

May 12, 2011

Nicole Millward
Side Creek Elementary Preschool
19191 East Iliff Pl.
Aurora, CO 80013



Dear Program Director,

We commend you for completing the Qualistar Rating™. Your willingness to examine your program's strengths and areas for improvement is an important step toward improving the quality of your program.

The information contained in this document will enable you, your teachers, and your families to work together to improve care for every child in your program. Each section is designed to give you information that is tailored to your program. Directly following this letter will be the Early Learning Report™ which will serve as an overview of your program's quality.

- In the **Learning Environment** section, you will find a summary of all classroom Environment Rating Scale © scores within your program. You will also find individual reports which include strengths and recommendations pertaining to each classroom's learning environment.
- In the **Family Partnerships** section, you will find a summary of the scores that your program has received for both the Family Partnerships Documentation Checklist and the Family Questionnaires.
- In the **Training and Education** section, you will find a table that outlines each staff member's level of training, education, and experience.
- In the **Adult: Child Ratios / Group Size** section, you will find an overview of the ratios and group sizes that have been documented in each classroom.

- In the **Accreditation** section, you will find a report that states whether or not your program has achieved national accreditation.
- In the **Quality Improvement** section, you will find your program Quality Improvement Plan which includes action steps recommended to improve the quality of your program.
- In the **Appendix** section, you will find a listing of additional services available to your program to assist you with your quality improvement efforts.

Be sure to share this Quality Performance Profile® (QPP) with your families. Qualistar Colorado has found that programs which share the information with key stakeholders are able to move their programs at a faster pace towards higher quality programming.

As you know, this QPP is an important step in your program's continuous quality improvement process, but it alone will not improve your program's quality. The road to quality doesn't take a day, a week, or even a month. It is an on-going process and Qualistar Colorado hopes to continue to be a strong resource for you. There are also resources in your area that may be able to help you implement your Quality Improvement Plan. Contact your local Child Care Resource and Referral Agency, Early Childhood Council Coordinator or School Readiness Coordinator for more information.



Early Learning Report[©]

Program Name: Side Creek Elementary Preschool
Address: 19191 East Iliff Pl.
 Aurora, CO 80013
Type of Program: Center **License Number:** 1554891
Hours of Operation: 7:30 AM to 4:30 PM **Number of Children Served:** 32
Contact Information: Nicole Millward, Coordinator
 303-364-9371
 nmmillward@aps.k12.co.us

Qualistar Rating™ Active through: May 31, 2013

Quality Component/Scoring Approach	Points Earned/ Possible	Qualistar Rating™ Information
<p>The Learning Environment component measures:</p> <ul style="list-style-type: none"> * The space and furnishings available to children * The health and safety of the environment * How well providers support children's language development * The activities available to children and their daily schedule * How well providers support children's social development and the quality of their interactions with children <p>Points are calculated by taking the average scores earned on the Environment Rating Scale[©] in each classroom. Quality Rating Points range from 0 (very low quality) to 10 (excellent quality).</p>	<p>8/10</p>	<p>Observed Strengths: Children's language and reasoning development is well-supported through numerous materials and activities at Side Creek Elementary Preschool. This program offers open and organized space and contains a variety of materials and activities for the children.</p> <p>Recommendations for Quality Improvement: Address all routine indoor and outdoor health and safety issues.</p>
<p>The Family Partnerships component measures how well programs:</p>	<p>10/10</p>	<p>Observed Strengths: Side Creek Elementary Preschool provides information and activities to</p>

<ul style="list-style-type: none"> * Develop relationships with families * Serve as a community resource for families * Offer families opportunities to be part of their children's early learning experience * Communicate with families about their child's development and how the program operates <p>Information from family questionnaires and documentation from the program on family partnership activities are tallied. Points are earned based on family responses and on specific activities offered by the program. Quality Rating Points range from 0 (few family partnership activities offered) to 10 (many family partnership activities offered).</p>		<p>families to extend children's learning from the program to the home environment. Families are overall very satisfied with the staff and care at Side Creek. One parent wrote, "I feel if there were any problem with the program, I could approach program personnel and be heard."</p> <p>Recommendations for Quality Improvement:</p> <p>Continue to maintain strong family partnerships.</p>
<p>The Training and Education component measures:</p> <ul style="list-style-type: none"> * The average level of early childhood education and work experience attained by teaching staff and administrators with the number of hours that each staff member works in the program factored into the calculation <p>Quality Rating points range from 0 (minimal staff training and experience in early childhood education) to 10 (average education level is a Bachelors degree or higher in early childhood education).</p>	<p>6/10</p>	<p>Observed Strengths:</p> <p>Teachers' formal training in early childhood education is reflected in the quality of their interactions with children and in the variety of activities they offer which promote children's language, reasoning, math, and social skills. Two out of the three teachers have at least a Bachelor's in ECE or in a non-ECE field with at least 24 credits. Both specialty teachers have a Master's degree in their specialty.</p> <p>Recommendations for Quality Improvement:</p> <p>Continue to support staff in continuing formal Early Childhood college coursework.</p>
<p>The Adult: Child Ratios / Group Size component measures:</p> <ul style="list-style-type: none"> * The average adult: child ratio and the average group size in classrooms collected several times during the day 	<p>10/10</p>	<p>Observed Strengths:</p> <p>Low adult to child ratios and small group size in this program are associated with quality teacher-child interactions, more individualized care and education, and less restrictive teacher behavior. Side Creek Elementary Preschool's ratio average of 2 adults to 15 children is excellent!</p>

<p>Quality Rating Points range from 0 (few staff: many children, with large group sizes in classrooms) to 10 (optimum number of staff: children, and low group sizes in classrooms). Please note standards for number of children and group sizes vary by age group.</p>		<p>Recommendations for Quality Improvement:</p> <p>Maintain quality ratios and group sizes.</p>
<p>The Accreditation component measures:</p> <p>* Whether a program has earned national accreditation for meeting high quality standards</p> <p>Quality Rating Points are 0 (program is not nationally accredited) or 2 (program is nationally accredited).</p>	<p>0/2</p>	<p>Observed Strengths:</p> <p>This program is not currently accredited.</p> <p>Recommendations for Quality Improvement:</p> <p>Consider applying for national accreditation.</p>
<p>Total Points: 34/42</p>		<p>Qualistar Rating </p>

Qualistar Rating Chart

0 - 9 Points OR LE score of 0 = Provisional

10 - 17 Points =  26 - 33 Points = 

18 - 25 Points =  34 - 42 Points = 

The conclusions set forth in this Early Learning Report© are based, in part, on the observation of the child care providers at this facility over multiple days during a one month period. This data is only a snapshot of the program's quality and cannot assure the longer term quality or effectiveness of the program. In addition, the quality of a program may change depending on organizational trends, changes in management and staff, availability of resources, and other factors.

The Early Learning Report© is provided to help families and others identify individual programs which have successfully achieved a Qualistar Rating™. The Early Learning Report© is intended only as a guide for families in selecting child care and preschool programs and should not be used as a substitute for seeking licensing information, visiting the program, and obtaining recommendations from family and friends.



Learning Environment

Program Name: Side Creek Elementary Preschool

Rating Cycle: 1

Report Date: 5/13/2011

Total Points 8/10

	Prior Year	Current Year
Range of Scores, All Classrooms	no data	5.51 - 5.51
Average Score, All Classrooms	no data	5.51

Space and Furnishings/ Furnishings and Display for Care and Learning

This subscale assesses the adequacy of the physical environment to insure the children's health, safety, and the appropriateness of the setting for daily activities. It covers indoor space, furnishings, room arrangement, and space and equipment for gross motor play. A physical environment that promotes learning is designed with the children's comfort in mind and that accommodates natural cycles of activity and quiet time.

Gross motor play (climbing, running, pedaling, etc.) is key to developing a sense of competence, a concrete knowledge of what the body can do and its relationship to the physical environment. Children's movement and activities accompanied by spoken adult observations also help children develop in other areas. In language and reasoning, for example, large muscle activities can expand their vocabulary of action words and help them understand cause and effect. Items related to gross motor play are also found in the Personal Care Routines and Interactions subscales.

	Prior Year	Current Year
Range of Scores, All Classrooms	no data	5.12 - 5.12
Average Score, All Classrooms	no data	5.12

Personal Care Routines

This subscale assesses program practices in greeting and departing routines, meals, health and safety practices and procedures, toileting, nap time, and children's personal grooming. Many daily activities include both a health-related and social component. When programs use health-conscious practices such as washing hands after toileting, they are likely to see a reduction in child and adult illness and they are modeling good self-care behavior for children. While the types of meals served to children are critical to their nutrition, interactions among children and between staff and children during meals also provide important social experiences.

	Prior Year	Current Year
Range of Scores, All Classrooms	no data	2.79 - 2.79
Average Score, All Classrooms	no data	2.79

Language and Reasoning/Activities

Trends in these two subscales have been combined because they both relate to program curriculum. These subscales assess the adequacy of books and other language materials available to children, both planned and informal activities used by staff to encourage children to communicate and reason, and materials and activities available to promote other skills and interests, such as fine motor skills, social competence, expressive art skills, science and math concepts, and awareness and acceptance of diversity. Activities to develop literacy skills are emphasized. Through reading to children, asking open-ended questions, and expanding on what children say, they learn vocabulary and basic concepts, and then begin to understand story structure, letter-sound relationships, and the connection between written and spoken words.

