Approved by VT State Board of Education, 2015 ● Integrated into AOE Education Quality Standards <p><u>STARS Quality Standards</u> include:</p> <ul style="list-style-type: none"> ● Adult-child interaction ● Family & youth engagement ● Responsive practices <p>Inclusion:</p> <ul style="list-style-type: none"> ● AOE prequalification requires attestation of inclusion of children with disabilities ● CDD licensing requires nondiscrimination agreement 	<ul style="list-style-type: none"> ● TSG Assessment required for UPK funding ● Early MTSS Framework & Pyramid Model of Practices ● Division of Early Childhood (DEC) recommended practices ● Approved by VT State Board of Education, 2015 ● Integrated into AOE Education Quality Standards <p><u>STARS Quality Standards</u> include:</p> <ul style="list-style-type: none"> ● Adult-child interaction ● Family & youth engagement ● Responsive practices <p>Inclusion:</p> <ul style="list-style-type: none"> ● AOE prequalification requires attestation of inclusion of children with disabilities ● CDD licensing requires nondiscrimination agreement 	<ul style="list-style-type: none"> ● TSG Assessment required for UPK funding ● Early MTSS Framework & Pyramid Model of Practices ● Division of Early Childhood (DEC) recommended practices ● Approved by VT State Board of Education, 2015 ● Integrated into AOE Education Quality Standards <p><u>STARS Quality Standards</u> include:</p> <ul style="list-style-type: none"> ● Adult-child interaction ● Family & youth engagement ● Responsive practices <p>Inclusion:</p> <ul style="list-style-type: none"> ● AOE prequalification requires attestation of inclusion of children with disabilities ● CDD licensing requires nondiscrimination agreement 	
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Commented [1]: Meg checking with Tammy on if/how to add: Early Care and Education Environment Indicators for High Quality Inclusion (ECTA and National partners), Division of Early Childhood Recommended Practices (DEC) - for mixed delivery systems

			<ul style="list-style-type: none"> ● CDD licensing requires nondiscrimination agreement 				
Curriculum Supports	<p>Approval process for selecting curricula</p> <p>Supports in place for curriculum implementation</p>	<p>Uses developmentally, culturally & linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the curriculum goals.</p>	<p>Programs must use research-based early childhood education curriculum, including curricular enhancements.</p> <ul style="list-style-type: none"> ● Based on scientifically valid research and has standardized training procedures & materials to support implementation ● Aligned with HSELOF ● Has an organized scope & sequence with plans & materials for learning experiences based on dev progressions & how kids learn <p>Lesson Plans must</p> <ul style="list-style-type: none"> ● Use curriculum with fidelity ● Individualize for each child in the classroom 	<p>VT agencies do not mandate or recommend curriculum for prek. AOE does require UPK programs to align with VELs & state how on prequalification application and renewal.</p> <p>VELs aligns with NAEYC Developmentally Appropriate Practices, Head Start Standards, and (K-3) Common Core, Next Gen Science, and VT Grade Level Expectations.</p>	<p>VT agencies do not mandate or recommend curriculum for prek. AOE does require UPK programs to align with VELs & state how on prequalification application and renewal.</p> <p>VELs aligns with NAEYC Developmentally Appropriate Practices, Head Start Standards, and (K-3) Common Core, Next Gen Science, and VT Grade Level Expectations.</p>	<p>VT agencies do not mandate or recommend curriculum for prek. AOE does require UPK programs to align with VELs & state how on prequalification application and renewal.</p> <p>VELs aligns with NAEYC Developmentally Appropriate Practices, Head Start Standards, and (K-3) Common Core, Next Gen Science, and VT Grade Level Expectations.</p>	<p>Do we want a standardized curriculum? How would we pay for it? Would be difficult to have the state mandate a curriculum - esp too narrow.</p> <p>AOE & CDD are currently providing PD training & coaching re: Early MTSS Districts working on early learning standards & alignment w/ 3rd +</p> <p>Want to focus on collaboration & alignment across prek-K</p> <p>Focus on alignment thru VELs</p> <p>Don't have a required K-12 curric, but standards are the focus</p>
Teacher Preparation	<p>Lead teacher must have a BA at minimum</p> <p>Assistant teacher must have a CDA or equivalent at minimum</p>	<p>The program employs and supports a teaching and administrative staff that have the qualifications, knowledge, and professional commitment</p>	<p>No less than 50% of teachers must have a BA in ECE, CD, or equivalent</p>	<p>AOE licensed teacher on site (not necessarily teaching) during UPK hours for each student's UPK hours enrolled. Ie: if students attend differing days or hours the UPK</p>	<p>AOE licensed teacher as mentor >3 hours/week, or owner as licensed teacher, or contract with licensed teacher for the UPK hours/week.</p>	<p>Lead teacher in each UPK classroom AOE Licensed Early Childhood Educator or Early Childhood Special Educator</p>	<p>Certificate, licensed AOE educators in all prek environment</p> <p>Includes alternate route to certification to get there</p>

