

Overview of the New Star Quality Standards

INTRODUCTION

As we work to promote school readiness, we know that the quality of a) interactions with adults and b) environments where young children learn have the greatest impact on positive outcomes for young children. Across the country, states have turned to a Quality Rating and Improvement System (QRIS) as an important lever for improving the quality of early learning programs and therefore impacting children's school readiness.

Since 2007, Virginia has been piloting a QRIS, the Virginia Star Quality Initiative, with a two-fold purpose uniquely appropriate for Virginia:

1. Helping families identify high quality child care and preschool options for their young children
2. Assisting child care and preschool programs, regardless of their setting, with their efforts to provide high quality early care and education and recognizing them for the quality they provide.

Quality Rating and Improvement Systems have become increasingly common across the country as a strategy to ensure that families have access to high quality child care options. QRISs provide an avenue for increasing the supply of quality care as well as improving the quality of existing programs. In many states, administrators and policymakers interested in accountability for public funds value the information that QRISs provide regarding specific quality standards that go above and beyond the health and safety minimums set by licensing and other regulatory bodies. Because QRISs are voluntary systems that highlight and reward individual programs who exceed these standards, they are an important market driver, providing high quality information to families who are making child care decisions for their families. Unlike other quality initiatives such as accreditation, QRISs operate at no cost to participants, and provide quality improvement supports to programs at all points along the quality continuum.

Virginia has always placed a high value on parents' decision-making for their families, and this priority is a pillar of the purpose of QRIS in Virginia. The Virginia Star Quality Initiative provides high quality, reliable information about different child care and preschool options, so that families can select care according to their values and priorities. Virginia's QRIS was also designed to support child care and preschool programs. Regardless of setting – small businesses, publicly funded, faith-based, non-profit – programs are assessed using standards of quality most closely linked with positive child outcomes. Because participation is voluntary, this system operates as a market-based incentive so that smaller programs such as independently owned or faith-based programs can demonstrate their quality within the larger child care and preschool market. This non-regulatory method is well suited for Virginia because it recognizes the accomplishments of programs that are striving for higher levels. There is no cost to programs who wish to participate, and after receiving a rating, programs are able to access free technical assistance, mentoring, and can use their rating as a marketing tool to promote their business.

In order to move from a pilot to full implementation, the Star Quality administrative hub (the Hub) has taken the opportunity to incorporate the latest national research with the local expertise of Virginia's early childhood professionals. The revisions process was purposefully designed with several opportunities for stakeholder input as well as expert feedback and guidance. The new standards have been under development since 2012. Focus groups were conducted, working groups were convened,



and survey data was gathered from over 450 stakeholders. In July 2013, QRIS Regions were defined through the Virginia Department of Social Services (VDSS) Request for Proposals process, facilitating the important step of statewide coverage. In October 2013, recommendations for revisions based on the findings from a diverse group of national, state, and local experts on QRIS were publicly posted online. For more detailed information about the revisions process and recommendations, see http://vecf.org/Portals/5/PDFs/VSQI/Recommendations_for_Revisions.pdf.

In order to assure that the process protects the validity of ratings and provides for a supportive transition into full implementation, the Hub engaged Child Trends to conduct evaluation activities in preparation for the transition process. Child Trends is a national nonprofit, nonpartisan research center that studies children at all stages of development. Its mission is to improve outcomes for children by providing research, data, and analysis to the people and institutions whose decisions and actions affect children. Child Trends is a leader in QRIS policy research, having partnered successfully with several states across the country to strengthen their QRIS initiatives.

The Child Trends study took place from November 2013 through September 2014 and included an analysis of existing data and documents, mentor online survey, coordinator online survey, program director online survey, interviews with participating programs, regional site visits and coordinator group interviews, double-coding visits with raters, and interviews with Hub staff. The results of the Child Trends study have been used to inform the new Star Quality standards.

STAR QUALITY 1.0

The standards for classroom-based (or center-based) programs were developed as part of the Alignment Project, a cross-sector, multi-agency initiative spearheaded by the Virginia Department of Social Services in February 2006. The Star Quality 1.0 standards include measurements of structural quality (structural features of the program like teacher education and ratios/group size) and process quality (a measure of the child's experience in the program). Due to the national research linking the quality of interactions and children's school readiness outcomes, the Interactions standard, measured by the Classroom Assessment Scoring System (CLASS), was given the greatest weight in determining a classroom-based rating.

Figure 1. *Star Quality 1.0 Standards for Classroom-based programs*



Figure 1 represents the classroom-based standards that were developed and have been piloted. In Star Quality 1.0, participating programs are measured on all four components of quality including structural and process quality measurements at the same time. Programs then work on quality improvement for all four components at the same time. Each component is worth a different amount of points, which means that if programs are not as strong in one area, they can “make up for it” in other areas and still receive a higher rating.

In 2010, the family child care version of the QRIS began its pilot. The standard for family child care homes had been developed by an interdisciplinary team that built from the work of the Alignment Project. Because guidance had not yet been developed for using the CLASS to measure the quality of interactions in family child care homes, the CLASS was used to guide quality improvement for family child care homes in Star Quality 1.0, but not as part of the overall rating. Because a direct comparison to classroom-based ratings cannot be made, pilot family child care ratings are not published.