In the Activities subscale, quality is based, in part, on the belief that children learn best when they have the opportunity to be active learners - exploring their interests, experimenting, and drawing on their immediate, direct physical and social experiences to construct their understanding of the world around them. In an early childhood education setting, this requires providing children with the materials and time for this self-directed learning, guided by teachers who can help them stretch to their next level of skill and knowledge.

Language - Reasoning

	Prior Year	Current Year
Range of Scores, All Classrooms	no data	6.25 - 6.25
Average Score, All Classrooms	no data	6.25

Activities

	Prior Year	Current Year
Range of Scores, All Classrooms	no data	6.22 - 6.22
Average Score, All Classrooms	no data	6.22

Interactions

This subscale assesses interactions between staff and children, peer interaction, and how staff use discipline and supervision to support children's learning and development. Adult: child interactions that are warm and responsive to children's needs promote bonding and attachment. Children who have strong attachments with consistent adults feel emotionally and physically safe, enabling them to fully explore the learning environment, and to develop positive relationships with peers. When discipline and supervision based on age-appropriate expectations are used as teaching strategies, children learn self-control and respect for others. As children are guided to work through their own problems, their ability to manage conflict and solve problems is strengthened.

	Prior Year	Current Year
Range of Scores, All Classrooms	no data	6.40 - 6.40
Average Score, All Classrooms	no data	6.40

Program Structure

This subscale assesses how the program day is structured to provide children with a balance of activities and a variety of learning situations. It covers schedule, free play, group time, and provisions for children with disabilities. Ideally, programs structure the day for children so there is predictability and opportunities for active and quiet play to accommodate children's natural cycles. To support children as active learners, the schedule should offer flexibility for children to participate in planned, teacher-initiated activities or in child-initiated activities.

	Prior Year	Current Year
Range of Scores, All Classrooms	no data	6.25 - 6.25
Average Score, All Classrooms	no data	6.25

Learning Environment Strengths

Congratulations on completing your first Qualistar Rating and achieving a 4 Star rating! Bravo to the staff of Side Creek Elementary Preschool for your commitment, enthusiasm, and dedication to completing this process. You have successfully taken the first steps toward improving the quality of education and care for the children enrolled in your program. Celebrate your achievement, continue to remain focused on your goal, and keep up the great work! Your dedication to the quality improvement process will take you far.

SPACE AND FURNISHINGS

Windows in the classroom are equipped with blinds and screens, allowing for natural light and an exchange of fresh air to enter the classroom. All furniture is sturdy and in good repair. Classroom tables and chairs are child-sized, allowing for children to rest their backs comfortably on the back of the chair, touch their toes to the ground, and easily rest their elbows on the table.

PERSONAL CARE

Staff members provide a welcoming atmosphere to parents and children upon arrival and departure by acknowledging everyone's presence, asking questions about the previous evening, and engaging children in activities immediately upon entering the room. Also, staff members encourage independence in meals and toileting routines, while also offering assistance when needed.

LANGUAGE AND REASONING

Communication activities take place during both free play and group times. Staff members draw communication by asking children further questions, listening to their answers, and asking for further details to get longer and more complex answers. There are ample books, pictures, and other materials that encourage children to communicate and problem-solve, which shows a focus on support children's development of language and reasoning skills.

ACTIVITIES

Staff members have provided children with a variety of materials in all interest centers. This variety allows children to express themselves as they feel the need, opposed to how the staff members direct them to. Staff also report rotating materials based on children's interests, which is evidence to staff's awareness of the children in the group.

INTERACTIONS

Through staff member's active involvement in children's play, they are also able to take advantage of teachable moments by assisting in conflict resolution, peer interactions, and the development of mutual respect. Continue to remain involved in children's play in order to maintain high quality interactions.

PROGRAM STRUCTURE

Staff members have given the daily schedule considerable thought by providing children with free play, group time, outdoor play, among other play times. Also, ample and varied toys, games, and equipment are provided for free play.

Continue to work on providing high quality care to the children and families in the Side Creek Elementary community!



Learning Environment ~ ECERS-R Ratings Item Analysis

Program Name: Side Creek Elementary Preschool

Rating Cycle: Year 1

Report Date: 5/13/2011

Total Points 8/10

Points for this Qualistar Rating Component are calculated by taking the average scores earned on the Early Childhood Environment Rating Scale - Revised © (ECERS - R) in each early childhood classroom observed. Scores can range from 1 (Inadequate) to 7 (Excellent). Average Environment Rating Scale © scores are converted to Quality Rating Points. Please see the Qualistar Rating™ Criteria Chart in the appendix for information on converting Environment Rating Scale © scores into Quality Rating Points. Quality trends are reported across classrooms using observations of program practices related to subscale scores on these instruments and the program's self assessment.

Category	Sub-Category	Classroom
Space and Furnishings	Indoor Space	4
	Furniture for Routine Care, Play and Learning	7
	Furnishings for Relaxation and Comfort	7
	Room Arrangement for Play	7
	Space for Privacy	7
	Child-Related Display	6

Category	Sub-Category	Classroom
		Classroom 1
Space and Furnishings	Space for Gross Motor Play	1
	Gross Motor Equipment	2
	Total Points # of Items Scored Average Score	41 8 5.12
Personal Care Routines	Greeting/Departing	7
	Meals/Snacks	2
	Toileting/Diapering	2
	Health Practices	2
	Safety Practices	1
	Total Points # of Items Scored Average Score	14 5 2.80
Language - Reasoning	Books and Pictures	7
	Encouraging Children to Communicate	7
	Using Language to Develop Reasoning Skills	4

Category	Sub-Category	Classroom
Language - Rea	Informal Use of Language	7
	Total Points # of Items Scored Average Score	25 4 6.25
Activities	Fine Motor	6
	Art	7
	Music/Movement	7
	Blocks	4
	Sand/Water	7
	Dramatic Play	4
	Nature/Science	7
	Math/Number	7
	Promoting Acceptance of Diversity	7
	Total Points # of Items Scored Average Score	56 9 6.22
		Classroom 1

Category	Sub-Category	Classroom
Interaction	Supervision of Gross Motor Activities	7
	General Supervision of Children (Other Than Gross Motor)	4
	Discipline	7
	Staff-Child Interactions	7
	Interactions Among Children	7
	Total Points # of Items Scored Average Score	32 5 6.40
Program Structure	Schedule	4
	Free Play	7
	Group Time	7
	Provisions for Children With Disabilities	7
	Total Points # of Items Scored Average Score	25 4 6.25
Composite Score		5.51



ECERS-R Learning Environment Report

Program Name: Side Creek Elementary Preschool
Classroom: Classroom 1
Staff Observed 1: Gloria Sparks
Staff Observed 2: Lorise Roon
Rating Cycle: 1 **Overall Score:** 5.51
Date of Obs.: 4/7/2011
Start Time: 8:30 AM **End Time:** 11:10 AM
Observer: Liliana Flores Amaro

Strengths: Green
Recommendations: Maroon

Space and Furnishings 5.13

1 Indoor Space 4.00

- 5.1** Rearrange the classroom to allow ample room for children and adults to move around freely, or consider lowering enrollment. This indicator requires that children have ample, meaning more than sufficient, space in the room for different types of activities. On the day of the observation, the dramatic play and block areas were observed to be crowded and lacking ample space, preventing children from fully engaging in the activities as intended.
- 7.1** Natural light can be controlled. Natural light can be controlled with blinds on the windows.
- 7.2** Ventilation can be controlled. Staff report that they can open the windows to bring fresh air into the room.

2 Furniture for Routine Care, Play and Learning 7.00

- 5.2** All furniture is sturdy and in good repair. The classroom furnishings are clean, complete and safe for children and adults who occupy this area.
- 7.1** Routine care furniture is convenient to use. Children's cubbies are located within the classroom for them to access their belongings readily, and to allow for direct adult supervision.
- 7.2** A sensory table and an easel are used, providing children with extended learning opportunities.

3 Furnishings for Relaxation and Comfort 7.00

- 5.1** The cozy area is accessible to children for a substantial portion of the day (one-third of the day).
- 7.1** There are soft furnishings in addition to a cozy area that are accessible to children. A cozy area is created using a cushions, a bean bag, and soft netting. The substantial amount of softness allows children to escape the normal hardness of an early childhood education classroom.

Area rugs in the block and circle areas, wall-to-wall carpeting, and a hopscotch rug provide additional softness.

- 7.2 There are many clean, soft toys accessible to children. Approximately 26 soft toys in the form of puppets and stuffed animals were available for children's use.

4	Room Arrangement for Play	7.00
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- 5.3 Space is arranged so most activities are not interrupted. Traffic paths move around rather than through most activities. Commonly used traffic paths such as entry doors to the classroom, the path to the toileting or hand washing areas, and the children's cubbies are kept clear of activities.
- 7.1 At least five different interest centers provide a variety of learning experiences. Children can independently choose activities in blocks, dramatic play, nature/science, fine motor, art, sensory table, and quiet reading. The good variety of interest areas allows children to self-select activities that meet their individual development needs and interests.
- 7.2 Centers are organized for independent use by children. Materials are stored in individual containers on separate spaces on the shelves for easy identification and use.