		necessary to promote children's learning and development and to support families' diverse needs and interests.	All teachers must have at least an AA in ECE, CD, or equivalent Assistant teachers (paraeducators) must have at least a preschool CDA Additional program staff must meet CDD & HS requirements for their positions.	funded hours must align with the teacher hours. Additional program staff must meet CDD requirements for their positions.	If licensed FCCH, additional staff must meet CDD licensing requirements.	Support staff must meet SU/SD determined requirements (usually are paraeducator standards) and CDD licensing requirements.	Ensure that alternate routes to certification are funded - not sustainable if they are grant funded Agreement that we want a prepared workforce and indiv. Accountability - highly qualified, well educated teachers leading classrooms - Question re: endorsement vs. degree (w/ AOE endorsement - ECE 3)
Teacher specialized training	Lead teacher must have specialized training in a pre-K area	Teaching staff have educational qualifications and specialized knowledge about young children and early childhood development	Coaching provided to all teachers that could benefit	ECE, CD, ECE SpEd All staff must meet CDD requirements as defined in CC licensing regulations.	ECE, CD, ECE SpEd All staff must meet CDD requirements as defined in CC licensing regulations.	ECE, CD, ECE SpEd All staff must meet CDD requirements as defined in CC licensing regulations.	What does specialized training in a prek area mean
Staff professional development	Teacher and assistant teacher must receive at least 15 hours/year of in-service professional development and training Individualized annual professional development plans & coaching	Program makes provisions for ongoing staff development, including orientations for new staff and opportunities for continuing education Teaching staff have training in the program's curriculum and work as a teaching team	AOE licensed teachers must complete 45 hours of professional development in 3 years if Level 1 or 90 hours of professional development if Level 2 (in 5 years) Teachers and TAs are provided with all mandatory trainings and at least 16 hours of professional development per year All staff are provided 3 hours per week (as scheduling allows) to complete college coursework	AOE licensed teachers must complete 45 hours of professional development in 3 years if Level 1 or 90 hours of professional development if Level 2 (in 5 years) Assistants: 15 hours/year Licensed teacher is not required to do Individual Professional Development plan- all other staff required. Must have copy of license and transcript on file with CDD.	AOE licensed teachers must complete 45 hours of professional development in 3 years if Level 1 or 90 hours of professional development if Level 2 (in 5 years) Assistants: 15 hours/year Licensed teacher is not required to do Individual Professional Development plan- all other staff required. Must have copy of license and transcript on file with CDD.	AOE licensed teachers must complete 45 hours of professional development in 3 years if Level 1 or 90 hours of professional development if Level 2 (in 5 years) (can be built into district PD but this varies by district) Assistants: 15 hours/year Coaching if required by individual SU/SD not a state requirement. Licensed teacher is not required under AOE or CDD to do Individual	AOE more involved in PD (would like to be able to provide PD but it's not funded/within capacity)- ensure that AOE is too involved with what has to happen - want flexibility within districts If oversight from AOE, need for approval from standards board like other educators Build internal capacity for leadership - coaches to support quality across field Current inconsistencies across district & partner sites - differs by site - create greater consistency across sites

Commented [3]: Question from Tammy - what is the specialize training - Fundamentals?

Commented [2]: In VT licensed teacher for UPK must have license in Early Education or Early Childhood Special Education. Endorsement criteria found here. 3 license endorsements are available to meet this: birth-pk, pk-3rd grade or early childhood special ed (birth-6years)

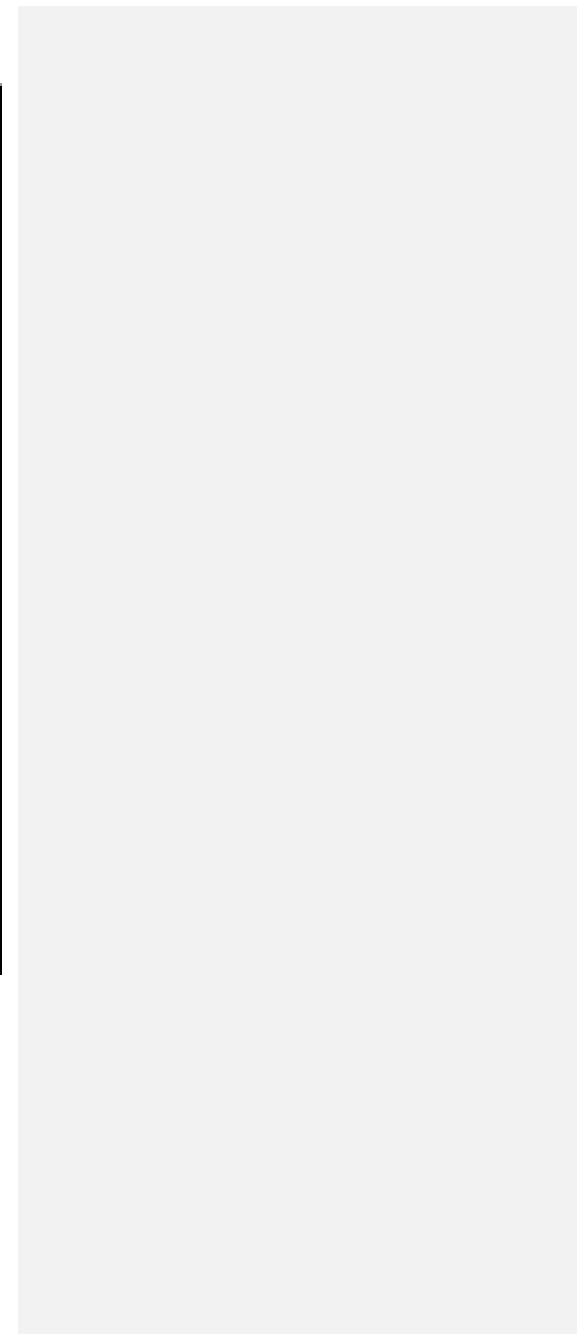
Commented [4]: Add that PD is provided through district PD days (unlike PD for community-based programs)?