5	Space for Privacy	7.00
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- 5.1 Space is set aside for one or two children to play, protected from intrusion by others.
- 7.1 There is more than one space available for privacy. In addition to the cozy area, children may find escape from the demands of group life at the listening and sensory centers and the whiteboard.
- 7.2 Staff set up activities for one or two children to use in private space, away from general group activities. Staff report setting up activities such as play dough, magnetic letters, journals, and math games.

6	Child-Related Display	6.00
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- 5.1 Much of the display relates closely to current activities and children in the group. On the day of observation, children's photos and several "bug" creations were posted on walls throughout the classroom.
- 7.1 Ensure that individualized children's work predominates in displayed materials (work in which children have selected the subject and medium). It was observed most of the children's works were project type where the subject and art medium was selected by the teacher and very often the children were asked to follow an example, so most of the children's works looked very similar. Consider adding more free art to the classroom display.
- 7.2 Three-dimensional child-created work is part of the displayed material. Several "bug" creations were on display for children to enjoy.

7	Space for Gross Motor Play	1.00
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- 1.2 Make the space used for gross motor/physical play safer by: 1) Securing the playground. Both ends of the playground do not have a secure gate to keep children from accessing the parking lot and street. Add a gate that can be secured to both playground entrances. 2) Providing adequate cushioning around and beneath climbing equipment over 18 inches tall. The fall surfacing is required to be 9" in depth throughout all the required 6' use zones. On the day of the visit, the cushioning around the climbing unit measured between 7" and 8".
- 5.1 There is adequate space outdoors and some space indoors set aside for active physical play.
- 7.2 The outdoor area has some protection from the elements. Children can find shelter under the playground equipment and the building itself provides shade and acts as a wind break.

8 Gross Motor Equipment 2.00

- 3.3** Use gross motor equipment that is appropriate for the age and ability of the children. This means that 75% or more of the stationary equipment should be safe and age-appropriate. On the day of the observation, 60% of the equipment was found to be appropriate. The following equipment is not appropriate: 1) The slide. Children's drawstrings or clothing can get caught in openings between the slide and the platform. On the day of the observation, the slide had a catch gap. 2) The spiral climber. The maximum height for playground equipment is 60". The spiral climber measured 73" high. 3) Eliminating all head entrapments from the playground. Any opening between 3½"-9" is considered a head entrapment issue. A platform on the climbing unit (near the horizontal bar) has an opening that measure 5.5 inches wide.
- 7.1** Both stationary and portable gross motor equipment are used. There is a large stationary climber, a balance beam, and a variety of portable materials for children to engage with while on the playground.
- 7.2** Gross motor equipment stimulates skills on different levels. For example, there were various entrances to the large stationary climbing equipment.

Personal Care Routines 2.80

9 Greeting/Departing 7.00

- 5.3** Parents are greeted warmly by staff. Parents are acknowledged and welcomed into the classroom during drop off and pick up times.
- 7.1** When they arrive, children are helped to become involved in activities, if needed. Staff greet each child by name and invite them to join activities in progress, or to engage in a center they show interest in.
- 7.2** Children are busily involved until departure. On the day of the observation, children were participating in outdoor gross motor play before their family members came to pick them up.

10 Meals/Snacks 2.00

- 3.3** Maintain sanitary conditions during meal/snack service by ensuring staff and children adequately wash their hands before meals. Adequate hand washing means, hands are wet, lathered with soap at least 10 seconds (outside water stream), rinsed under warm running water, and dried with a single use towel. Staff did not adequately complete hand washing routines. The step missed was not lathering for the full 10 seconds outside of the water stream.
- 7.1** Children help during meals/snacks. Children are responsible for cleaning their own spaces when they are finished eating.
- 7.3** Meals and snacks are times for conversation. Staff sit with the children and follow their lead in topics, which helps to promote a lively social atmosphere.

12 Toileting/Diapering 2.00

- 3.3** Ensure that staff and children wash hands adequately after toileting. Hands must be wet, lathered with soap for 10 seconds (outside water stream), rinsed under warm water, and dried with a towel used only for one person. Children adequately completed hand washing routines 5 out of 9 times (or 55%). The step missed was not lathering for the full 10 seconds outside of the water stream.
- 3.5** Supervise the children during toileting/diapering routines to ensure safety and sanitary practices. While staff did try to supervise all children while they were using the restroom across the hall, one child who was waiting in the hallway for the other children to finish slipped back into the classroom without the staff member noticing. Consider adjusting your routines or adding

another staff member during toileting routines.

5.3 Pleasant staff-child interactions are maintained during toileting/diapering routines.

7.2 Self-help skills are promoted as children are ready. Children are encouraged to gather their own soap and paper towels.

13 Health Practices 2.00

3.1 Ensure that adequate hand washing by staff and children takes place upon arrival into the classroom, and when re-entering after playing outdoors, before and after water play, after messy play, after dealing with bodily fluids, and after touching contaminated surfaces/objects and pets. Children adequately completed hand washing routines 3 out of 8 times (or 37%). The instances missed were after sand or messy play and before and after water play. The steps missed were not washing hands at all, not wetting hands first, and not lathering for the full 10 seconds.

3.4 Follow procedures to minimize the spread of contagious disease, including including removing sick children from spaces generally occupied by other children. Staff report sick children often wait in the classroom for an adult to pick them up. Have these children wait outside of the classroom, for example, in the office, until a parent or guardian is able to arrive.

5.1 Children are dressed properly for conditions both indoors and outdoors. Children wear clothing that allows freedom of movement, while protecting health and safety.

7.1 Children are taught to manage health practices independently. Staff use verbal and physical cues to help remind children of proper procedures.

14 Safety Practices 1.00

1.1 Address the following indoor safety issues by: 1) Store personal hand bags in locked or child-proof cabinets, since it is possible there may be dangerous items/medicines/items labeled, "Keep Out of Reach of Children" in personal hand bag. There was a personal purse and jacket near the teacher's desk. 2) Ensuring all electric outlets have safety covers. There was an uncovered outlet in the classroom.

1.2 Address the outdoor safety issues. Please see "Space for Gross Motor Play 3.2" and "Gross Motor Equipment 3.3" for details.

7.1 Play areas are arranged to avoid safety problems. Pathways do not encourage running indoors; there are natural obstacles (such as furnishings) that prevent obvious running places.

7.2 Children generally follow safety rules. Children use walking feet inside, keep their feet on the floor, and use gentle touches with their peers with few adult reminders.

Language - Reasoning 6.25

15 Books and Pictures 7.00

5.3 Books are organized in a reading center where children can view and select books they would like to read.

5.5 Staff read books to children informally. Staff read to children in the reading center during center time.

7.2 Some books relate to current classroom activities or themes. Several books were located around the room supporting the theme of "bugs".

16 Encouraging Children to Communicate 7.00

5.2 Materials that encourage children to communicate are accessible in a variety of interest centers, such as dramatic play materials and puppets.

- 7.1 Staff balance listening and talking appropriately for the age and abilities of the children during communication activities.
- 7.2 Staff link children's spoken communication with written language. A staff member was engaging children in an activity where they shouted a number and she wrote it on the white board. Also, several examples of teacher's handwriting were observed on children's artwork indicating the children's thoughts and ideas of their creations.

17 Using Language to Develop Reasoning Skills 4.00

- 5.1 Staff talk about logical relationships while children play with materials that stimulate reasoning. For example, staff told a child, "You can use 2 triangles to make a square!"
- 5.2 Encourage children to talk through their reasoning when solving problems. Ask children why they sorted materials in a particular manner or why items match. Follow up by asking children if they can find a certain quantity, for example. Listen to the child's explanation to know how much a child understands the concept and to determine whether to bring out easier or more difficult activities based on the same concept. Use questions that start with "how" and "why" with the children while working with materials. To receive credit for this indicator, 2 examples must be observed and only one was. A staff member asked a child, "If you have 5 + 5, how many do you have?" A child counted out and said, "10!".
- 7.1 Staff encourage children to reason throughout the day, using actual events and experiences as a basis for concept development. Children are encouraged to learn sequencing by staff mentioning the daily routine.

18 Informal Use of Language 7.00

- 5.3 Staff add information to expand on ideas presented by the children. For example, a child was talking about a dog and staff told him, "I thought you had a cat? What's his name? I have one dog."
- 7.1 Staff have individual conversations with most of the children. Staff make it a point to get down on the child's level, make eye contact, and use individual names, making children feel seen, heard, and respected.
- 7.2 Children are asked open-ended questions to encourage them to give longer and more complex answers. For example, staff asked children, "What kind of shapes do you think we need to start?", "Where is he going to run to?", and "What are you going to do?"

Activities 6.22

19 Fine Motor 6.00

- 5.1 Many developmentally appropriate fine motor materials of each type are accessible for a substantial portion of the day (one-third of the day). Categories include: small building toys, art materials, manipulatives and puzzles.
- 7.1 Fine motor materials are rotated to maintain interest. Staff report rotating or adding new fine motor materials weekly.
- 7.2 Label containers and accessible storage shelves to encourage self-help. This allows children (and adults) to put materials away in the correct places by matching. To receive credit for this indicator, almost all fine motor shelves and containers must contain labels that are meaningful to the children, such as pictures or pictures with words. Many of the shelves and tubs were not consistently labeled with either pictures or words.

20 Art 7.00

- 5.2 Much individual expression is allowed in the use of art materials. Each child may select the

subject matter and/or art medium, and carry out the work in his/her own way.

- 7.1 Three-dimensional art materials are included at least monthly. With materials such as craft sticks, foam shapes, paper plates and pipe cleaners being at the art center daily, children have ample opportunities to create 3D art.
- 7.3 Provisions are made for children four and older to extend an art activity over several days. Children can leave a project on the drying rack and add to it over several days.

21	Music/Movement	7.00
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- 5.1 Many music materials are accessible for the children to use. Children can access enough instruments and can independently play music on the stereo.
- 5.2 Various types of music are used with the children. Children can listen to different types of music, including: Greg & Steve, Mozart, and Native American.
- 7.3 Creativity is encouraged with music activities. Children are able to make up their own songs using the instruments and make up their own words and movements to the music provided during free play.

22	Blocks	4.00
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- 5.1 Provide enough space, blocks and block accessories for at least three children to build independent structures at the same time. Currently, the area where the blocks and accessories are located is only large enough for one or two children to play together. Consider expanding the block area or re-arranging some of the shelves to create more space.
- 5.4 Give children access to the block area for play for a substantial portion of the day (one-third of the day). Children did have access to the block area for a substantial portion of the day, however, the requirements for items 5.1-5.3 need to be met to receive credit for a substantial portion of the day.
- 7.1 At least two types of blocks and a variety of accessories are accessible daily. Children may experiment with block concepts using unit and "Rainbow" hollow types, in addition to various accessories that enhance block play.
- 7.2 Blocks and accessories are stored on open, labeled shelves. Shelves are labeled with geometric outlines so that children can easily return blocks to the appropriate space on the shelves.

23	Sand/Water	7.00
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- 5.2 A variety of toys are accessible for sand/water play. Children can access buckets, measuring cups, dinosaurs, a sifter, a beaker, and letters in the sand table and a funnel, basters, boats, a water wheel, and measuring cups in the water table.
- 5.3 Sand or water play is available to children for at least 15 minutes daily.
- 7.2 Different activities are done with sand and water. Staff report that play dough, flour, shaving cream, and moon sand are used in addition to sand and water in the sensory tables.

24	Dramatic Play	4.00
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- 5.1 Many dramatic play materials are accessible, including dress-up clothes. Children can develop their gender-role identity by playing with enough gender specific items, in addition to various accessories such as dolls, food, and furniture in the dramatic play area.
- 5.3 Dramatic play props for at least two different themes are accessible daily. Children can access enough materials to pretend with some depth for the themes of housekeeping and community helpers.
- 5.4 Clearly define the dramatic play area, with space to play and organized storage. Consider expanding or re-arranging the dramatic play area to create more space for children to play in.

7.2 Dramatic play props are provided to represent diversity. Children can access dolls of varying skin colors and foods such as a taco and pizza.

25 Nature/Science 7.00

5.1 Many developmentally appropriate games, materials, and activities from three nature/science categories are accessible. Categories include: living things to care for, collections of natural objects, nature/science books, games, or toys, and nature/science activities.

5.2 Nature/science materials are accessible for a substantial portion of the day (one-third of the day).

7.2 Books, pictures, and/or audio/visual materials are used to add information and extend children's nature/science hands-on experiences.

26 Math/Number 7.00

5.4 Daily activities are used to promote math/number learning. For example, staff asked a child, "How many (spiders) did you get?" and counted out the spiders with the child.

7.1 Math/numbers activities requiring more input from staff are offered at least every two weeks. Staff report engaging children in daily activities around geometry and counting.

28 Promoting Acceptance of Diversity 7.00

5.1 Many books, pictures and materials are accessible showing people of different races, cultures, ages, abilities, and gender in non-stereotyping roles.

7.1 Inclusion of diversity is part of the daily routines and play activities. Staff asked children to count in both English and Spanish during the observation.

7.2 Activities are included to promote understanding and acceptance of diversity. Staff report using a section of the Second Step curriculum to help children understand differences between people at least 2 to 3 times a month.

Interaction 6.40

29 Supervision of Gross Motor Activities 7.00

5.3 Staff assist children to develop skills needed to use gross motor equipment. Staff modeled how to use the velco rackets with the tennis balls.

7.2 Staff help with resources to enhance play. Staff brought out the velco rackets with tennis balls as well as bubbles for children to chase and pop.

7.3 Staff help children develop positive social interactions. Staff encouraged children to take turns on the equipment.

30 General Supervision of Children (Other Than Gross Motor) 4.00

5.3 Be aware of the whole group even when working with one child or a small group. Please see #12 Toileting, 3.5 for more details.

5.4 Staff show appreciation of children's efforts and accomplishments. Staff told children, "What a great idea!" and "Great Job! Thank you!"

7.2 A balance is maintained between the child's need to explore independently and staff input into learning.

31 Discipline 7.00

5.3 Staff react consistently to children's behavior. There is a similarity in the way staff members respond to and handle situations and the children.

- 7.2 Staff use activities to help children understand social skills. Staff report using the Second Step curriculum and integrating a "Behavior Chart".
- 7.3 Staff seek advice from other professionals concerning behavior problems. Staff report they can access the Special Education teacher in addition to the school psychologist.

32 Staff-Child Interactions 7.00

- 5.1 Staff show warmth through appropriate physical contact. Children hugged staff as they said good-bye for the day.
- 7.1 Staff seem to enjoy being with the children. Staff members facilitate and join in play without taking over, are pleasant with the children, and show affection for the children.
- 7.2 Staff encourage the development of mutual respect between children and adults.

33 Interactions Among Children 7.00

- 5.1 Staff model good social skills. Staff model kindness, courtesy, and politeness with everyone they come in contact with.
- 7.1 Peer interactions are usually positive. Children seem to have fun spending time with each other, and conflicts are minimal.
- 7.2 Staff provide some opportunities for children to work together to complete a task. Staff report setting up activities such as completing art projects, math and literacy games such as "Hi Ho Cherry-O"

Program Structure 6.25

34 Schedule 4.00

- 5.3 A substantial portion of the day is used for play activities. A program that operates 2 hours and 45 minutes must have a substantial portion of the day equivalent to 55 minutes. Children had free play time both indoors and outdoors for a total of 1 hour and 21 minutes. Great job!
- 5.4 Prevent long periods of waiting between daily events. A long period of waiting means waiting without any activity for 3 or more minutes. During long periods of waiting, when children have nothing positive to do, learning time is wasted, and problems with discipline may arise. On the day of observation, children were waiting, unoccupied from 9:56 until 9:59 waiting in line for hand washing and from 10:32 to 10:35 when a child who was finished putting his coat on was waiting in line for the others to finish.
- 7.2 Variations are made in the schedule to meet the individual needs of the children. Communication takes place frequently between staff so that children's needs are met consistently.

35 Free Play 7.00

- 5.3 Ample and varied toys, games, and equipment are provided for free play.
- 7.1 Supervision is used as an educational interaction. Staff members ask questions that will help expand play, have children explain what they are doing or thinking about in play, and add new words and ideas to what the children are doing.

36 Group Time 7.00

- 5.1 Whole-group gatherings are limited to short periods, suited to the age and individual needs of the children.
- 7.2 Staff engage in educational interaction with small groups (art) and individual children (free play) as well as with the whole group (story time).

7.3 There are many opportunities for children to be a part of self-selected small groups. Children are permitted to choose with whom they will play.

37 Provisions for Children With Disabilities

7.00

- 5.1** Staff follow through with activities and interactions recommended by other professionals to help children meet identified goals.
- 5.3** Parents are frequently involved in sharing information with staff, setting goals, and giving feedback about how the program is working.
- 7.1** Most of the professional intervention is carried out within the regular activities of the classroom. Enrolled children who have special needs are fortunate to have therapists who implement activities in the classroom, with other peers, in a natural, low-key style so that children never feel ostracized or left out.



Family Partnerships Report

Program Name: Side Creek Elementary Preschool

Number of Families Served: **32**

Rating Cycle: 1

Number of Questionnaires Received: **20**

Date of Report: 5/13/2011

Total Points: **10 / 10**

Percentage of Questionnaires Returned: **62.50%**

Family Partnerships Component Rationale:

When programs build relationships with families, serve as support resources, and provide opportunities for families to learn about their children and developmentally appropriate activities, families are more likely to take an informed and active role in their child's development and education. Children are more likely to be successful learners when families work together with early childhood educators to support children's growth and development and parents tend to stay involved in their child's education throughout their educational experiences.

The point value for this Qualistar Rating™ Component is calculated using Family Questionnaires (Q) and using a program Documentation Checklist (DC). Family Questionnaire points are tallied and if 80% of families answer a question in the affirmative, points are awarded. Points are awarded from the Documentation Checklist based on the type and frequency of family partnership activities offered by a program. For several criteria (please see below) programs must provide documentation of an activity being offered in order to receive any points for that criteria. Points earned on the Family Questionnaire and on the Documentation Checklist are added and converted to Quality Rating Points (0-10 points can be earned). Please see the Qualistar Rating™ Criteria Chart in the appendix for more details on converting raw points to Quality Rating Points.