			All employees have an Independent Professional Development Plan			Professional Development plan- all other staff required. Must have copy of license and transcript on file with CDD. All non licensed staff are required to complete Individual Professional Development Plans (under CDD regulations). Licensed teachers may be required to write if part of teacher evaluation or district structure.	(at what cost - who pays for PD for non-district providers? Can't mandate professional learning and hard to coordinate PD schedules (program closures, etc)
Maximum class size	20 students or fewer	NAEYC maximum class size for preschool is 20.	20 students or fewer for PreK	20 students or fewer	Various depending on ages present. Charts on pages 74-79 Childcare Regulations	20 students or fewer	
Staff-child ratio **These are class sizes for children who are all 3. If the classroom has not yet 3s in the mix the ratio drops.	Lowest acceptable ratio of staff to children in classroom (e.g., maximum number of students per teacher) must be 1:10 or better	1:10	1:10 for PreK	1:10	Various depending on ages present. Charts on pages 74-79 Childcare Regulations	1:10	
Health	Required screenings & referrals for <ul style="list-style-type: none"> ● Vision, ● hearing, ● health 	Promotes the nutrition and health of children and protects children and staff from illness	Within 30 days of enrollment: <ul style="list-style-type: none"> ● Determine whether child has a PCP, dentist & health insurance ● Help them get PCP, dentist & 	CDD Regulations require record of annual physical & health history, including: <ul style="list-style-type: none"> ● Name & telephone of the child's primary health care and dental care providers ● Description of any special medical, 	CDD Regulations require record of annual physical & health history, including: <ul style="list-style-type: none"> ● Name & telephone of the child's primary health care and dental care providers ● Description of any special medical, 	SU/SD Policies for enrollment CDD Regulations require record of annual physical & health history, including: <ul style="list-style-type: none"> ● Name & telephone of the child's primary 	

Commented [5]: @molovermont@gmail.com I don't know if it's good to add NAEYC standards for K for discussion 1:12 (A:C ratio), max class size 24.

			<p>insurance, if needed</p> <p>Within 45 days of enrollment:</p> <ul style="list-style-type: none"> ● Perform vision & hearing screenings ● Make referral for any identified needs and assist family to get to specialist ● Identify child's nutrition needs <p>Within 90 days of enrollment:</p> <ul style="list-style-type: none"> ● Ensure child is up to date with immunizations, well child visits, & dental visits <p>Ongoing:</p> <ul style="list-style-type: none"> ● Assist parents to maintain well child & dental visits ● Periodic observations to ID new developmental, medical, oral, or mental health concerns ● Facilitate follow up care for any identified needs ● Create & follow Individualized Health Plans for children with special health needs ● Assist children to get needed 	<p>developmental, emotional or educational needs of the child</p> <ul style="list-style-type: none"> ● Written authorization from the parent for the program to be able to obtain emergency medical care ● Child's immunization record or Vermont Department of Health approved exemption document 	<p>developmental, emotional or educational needs of the child</p> <ul style="list-style-type: none"> ● Written authorization from the parent for the program to be able to obtain emergency medical care ● Child's immunization record or Vermont Department of Health approved exemption document 	<p>health care and dental care providers</p> <ul style="list-style-type: none"> ● Description of any special medical, developmental, emotional or educational needs of the child ● Written authorization from the parent for the program to be able to obtain emergency medical care ● Child's immunization record or Vermont Department of Health approved exemption document 	
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			<p>adaptive equipment</p> <p>Nutrition:</p> <ul style="list-style-type: none"> ● Nutrition services that meet the nutritional needs of each child & meet USDA requirements ● Programs <6hrs, provide 1/3 to 1/2 of daily nutrition ● Programs 6 hrs or more, provide 1/2 to 2/3 of daily nutrition ● Assist families to access WIC, 3-squares, and food shelves <p>Provide mental health consultants to:</p> <ul style="list-style-type: none"> ● Support children/families with MH needs ● Provide consultation for HS staff ● Assist access to mental health interventions 				
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<p>Continuous Quality Improvement System</p>	<p>Systematic structured observations of classroom quality</p> <p>Information collected is used for classroom/ program improvement at the state and local levels</p>	<p>Informed by ongoing systematic, formal & informal assessment approaches to provide information on children's learning and development</p> <p>Assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop</p>	<p>Annual program self-assessment involving community partners. Internal data and information on community need are evaluated and used to determine shifts in programming for the coming year, as well as any compliance aspects to make a focus for the coming year.</p> <p>Data used for annual program improvement</p> <ul style="list-style-type: none"> ● Program Information Report (PIR), a Head Start data base which collects copious information ● Internal data on at least child assessment, professional development, and family engagement ● Community data ● Classroom observations (see below) <p>Year-round improvement</p> <ul style="list-style-type: none"> ● Data must be aggregated, analyzed, and compared to identify risk and inform strategies <p>Structured Classroom Observations</p>	<p>STARS quality definition:</p> <ul style="list-style-type: none"> ● 3 (with approved plan) ● 4 or 5 STARS to qualify for UPK <p>AOE ACIS Monitoring System</p> <ul style="list-style-type: none"> ● Ensures compliance with UPK requirements ● Promotes high quality for each and every child ● Promotes equitable access to high quality PreK education ● Focuses on continuous improvement <p>Structured classroom observations</p> <ul style="list-style-type: none"> ● Annual site visits from CDD ● Biennial TSG developmental assessment through AOE ● Adult-child interaction assessment through CLASS as part of STARS initial and 3 year renewal <p>Data used for program improvement</p> <ul style="list-style-type: none"> ● Newly built into STARS system 7/2023 not otherwise required ● Exclusionary Data collected by AOE 	<p>STARS quality definition:</p> <ul style="list-style-type: none"> ● 3 (with approved plan) ● 4 or 5 STARS to qualify for UPK <p>AOE ACIS Monitoring System</p> <ul style="list-style-type: none"> ● Ensures compliance with UPK requirements ● Promotes high quality for each and every child ● Promotes equitable access to high quality PreK education ● Focuses on continuous improvement <p>Structured classroom observations</p> <ul style="list-style-type: none"> ● Annual site visits from CDD ● Biennial TSG developmental assessment through AOE ● Adult-child interaction assessment through CLASS as part of STARS initial and 3 year renewal <p>Data used for program improvement</p> <ul style="list-style-type: none"> ● Newly built into STARS system 7/2023 not otherwise required ● Exclusionary Data collected by AOE 	<p>STARS quality definition:</p> <ul style="list-style-type: none"> ● 3 (with approved plan) ● 4 or 5 STARS to qualify for UPK <p>AOE ACIS Monitoring System</p> <ul style="list-style-type: none"> ● Ensures compliance with UPK requirements ● Promotes high quality for each and every child ● Promotes equitable access to high quality PreK education ● Focuses on continuous improvement <p>Structured classroom observations</p> <ul style="list-style-type: none"> ● Annual site visits from CDD ● Biennial TSG developmental assessment through AOE ● Adult-child interaction assessment through CLASS as part of STARS initial and 3 year renewal <p>Data used for program improvement</p> <ul style="list-style-type: none"> ● Newly built into STARS system 7/2023 not otherwise required by state. May be 	<p>Assessment tools are accessible to programs and teachers have ongoing training to support it</p> <p>State-hosted, formal TSG training to improve data quality and collection</p> <p>AOE capacity to conduct ongoing classroom assessments (outside of disciplinary assessment)</p> <p>Question: how does QRIS work across private & public settings. Should this look like how AOE engages with other grades? SU/SD more</p> <ul style="list-style-type: none"> ● Quality and progress - local assessments for younger grades but varies by district, sometimes by school, so not a recommendation ● Prek director ensured consistency ● Opportunity to make more connections across settings rather than separate requirements <p>Responsibility for quality monitoring. How does this relate to STARS? (Similar question about</p>
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Commented [6]: I don't know where else to add but HS requires 3x year TSG assessment as federal requirement