Criterion	Scoring Approach	DC Points	Q Points	Total Points	Percentage
1) New families receive written information on program philosophy, policies, and procedures.	Q1: 80% of returned questionnaires must answer 'Very Strongly Agree' or 'Somewhat Agree' for all three options (2 pts).	2/2	2/2	4/4	94.74%
					94.74%
	DC1: Must have program philosophy, policies, and procedures (2 pts).				89.47%

* For criteria 1 and 7, Documentation Checklist Points must be earned to earn Family Questionnaire Points.

Criterion	Scoring Approach	DC Points	Q Points	Total Points	Percentage
2) The program offers information on parenting practices and child development.	Q2: 80% of returned questionnaires must answer 'Very Strongly Agree' or 'Somewhat Agree' (2 pts). DC2: Two delivery methods used (1 pt). Three or more delivery methods used (2 pts).	2/2	2/2	4/4	84.21%
3) The program provides information and activities to families to extend children's learning experiences to home.	Q3: 80% of returned questionnaires must answer 'Very Strongly Agree' or 'Somewhat Agree' (2 pts). DC3: Two delivery methods used (1 pt). Three or more delivery methods used (2 pts).	2/2	2/2	4/4	95.00%
4) The program provides information to families on community resources/activities.	Q4: 80% of returned questionnaires must answer 'Very Strongly Agree' or 'Somewhat Agree' (2 pts). DC4: One method and two resources used (2 pts).	2/2	2/2	4/4	83.33%
5) The program provides opportunities for staff and families to get to know one another.	Q5: 80% of returned questionnaires must answer 'At least 3-4 times a year' (1 pt). 80% of returned questionnaires must answer 'At least once a month' (2 pts). DC5: Total activities: 3-8 activities (1 pt); 9 or more activities (2 pts).	2/2	1/2	3/4	90.00%
6) The program shares information with families regularly about their child's activities, interests, and behavior in the program.	Q6: 80% of returned questionnaires must answer 'Very Strongly Agree' or 'Somewhat Agree' (2 pts).	N/A	2/2	2/2	95.00%

* For criteria 1 and 7, Documentation Checklist Points must be earned to earn Family Questionnaire Points.

Criterion	Scoring Approach	DC Points	Q Points	Total Points	Percentage
7) Families receive information on their child's progress on a regular basis, using a formal mechanism such as a report or parent conference.	Q7: 80% of returned questionnaires must answer 'At least twice a year' (1 pt). 80% of returned questionnaires must answer 'At least 3-4 times a year' (2pts). DC6: Total activities: 2 activities (1 pt); 3 or more activities (2 pts).	2/2	1/2	3/4	94.74%
8) Families are included in planning and decision-making for the program.	Q8: 80% of returned questionnaires must answer 'Very Strongly Agree' or 'Somewhat Agree' (2 pts). DC7: One or more opportunities offered (2 pts).	2/2	2/2	4/4	83.33%
9) The program asks families about their child's activities, interests, and behavior at home.	Q9: 80% of returned questionnaires must answer 'At least once a month' or 'At least 3-4 times a year' (2 pts).	N/A	2/2	2/2	84.21%
10) Families have a variety of opportunities available to take part in their child's program.	Q10: 80% of returned questionnaires must answer 'Very Strongly Agree' or 'Somewhat Agree' (2 pts).	N/A	2/2	2/2	95.00%
11) The program takes the time to get to know what families' goals are for their children.	Q11: 80% of returned questionnaires must answer 'Very Strongly Agree' or 'Somewhat Agree' (2 pts).	N/A	2/2	2/2	94.74%

* For criteria 1 and 7, Documentation Checklist Points must be earned to earn Family Questionnaire Points.

Criterion	Scoring Approach	DC Points	Q Points	Total Points	Percentage
12) Families understand how the program works to support their children's development and learning.	Q12: 80% of returned questionnaires must answer 'Very Strongly Agree' or 'Somewhat Agree' (2 pts).	N/A	2/2	2/2	100.00%
13) Families feel that their concerns are taken seriously and that their questions are answered.	Q13: 80% of returned questionnaires must answer 'Very Strongly Agree' or 'Somewhat Agree' (2 pts).	N/A	2/2	2/2	94.12%
14) Families are kept informed of changes in the program.	Q14: 80% of returned questionnaires must answer 'Very Strongly Agree' or 'Somewhat Agree' (2 pts).	N/A	2/2	2/2	89.47%
15) All staff within the program communicate well with each other about my child's needs.	Q15: 80% of returned questionnaires must answer 'Very Strongly Agree' or 'Somewhat Agree' (2 pts).	N/A	2/2	2/2	94.74%
16) Families are asked to evaluate the program at least annually (in addition to the Qualistar Family Questionnaire).	DC8: Requires written documentation of process (2 pts).	2/2	N/A	2/2	

* For criteria 1 and 7, Documentation Checklist Points must be earned to earn Family Questionnaire Points.

Criterion	Scoring Approach	DC Points	Q Points	Total Points	Percentage
17) The program has a written plan for supporting program-family partnerships that has stated goals/outcomes, a description of activities, and a timeline.	DC9: Requires plan to have goals, description of activities, and timeline (2 pts).	2/2	N/A	2/2	
Subtotal		18	28		
Total Family Partnerships Points				46	
		DC Points	Q Points	Total Points	

Family Partnerships Strengths

<p>Congratulations on receiving 10 points in the Family Partnership portion of the rating! It is evident through the use of documentation and family surveys the thoughts and efforts put into facilitating relationships with families. A few of the parent comments follow:</p> <p>"Side Creek is a great preschool program. The teacher is very sweet with the kids and controls the environment well. The children respond to her well. My son loves going to school and I want to thank her. "</p> <p>"The teacher works well with my son. Acknowledging good choices really motivates him. He really understands the things going on in the classroom (transcribed from the mom's Spanish by an interpreter). #8: I feel if there were any problem with the program, I could approach program personnel and be heard."</p> <p>"The preschool teacher is great and always lets me know how my child is doing and what my child needs to work on. "</p>



Training and Education Report

Program Name: Side Creek Elementary Preschool

Rating Cycle: 1

Date of Report: 5/13/2011

Total Points: 6 / 10

Training and Education Component Rationale:

Early Childhood Professionals who have formal early childhood training are more likely to have the knowledge and skills to consistently create high quality learning environments for children, facilitate active learning, and develop supportive relationships for children and families. Their practice with children is usually informed by an in-depth understanding of how children learn and develop and can be adapted to meet the needs of individual children.

Points are earned for this Qualistar Rating™ component by assigning points to each staff person based on their highest level of formal training or education and their work experience in early childhood education. A weighted average of staff points is calculated based on the amount of time each staff person works in the program.

Administrative points and teaching points are added to obtain overall Training and Education points.

Child Care Provider Professional Development Levels

* Specialty Teacher

Staff Name	Education and Training	Experience (hrs)	Hours Per Week	Percent Time	Points	Weighted Points
Lorise Roon	A) Does not meet minimum experience or training requirements.	4,000	37.50	44.78%	0	0.00
Gloria Sparks	J) Bachelors / Masters / Ph.D. in ECE, Child Development or ECE Special Education OR Bachelors / Masters / Ph.D. in a non-ECE field with 24 ECE credits	14,000	38.50	45.97%	7	3.22
Jody Ketchum	J) Bachelors / Masters / Ph.D. in ECE, Child Development or ECE Special Education OR Bachelors / Masters / Ph.D. in a non-ECE field with 24 ECE credits	36,000	0.75	0.90%	7	0.06

Child Care Provider Professional Development Levels

* Specialty Teacher

Staff Name	Education and Training	Experience (hrs)	Hours Per Week	Percent Time	Points	Weighted Points
Laina Kelley-Walker	H) Bachelors / Masters / Ph.D. in specialty field OR Bachelors / Masters / Ph.D. in a non-specialty field with 24 specialty field credits	26,000	2.00	2.39%	7	0.17
Pattie Zielinski	H) Bachelors / Masters / Ph.D. in specialty field OR Bachelors / Masters / Ph.D. in a non-specialty field with 24 specialty field credits	70,000	5.00	5.97%	7	0.42
Total Hours Worked by Child Care Provider			83.75			

Points Earned by Child Care Provider 3.87

Administrator Professional Development Levels

* Specialty Teacher

Staff Name	Education and Training	Experience (hrs)	Hours Per Week	Percent Time	Points	Weighted Points
Nicole Millward	A) Does not meet minimum experience or training requirements.	16,000	0.12	27.91%	0	0.00
Sheri Charles	A) Does not meet minimum experience or training requirements.	20,000	0.06	13.95%	0	0.00
Jody Ketchum	D) Masters degree or Ph.D. in ECE, Child Development or ECE Special Education OR Masters degree or Ph.D. with 24 ECE credits	36,000	0.25	58.14%	3	1.74
Total Hours Worked by Administrator			0.43			

Points Earned by Administrator 1.74

Total Teaching Staff Points: 3.87

Total Administrator Points: 1.74

Total Training and Education Points: 6

Training and Education Strengths

Teachers' formal training in early childhood education is reflected in the quality of their interactions with children and in the variety of activities they offer which promote children's language, reasoning, math, and social skills. Two out of the three teachers have at least a Bachelor's in ECE or in a non-ECE field with at least 24 credits. Both specialty teachers have a Master's degree in their specialty. One of the administrators received the full points possible.