			<p>Child Data</p> <ul style="list-style-type: none"> ● Research-based developmental standardized screening within 45 days of enrollment for development, behavior, motor, language, social, cognitive, and emotional skills ● Child outcomes (TSG) evaluated at least 3 x/year; data must break out subgroups 	<ul style="list-style-type: none"> ● AOE TSGold data for progress monitoring of children and educator practice ● Child data points: <ul style="list-style-type: none"> ○ ASQ ○ ASQ SE ○ TSG ○ ICP 	<ul style="list-style-type: none"> ● AOE TSGold data for progress monitoring of children and educator practice ● Child data points: <ul style="list-style-type: none"> ○ ASQ ○ ASQ SE ○ TSG ○ ICP 	<p>required by individual SU/SD</p> <ul style="list-style-type: none"> ● Exclusionary Data collected by AOE ● AOE TSGold data for progress monitoring of children and educator practice ● Child data points <ul style="list-style-type: none"> ○ ASQ ○ ASQ SE ○ TSG ○ ICP 	<p>Child Care licensing for PK4)</p> <p>What capacity & funding would AOE need to support this work across settings (currently LEAS need to find funding for additional TSG support)</p>
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<p>Safety</p>	<p>N/A</p>	<p>Facility is designed so that staff can supervise all children by sight & sound.</p> <p>Program has necessary furnishings, such as hand-washing sinks, child-size chairs and tables, and cots, cribs, beds, or sleeping pads</p> <p>A variety of materials and equipment appropriate for children's ages, skills and abilities is available and kept clean, safe, and in good repair</p> <p>Outdoor play areas have fences or natural barriers that prevent access to streets & other hazards.</p> <p>First-aid kits, fire extinguishers, fire alarms, and other safety equipment are installed and available</p>	<p>Implement practices in "Caring for our Children"</p> <p>Daily, monthly, and yearly safety checklists</p> <p>All staff with regular child contact trained in safety procedures in all state, local, federal and program-developed health, safety, & child care requirements to ensure safety</p> <p>Create an Emergency Response Plan updated yearly that covers:</p> <ul style="list-style-type: none"> ● Emergencies ● Contagious disease ● Fire prevention & response ● Med administration ● Systems to ensure children are only released to authorized adult ● Child specific health care needs ● Disaster preparedness <p>Background checks</p> <ul style="list-style-type: none"> ● Before hire, program must consult sex offender registry and either state criminal history records including 	<p><u>CDD licensing requirements</u> include all the NAEYC noted.</p> <p>In addition to NAEYC listed- all programs are inspected by Dept of Fire Safety, complete lead testing (water and paint), and are inspected by CDD staff.</p>	<p><u>CDD licensing requirements</u> include all the NAEYC noted.</p> <p>In addition to NAEYC listed- all programs are inspected by Dept of Fire Safety, complete lead testing (water and paint), and are inspected by CDD staff.</p>	<p><u>CDD licensing requirements</u> include all the NAEYC noted.</p> <p>* Public schools are exempt from a few CDD licensing requirements focused on admin documentation. None of the exemptions are about health and safety.</p> <p>In addition to NAEYC listed- all programs are inspected by Dept of Fire Safety, complete lead testing (water and paint), and are inspected by CDD staff.</p> <p>Additionally abide by AOE Pk-12 facilities requirements.</p> <p>Public school require additional Finger printing through AOE licensing.</p>	
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Commented [7]: How does this compare to finger printing in community-based programs?

			<p>fingerprint or FBI criminal history including fingerprint checks</p> <ul style="list-style-type: none"> ● Within 90 days of hire, complete fingerprinting for whichever was not conducted above and child abuse and neglect registry 				
Relationships	N/A	<p>Promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community and to foster each child's ability to contribute as a responsible community member</p> <p>Establishes relationships with and uses the resources of the children's communities to support the achievement of program goals.</p> <p>The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family</p>		<p>VELS speak to providing opportunities that make a positive difference in their learning and development. "Intentional teaching includes having instructional goals for children that guide our interactions, learning environments, and curriculum planning."</p> <p>Throughout VELS the importance of adult relationships is embedded.</p> <p>The assessment tool CLASS (currently being used for STARS) has Adult-Child Interactions as one of the 3 areas it assesses. STARS also includes Family Engagement as an area.</p> <p>Child Care licensing regulations have the adult, child, and family</p>	<p>VELS speak to providing opportunities that make a positive difference in their learning and development. "Intentional teaching includes having instructional goals for children that guide our interactions, learning environments, and curriculum planning."</p> <p>Throughout VELS the importance of adult relationships is embedded.</p> <p>The assessment tool CLASS (currently being used for STARS) has Adult-Child Interactions as one of the 3 areas it assesses. STARS also includes Family Engagement as an area.</p> <p>Child Care licensing regulations have the adult, child, and family</p>	<p>VELS speak to providing opportunities that make a positive difference in their learning and development. "Intentional teaching includes having instructional goals for children that guide our interactions, learning environments, and curriculum planning."</p> <p>Throughout VELS the importance of adult relationships is embedded.</p> <p>The assessment tool CLASS (currently being used for STARS) has Adult-Child Interactions as one of the 3 areas it assesses. STARS also includes Family Engagement as an area.</p> <p>Child Care licensing regulations have the adult, child, and family</p>	

		composition, language, and culture.		relationships across many of the regulations. Family engagement is incorporated in UPK assurances	relationships across many of the regulations. Family engagement is incorporated in UPK assurances	relationships across many of the regulations. Family engagement is incorporated in UPK assurances AOE encourages use of Pyramid Model Practices	
Leadership & Management	N/A	Effectively implements policies, procedures & systems that support stable staff and strong personnel, fiscal, and program management so all children, families, and staff have high-quality experiences	Child care licensing regulations have requirements for directors, requirements for policies, procedures and system. Depending on size of program, director is required to have certain coursework in these areas. Availability of Director Credential certificate through Northern Lights/CDD in addition to the requirements. OPTIONAL to do that step. *AOE School administrator license endorsement can be used in place of documenting coursework specifically listed in regulations.	Child care licensing regulations have requirements for directors, requirements for policies, procedures and system. Depending on size of program, director is required to have certain coursework in these areas. Availability of Director Credential certificate through Northern Lights/CDD in addition to the requirements. OPTIONAL to do that step. *AOE School administrator license endorsement can be used in place of documenting coursework specifically listed in regulations.	Child care licensing regulations have requirements for directors, requirements for policies, procedures and system. Depending on size of program, director is required to have certain coursework in these areas. Availability of Director Credential certificate through Northern Lights/CDD in addition to the requirements. OPTIONAL to do that step. *AOE School administrator license endorsement can be used in place of documenting coursework specifically listed in regulations..	Child care licensing regulations have requirements for directors, requirements for policies, procedures and system. Depending on size of program, director is required to have certain coursework in these areas. Availability of Director Credential certificate through Northern Lights/CDD in addition to the requirements. OPTIONAL to do that step. *AOE School administrator license endorsement can be used in place of documenting coursework specifically listed in regulations.	Field requests for additional (optional) training on these requirements - First Children's Finance may offer some of these supports.

Commented [8]: Across settings?

Resource Links:

- [NIEER's Quality Benchmarks](#)
- [NIEER Vermont Preschool Profile 2022](#)
- [NIEER Vermont Preschool Profile 2023](#)
- [Classroom Assessment Scoring System \(CLASS®\) in Head Start](#) (new assessment of classroom quality/environment/interaction - STARS)
- [CDD Licensing Regulations](#)
- [STARS process for the QRIS / STARS Guidance Manual / STARS Quality Levels](#)
- [AOE UPK Program Requirements](#)
- [AOE UPK Program Requirements readiness chart](#)

- [AOE State Board Rules 2600 Series](#)
- [Vermont Early Learning Standards](#)
- Teaching Strategies Gold [Developmental Assessment](#) (online assessment of child skills over a time - plays nicely with VELs)
- [Head Start Program Performance Standards](#)
- [10 NAEYC Program Standards Overview / Program Accreditation Standards & Assessment Items 2022](#)
- [IDEA Special Education Standards](#)
- [AOE Early Childhood Special Education](#)
- [AOE Licensing Endorsements](#)
- Ages & Stages ASQ (alignment w/ stars & where this could fit)

Commented [9]: @molovermont@gmail.com are you looking for regulations? eligibility? or endorsement criteria?
Assigned to molovermont@gmail.com