Adult: Child Ratio and Group Size

Program Name: Side Creek Elementary Preschool

Rating Cycle: 1

Date of Report: 5/13/2011

Total Points: 10 / 10

Adult: Child Ratios / Group Size Component Rationale:

The number of adults available to children throughout the day and the number of children in a classroom affect almost every aspect of the children's experience, as well as the working conditions for the staff. The ability of staff to adequately supervise children's safety, to respond to their immediate needs, to get to know children, to support their learning on an individual basis, and to plan and guide activities that respond to children's interests all depend on adult to child ratios. The number of children using a space and the ability to interact with staff during the day also affects what the children experience, as well as their ability to self regulate. Low adult:child ratios and small group sizes are strong indicators of program quality.

Points are earned for this Qualistar Rating™ component by counting adult: child ratios and group sizes in each classroom at 8 specific times during the day. Each time a count is taken it is assigned points (0-8) for ratios based on the number of adults, number of children and ages of children in the classroom. Each time a count is taken it is also assigned group size points (0-2) based on the number of children in the classroom and the ages of the children in the classroom. The average ratio and group size points for each classroom are calculated. To achieve an overall program Ratio/Group Size component score, each classroom's average ratio and group size scores are added together (0-10 points can be earned). Please see the Qualistar Rating™ Criteria Chart in the appendix for additional information on ratio and group size requirements for each quality level.

Exceptions:

- If 1 count in a classroom receives 0 ratio points (*below minimum standards), the classroom will have 2 points subtracted from their overall ratio classroom average.
- If 2 or more counts in a classroom receive 0 ratio points, the classroom will be assigned 0 points for their classroom ratio average.

Classroom: Classroom 1**Average Age Enrolled: 38-66 months**

Date	Time	Effective Age Group**	Adult: Child Ratio	Ratio Points	Group Size	Group Size Points	Below Min Standards*
4/7/2011	9:15 AM	48-71 months	2:15	8	15	2	
4/7/2011	10:00 AM	48-71 months	2:15	8	15	2	
4/7/2011	10:45 AM	48-71 months	2:15	8	15	2	
4/7/2011	11:30 AM	N/A	0:0	0	0	0	

Ratio Points: 8.00**Group Size Points: 2.00****Total Classroom Points: 10****Total Program Ratio Points: 8.00****Total Program Group Size Points: 2.00****Total Program Points: 10**

** Effective age group represents the age group with which the ratio/group size score was calculated. The effective age group may change as different children move in and out of classrooms during the day. Please see the Qualistar Rating™ Criteria Chart in the appendix for additional information in determining how Qualistar calculates the effective age group.

Adult: Child Ratios / Group Size Strengths

The program is to be commended on this investment in child-centered care and education. Maintain current group size and ratios to ensure a calm, orderly environment.



Accreditation Status Report

Program Name: Side Creek Elementary Preschool

Rating Cycle: 1

Production Date: 5/13/2011

Total Points:

Programs that are accredited by a nationally recognized early childhood organization receive two points toward their Qualistar Rating™ in acknowledgement of the program's success in meeting high quality national standards for caring for and educating young children.

Program Accreditation Status: Accredited Not Accredited

Accredited By: N/A

Date Accreditation Awarded:

Date Accreditation Expires:



Quality Improvement Plan

Program Name: Side Creek Elementary Preschool

Date of Report: 5/13/2011

Next Data Collection Period Begins: 3/1/2013

Next Qualistar Rating: 5/31/2013

What is the Quality Improvement Plan?

The Quality Improvement Plan is the "blueprint" for your program's quality improvement work. These recommendations have been developed specifically for your program based on the information gathered from the Qualistar Rating™. The recommendations included are intended to help get your program to the next star level. It is natural to want to tackle all suggested improvements at once, but we do not recommend this. Instead use this document as a way to set a course of action, a prioritized work plan to help your program increase the quality of child care offered.

We have highlighted the recommendations we believe should be the highest priority. These may include recommendations related to health and safety, language and reasoning, staff-child interactions, and any ratio licensing violations that have been noted. When you begin to complete this work plan we suggest that you select no more than five recommendations as a starting point. Consider choosing the ones that can be implemented quickly and with minimal resources to give you early success. Some recommendations may take an extended time to complete. Begin work now on a long-term plan for recommendations related to staff training, improving ratios, and lowering staff turnover. These will take time to complete, but will have a significant impact on quality. We also expect that you will add to and tailor these suggestions to best meet your program's needs.

Putting Your Plan into Action

Successfully implementing the recommendations made in your Quality Improvement Plan may require that you and your staff make changes to your daily classroom activities. This is especially true for recommendations related to the Learning Environment curriculum approaches, staff interactions with children and, in particular, how they support children's language, reasoning, and social-emotional development. Whether these changes represent completely new concepts for your staff or are a matter of translating what they already know into better experiences for children, change is work that takes time, planning, practice, continuous evaluation - and your support. This is also true for changing how your program works with families and for raising your standards for professional development among your staff.

You will have a greater chance of success if you build in time and a structure to work with your staff on how and when to implement these changes, and to identify what resources and supports are needed. Also consider how you will know if you are accomplishing your goals. If Qualistar can be of any further assistance with your quality improvement process, please see the Quality Improvement Services section of your Quality Performance Profile. We wish you the best in your efforts to provide the children and families with whom you work the highest quality care and education they deserve.

Quality Indicator:	Learning Environment: Space and Furnishings & Personal Care Routines
Objectives:	<p>Arrangement of the environment supports children's natural cycles of activity and quiet time.</p> <p>The physical environment reflects the individuality of each child in the program.</p> <p>Children have a healthy and safe environment in which to grow and learn.</p>

Recommendations / Strategies	Projected Time for Completion	Resources	Done
<p>1) Noted within the Quality Improvement Plan are recommendations for all indicators that were missing throughout the center. Any items that are in gray are considered priorities. Please review the individual classroom report for specific details.</p>			[]
<p>2) INDOOR SPACE Rearrange the classroom to allow ample room for children and adults to move around freely, or consider lowering enrollment.</p>			[]
<p>3) CHILD RELATED DISPLAY Ensure that individualized children's work predominates in displayed materials (work in which children have selected the subject and medium).</p>			[]

Recommendations / Strategies	Projected Time for Completion	Resources	Done
<p>4) MEALS/SNACKS Maintain sanitary conditions during meal/snack service by ensuring staff and children adequately wash their hands before meals. Adequate hand washing means, hands are wet, lathered with soap at least 10 seconds (outside</p>			[]

Recommendations / Strategies	Projected Time for Completion	Resources	Done
<p>water stream), rinsed under warm running water, and dried with a single use towel.</p> <p>5) TOILETING 1) Ensure that staff and children wash hands adequately after toileting.</p> <p>2) Supervise the children during toileting/diapering routines to ensure safety and sanitary practices.</p> <p>6) HEALTH PRACTICES 1) Ensure that adequate hand washing by staff and children takes place upon arrival into the classroom, and when re-entering after playing outdoors, before and after water play, after messy play, after dealing with bodily fluids, and after touching contaminated surfaces/objects and pets.</p> <p>2) Follow procedures to minimize the spread of contagious disease, including removing sick children from spaces generally occupied by other children.</p> <p>7) SAFETY PRACTICES 1) Store personal hand bags in locked or child-proof cabinets, since it is possible there may be dangerous items/medicines/items labeled, "Keep Out of Reach of Children" in personal hand bag.</p> <p>2) Ensure all electric outlets have safety covers.</p> <p>8) GROSS MOTOR SPACE 1) Secure the playground. Both ends of the playground do not have a secure gate to keep children from accessing the parking lot and street. Add a gate that can be secured to both playground entrances.</p>			<p>[]</p> <p>[]</p> <p>[]</p> <p>[]</p>

Recommendations / Strategies	Projected Time for Completion	Resources	Done
<p>2) Provide adequate cushioning around and beneath climbing equipment over 18 inches tall. The fall surfacing is required to be 9" in depth throughout all the required 6' use zones. On the day of the visit, the cushioning around the climbing unit measured between 7" and 8".</p> <p>9) GROSS MOTOR EQUIPMENT Use gross motor equipment that is appropriate for the age and ability of the children. This means that 75% or more of the stationary equipment should be safe and age-appropriate.</p> <p>The following equipment is not appropriate: 1) The slide. On the day of the observation, the slide had a catch gap. Children's drawstrings or clothing can get caught in openings between the slide and the platform.</p> <p>2) The spiral climber. The maximum height for playground equipment is 60". The spiral climber measured 73" high.</p> <p>3) Eliminating all head entrapments from the playground. Any opening between 3½"-9" is considered a head entrapment issue. A platform on the climbing unit (near the horizontal bar) has an opening that measure 5.5 inches wide.</p>			[]

* Any recommendation that has been shaded gray, is considered a priority by the Quality Rating Specialist.

Quality Indicator:	Learning Environment: Language and Reasoning/ Activities
Objectives:	Children's language and reasoning skills are strengthened through activities and interactions between children and staff throughout the day. Children have greater opportunity for active learning through access to more diverse activities and materials.

Recommendations / Strategies	Projected Time for Completion	Resources	Done
<p>1) USING LANGUAGE TO DEVELOP REASONING SKILLS Encourage children to talk through their reasoning when solving problems. Use questions that start with "how" and "why" with the children while working with materials. To receive credit for this indicator, 2 examples must be observed and only one was.</p>			[]
<p>2) FINE MOTOR Label containers and accessible storage shelves to encourage self-help.</p>			[]
<p>3) BLOCKS 1) Provide enough space for at least three children to build independent block structures at the same time. 2) Give children access to the block area for play for a substantial portion of the day (one-third of the day). Children did have access to the block area for a substantial portion of the day, however, the requirements for items 5.1-5.3 need to be met to receive credit for a substantial portion of the day.</p>			[]
<p>4) DRAMATIC PLAY Clearly define the dramatic play area, with space to play and organized storage. Consider expanding or re-arranging the dramatic play area</p>			[]

Recommendations / Strategies	Projected Time for Completion	Resources	Done
to create more space for children to play in.			

* Any recommendation that has been shaded gray, is considered a priority by the Quality Rating Specialist.

Quality Indicator:	Learning Environment: Interactions
Objectives:	Consistent supervision of children maintains safety and prevents problems.

Recommendations / Strategies	Projected Time for Completion	Resources	Done
1) GENERAL SUPERVISION (OTHER THAN GROSS MOTOR) Be aware of the whole group even when working with one child or a small group.			[]

* Any recommendation that has been shaded gray, is considered a priority by the Quality Rating Specialist.

Quality Indicator:	Learning Environment: Program Structure
Objectives:	The balance and flow of daily activities create a supportive learning environment for children.

Recommendations / Strategies	Projected Time for Completion	Resources	Done
1) SCHEDULE Prevent long periods of waiting between daily events. A long period of waiting means waiting without any activity for 3 or more minutes.			[]

* Any recommendation that has been shaded gray, is considered a priority by the Quality Rating Specialist.

Quality Indicator:	Family Partnerships
Objectives:	The program supports families' interests, needs, and goals.

Recommendations / Strategies	Projected Time for Completion	Resources	Done
<p>1) Congratulations on receiving a perfect 10 out of 10 on the Family Partnership component of the rating. I have highlighted some items below that might require attention as they fall below an 85% positive response rate. At least 80% of the questionnaires must report a positive response to receive credit.</p>			[]
<p>2) Continue to provide more information on parenting practices and child development. 84.21% of families responded positively. Have information and resources available to families to help support them in their parenting practices and in learning more about child development. Consider developing a book lending library, providing additional fliers or brochures, and offering workshops on topics of interest to families. Topics of interest to many families may include setting limits with children, positive discipline, nutrition, and emergent literacy.</p>			[]
<p>3) Continue to provide information to families on community resources and activities. Side Creek Elementary received an 83.33% positive response rate on this question. Provide multiple avenues for communicating with families about community, cultural health and financial resources available to families. In addition to fliers and brochures posted in the school, consider providing information in monthly newsletters, emails and/or hosting community information workshops at the center for parent convenience.</p>			[]

Recommendations / Strategies	Projected Time for Completion	Resources	Done
<p>4) Continue to ensure that families are included in planning and decision-making for the program. 83.33% of families responded positively. Consider the formation of a Parent Advisory group that can assist with planning workshops or social activities for families each month. Families could also be asked for their input into themes and/or curriculum within the classrooms during formal parent/teacher conferences.</p> <p>5) Continue to ask families about their child's activities, interests, and behaviors at home. Side Creek Elementary received an 84.21% positive response rate. Consider a rotating schedule of staff calls to parents during evening hours to discuss general classroom issues and inquire about home activity and behaviors. Another option would be to distribute (perhaps quarterly) an "All About Me" sheet that requests information on the children's current interests and activities as well as any behaviors parents are struggling with.</p> <p>6) Families also shared the following comments:</p> <p>"My daughter have I.E.P. but the teacher never send me a note about her progress or needs."</p> <p>"I need to know the meaning of "The Qualistar Rating"? Please thanks"</p>			<p>[]</p> <p>[]</p> <p>[]</p>

* Any recommendation that has been shaded gray, is considered a priority by the Quality Rating Specialist.

Quality Indicator:	Training and Education
Objectives:	Staff knowledge of child development and curriculum planning supports the learning environment for children.

Recommendations / Strategies	Projected Time for Completion	Resources	Done
1) Continue to support staff in completing formal Early Childhood Education college coursework, with the ultimate goal of completing a degree.			[]
2) Investigate scholarship options through your local Resource and Referral agency to support staff in pursuing higher education in Early Childhood Education.			[]
3) Pursue ongoing professional development to stay current in the Early Childhood Education field and to meet quality improvement goals. At least 45 hours of training per year is recommended.			[]

* Any recommendation that has been shaded gray, is considered a priority by the Quality Rating Specialist.

Quality Indicator:	Adult-to-Child Ratios / Group Size
Objectives:	Low ratios and small group size support individual attention to children's needs and interests.

Recommendations / Strategies	Projected Time for Completion	Resources	Done
1) Continue to monitor enrollment and staffing patterns to meet high quality ratios and group size.			[]

* Any recommendation that has been shaded gray, is considered a priority by the Quality Rating Specialist.

Quality Indicator:	Accreditation
Objectives:	The program's efforts at providing a high quality program are enhanced and recognized through national accreditation.

Recommendations / Strategies	Projected Time for Completion	Resources	Done
1) Review the mission and quality standards of national accrediting organizations such as NAEYC to determine if accreditation is a good fit for your program. Consider obtaining materials needed to begin the self-study process. Evaluate teaching staff to ensure they meet the education criteria of the accrediting body.			[]

* Any recommendation that has been shaded gray, is considered a priority by the Quality Rating Specialist.



Quality Improvement Services

Qualistar Colorado, in conjunction with the local Child Care Resource and Referral Network and the Consolidated Pilot Project, provides services statewide for early learning programs and family home providers. This partnership brings the best of local, regional, and state quality improvement services directly to you!

A few examples of services provided by local CCR&Rs include:

- Program coaching based on individual program needs
- T.E.A.C.H. © Scholarship Program
- Equipment grants assisting learning environment improvement
- A statewide training calendar

Training and coaching services are offered to support improvement in the Qualistar Rating™ Components:

- **Learning Environment**
 - o Facilities Improvements
 - o Health and Safety
 - o Curriculum/Instructional Programs
 - o Special Needs Services
 - o Mental Health Services
 - o Program Diagnostics (i.e., learning style assessments, child outcome assessments, etc.)
- **Family Partnerships**
 - o Family Involvement
 - o Building Family Communication Tools
- **Training and Education**
 - o Staff Development
 - o Training for Staff Retention
 - o Scholarship Assistance
- **Adult: Child Ratio / Group Size**
 - o Staffing Patterns
 - o Enrollment Policies
- **Accreditation**
 - o Contact Information
 - o Support Through the Process
- **Business Practices / Organizational Structure**
 - o Management / Leadership Training

Resources:

To find your local CCR&R, contact:

1. Qualistar Colorado at www.qualistar.org
2. Consolidated Pilot Project www.cde.state.co.us/cdeprevention/picccpilotrfp.htm



Qualistar Rating Consultation

Program Name: Side Creek Elementary Preschool
Phone Number: 303-364-9371
Street Address: 19191 East Iliff Pl.
 Aurora, CO 80013
County: Arapahoe
Rating Cycle: 1
Qualistar Rating: 4 Star

Attendees Signatures:

_____	_____
Quality Rating Specialist	Director/Provider
Consultation Date: _____	_____
	Other Attendee Name and Title

Administrative Use Only:

Program plans to dispute Qualistar Rating: Y N

Dispute Resolution Form must be submitted within 30 days from date of consultation.

Date Received: _____

Program will request review for HB 1238 (School Readiness) Eligibility: Y N

Dispute Resolution Form must be submitted within 30 days from date of consultation.

Date Received: _____

Program will submit "Consent to Publish" to Qualistar Colorado within 15 days of this consultation. If there is a dispute filed, program will submit "Consent to Publish" to Qualistar Colorado within 15 days of being notified of the final dispute decision.

Program is aware of the voluntary nature of submitting the Evaluation Form.



Consent to Publish

Public release of your Qualistar Rating™ is intended to inform parents, policy makers, and the public about the quality of programs available to families in Colorado. This is an exciting opportunity for participating programs and allows families unprecedented access, providing them with useful information when looking for child care. By publishing your program's rating, you are posting your scores and the details of your Qualistar Rating™ on the internet and in written publications, including newspaper and magazines.

Programs receiving a Qualistar Rating™ are encouraged to give permission for this information to be published. **However, ALL programs are required to select one of the statements below and return this completed page to Qualistar Colorado within 15 days of receiving their Qualistar Rating™ consultation.** In the case of a dispute, the program should submit this page immediately upon receiving the dispute resolution decision letter.

For more information on publishing your Qualistar Rating™, please contact the Lead Quality Rating Specialist: Provider Support at 303-339-6800.

Program Name: Side Creek Elementary Preschool

Qualistar Rating: 4 Star

County Name: Arapahoe

Current Rating: May 31, 2011

Next Rating: May 31, 2013

YES, I give Qualistar Colorado permission to publish my program's rating.

NO, I do **not** give Qualistar Colorado permission to publish my program's rating.

Signature

Print Name

Date

Title

PLEASE RETURN THIS COMPLETED FORM TO QUALISTAR EARLY LEARNING



Technical Review/ Dispute Resolution Process

Overview:

The appeals process for a Qualistar Rating™ involves two separate processes, the Technical Review Process and the Dispute Resolution Process. A program may choose to participate in either or both of these processes. The purpose of these processes is to ensure that an accurate rating is calculated for any participating program and that grievances are addressed through due process. Data for a Qualistar Rating™ is expected on the first date of observation by a site's lead Quality Rating Specialist. Data may be accepted after this time frame at the discretion of the program's lead Quality Rating Specialist. Changes in a program or issues that arise after the observation window must

Technical Review:

A program may initiate a Technical Review of its Qualistar Rating™ within 30 calendar days of receiving its Qualistar Rating™ Consultation. The purpose of the Technical Review is to correct errors in documentation or calculations that were collected prior to the consultation (during the observation window), not subsequent to the consultation.

To initiate a Technical Review a program must complete a "Request for Technical Review/ Dispute Resolution Form" available in the Quality Performance Profile™ or through their Quality Rating Specialist. On this form the program should indicate the error(s) in the Qualistar Rating™ and provide documentation of the correct information. The program's Quality Rating Specialist, along with the Director of Quality Assessment, will evaluate the request form and accompanying documentation. This evaluation and determination of error(s) is at the sole discretion of Qualistar. If the review reveals any error(s) then the program's rating score(s) will be adjusted and Qualistar will generate new rating reports (both in paper and electronic forms where appropriate) for the program indicating accurate information and rating.

Errors brought forward after the 30 day period following the Qualistar Rating™ Consultation are not subject to review. Qualistar will issue a decision on a Technical

Dispute Resolution:

A program may initiate a Dispute Resolution Process within 30 calendar days of receiving its Qualistar Rating™ Consultation. The Dispute Resolution process is used to address instances where established Qualistar protocols were not used with fidelity, to address instances where any component of the Qualistar Rating™ was applied inappropriately or to address instances of inappropriate or unprofessional actions on the part of a Qualistar employee that resulted in an incorrect rating.

To initiate a Dispute Resolution a program must complete a "Request for Technical Review/ Dispute Resolution Form" available in the Quality Performance Profile™ or through their Quality Rating Specialist. On this form the program should indicate in detail (using additional pages if necessary) the scope of the problem and provide as much documentation as possible. The Lead Quality Rating Specialist: Provider Support and the Director of Quality Assessment will evaluate the Request form and accompanying documentation. This evaluation and determination of error(s) is at the sole discretion of Qualistar. If the review reveals any error(s) then the program's rating score(s) will be adjusted and Qualistar will generate new rating reports (both in paper and electronic forms where appropriate) for the program indicating accurate information and rating. Should the evaluation reveal improper actions on the part of a Qualistar employee, these matters will be handled internally by Qualistar.

Issues brought forward after the 30 day period following the Qualistar Rating™



Request for Technical Review/ Dispute Resolution Form

Date of Request: _____

Program Name: Side Creek Elementary Preschool

Type of Request - Review below and indicate which process is most appropriate for your situation:

Process	Technical Review	Dispute Resolution
Description	A Technical Review is used to correct errors in documentation or calculations. Changes in a program that might effect a rating which occurred after the consultation are not subject to review.	The Dispute Resolution process is used to address instances where established Qualistar protocols were not used with fidelity, instances where any component of the Qualistar Rating™ was applied inappropriately or instances of inappropriate or unprofessional actions on the part of a Qualistar employee that resulted in an incorrect rating.
Initiation	Must occur within 30 days after consultation.	Must occur within 30 days after consultation.
Result	The assigned Quality Rating Specialist and the Lead Quality Rating Specialist: Provider Support will review the information. If available evidence determines that an erroneous rating has resulted, Qualistar will issue appropriate documentation to reflect the correct rating.	The Lead Quality Rating Specialist: Provider Support and the Director of Quality Assessment will review the information. If available evidence determines that an erroneous rating has resulted, Qualistar will issue appropriate documentation to reflect the correct rating.
Please Check One	Initiate a Technical Review <input type="checkbox"/>	Initiate a Dispute Resolution <input type="checkbox"/>

Rating Component to be Reviewed:

- Learning Environment Family Partnerships
- Training & Education Adult-to-Child Ratios / Group Size
- Accreditation

Description and Documentation:

Please attach a narrative describing the issue/situation in as much detail as possible. Also please provide as much documentation as possible for review.

Authorized Signature (Program Director MUST sign to begin this process):

Program Director Signature

Program Director Title

Program Director Email

Program Director Phone



School Readiness Quality Improvement Program Dispute Resolution and Eligibility Review Process

Overview:

The State Department of Human Services, through the Division of Child Care provides a dispute resolution process to resolve disputes with providers participating in the School Readiness Quality Improvement Program (SRQIP), when a provider's follow up rating does not meet the criteria for continued eligibility in the program pursuant to C.C.R. 7.716.4, B.

A provider participating in the SRQIP must initiate the dispute resolution process within 30 days of receiving its Qualistar Ratings™ Consultation. The dispute resolution process is used when a program has failed either to maintain a 3 or 4 star rating between two consecutive rating periods, or when a program with a provisional, 1 or 2 star rating fails to increase their total number of points by four (4) in a twelve month period. Additionally if a program with a provisional, 1 or 2 star rating has a Learning Environment score of less than six (6) points, at least two (2) of the required four (4) point increase must be in the Learning Environment component.

School Readiness Eligibility Review Process:

To initiate an eligibility review, the program must submit the "Request for School Readiness Dispute Resolution Form", available in the Quality Performance Profile®, to the Lead Quality Rating Specialist: Provider Support and to the School Readiness Program Specialist at the Colorado Department of Human Services (CDHS), along with any documentation that is pertinent. A letter containing information about any extenuating circumstances that may have contributed to the disputed rating must also be submitted to the School Readiness Program Specialist. Finally, the program's School Readiness Project Coordinator may also be asked to submit a written report reviewing the relevant information, such as the start date of resources sent to the program, the history of coaching at the program, and/or the level of program commitment.

Upon receipt of a dispute resolution request, the School Readiness Program Coordinator will convene the Dispute Resolution Panel. (The Panel includes a representative from the CDHS, a representative from the Colorado Department of Education, and a certified Environment Rating Scale © rater who does not work for Qualistar.) The Dispute Resolution Panel will determine whether the program is eligible for continued participation in the SRQIP and/or if it will be given a probationary period, for up to six (6) months, to improve in certain areas, which will be specified by the review committee.

The program will continue to receive quality improvement funds during the review and probationary periods. If at any point the participating provider is deemed ineligible to continue in the SRQIP, any unspent funds must be returned. At the end of the probationary period, the Dispute Resolution Panel will reconvene to review the programs progress based on information submitted by the provider, local Early Childhood Council and/or its partners, and documentation from Qualistar Colorado, to determine whether the provider satisfactorily met the terms of its probation. At that time, the panel will determine whether or not it is eligible to continue in the School Readiness Program.



Request for School Readiness Eligibility Review Form

Date of Request: _____

Program Name: Side Creek Elementary Preschool

Read below and indicate that you would like to enter into a School Readiness Eligibility Review:

Process	School Readiness Eligibility Review
Description	The School Readiness Eligibility Review process is used only with a program participating in the School Readiness Quality Improvement Program. It is used when a program has either failed to maintain a 3 or 4 star rating between two consecutive rating periods or when a program with a provisional, 1 or 2 star rating fails to increase its total number of points by four (4). Additionally, if a program with a provisional, 1 or 2 star rating has a Learning Environment score of less than six (6) points, at least two (2) of the four (4) points must be in the Learning Environment component.
Initiation	Must occur within 30 days after consultation.
Result	The School Readiness Program Specialist at CDHS will convene a meeting of the Eligibility Review Panel. The Panel will review the information contained in the Request for Technical Review/Dispute Resolution/Eligibility Review form and accompanying documentation. The Panel will determine whether or not the program will be allowed to continue in the School Readiness Program or if the program will be placed on probationary status for six (6) months in order to address the issues that resulted in the rating decline.
Check to Initiate Eligibility Review	<input type="checkbox"/>

Rating Component to be Reviewed:

- Learning Environment Family Partnerships
- Training & Education Adult-to-Child Ratios / Group Size
- Accreditation

Description and Documentation:

Please attach a narrative describing the issue/situation in as much detail as possible. Also please provide as much documentation as possible for review.

Authorized Signature (Program Director MUST sign to begin this process):

Program Director Signature

Program Director Title

Program Director Email

Program Director Phone

Return a copy to both:

School Readiness Program Specialist
Division of Childcare
Colorado Dept of Human Services
1575 Sherman St., 1st Floor
Denver, CO 80203-1714

Lead Quality Rating Specialist: Provider Support
Qualistar Early Learning
3607 Martin Luther King Blvd.
Denver, CO 80205