STAR QUALITY 2.0

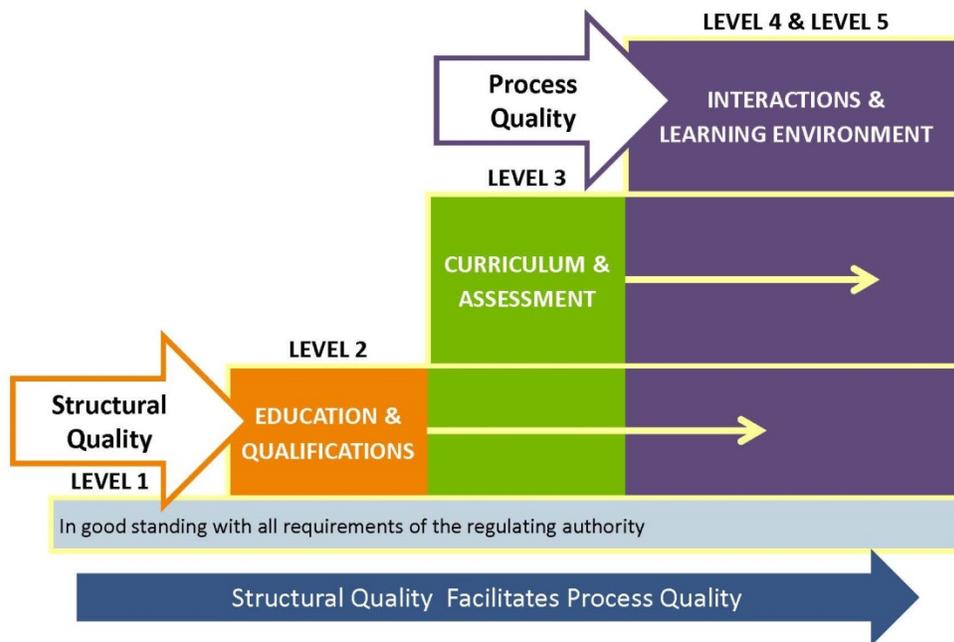
Based on the latest national research and feedback from the multi-year pilot, Star Quality 2.0 standards were developed with six specific goals in mind:

1. Expansion: Increase the number of programs that can be served by QRIS
2. Sustainability: Automate and streamline processes while maintaining quality and rigor
3. Accessibility: Offer user-friendly application and participation processes
4. Supportive: Emphasize continuous quality improvement by integrating quality improvement activities and supports at every point of contact
5. Alignment: Build on existing documents and standards
6. Reflective: Incorporate feedback from communities and research on best practice in QRIS

Star Quality 2.0 will be applicable to both classroom-based programs and family child care homes. Both structural quality and process quality will continue to be measured; however, in the new standards all elements of quality will not be measured at the same time. Participation will be spread out over several levels, and programs will engage in quality improvement through the whole process. Participating programs will move up through the levels by reaching quality milestones and demonstrating specific features of quality. Programs will be able to move through the quality levels at their own pace. The most challenging aspects of quality will be measured in the highest levels, after programs have had the opportunity to work on the components of quality that lay the foundation for success in those higher levels.



Figure 2. *Star Quality 2.0 Standards for all Child Care and Preschool Programs*



As shown in Figure 2 there are still four quality standards in Star Quality 2.0; however, they are slightly different from the four Star Quality 1.0 standards. A new standard focused on curriculum and assessment has been added. It is important to note that the curriculum and assessment standard is designed to assess the extent to which programs are intentional in promoting children’s learning in ways that align with developmentally appropriate practices and children’s development. Whether programs are using a purchased curriculum, a “home grown” curriculum, or an educational philosophy such as Montessori, they will be able to receive credit within this standard as long as they are developmentally appropriate and aligned with best practices. The ratio and group size standard has been removed. Ratio and group size will still be part of the QRIS, but not included as a separate standard. Programs will be required to be in good standing with any ratio and group size requirements of their regulatory body like licensing, Head Start, or the Virginia Preschool Initiative. Since smaller ratio and group size facilitate positive interactions, both will be addressed in the quality improvement process.

Star Quality 2.0 has an increased focus on improvement. Interactions will continue to be the most critical component of quality as they have the biggest impact on children’s school readiness. Programs (both classroom-based and family child care homes) that demonstrate high quality interactions will be the programs that reach the highest levels in Star Quality 2.0.

Star Quality 2.0 focuses on participation as a process of quality improvement. At each level, programs will be measured on certain quality features and will be engaged in quality improvement. These are called “requirements” and “activities” in the new QRIS framework. The requirements define what the program will be assessed on, and the activities define the quality improvement activities that will be available to help lay the foundation for future levels. The new framework will also allow for an accelerated process for participating programs that are already demonstrating quality through another system. In other words, programs that participate in other quality improvement efforts will be able to get credit within Star Quality 2.0 for the quality they’re currently demonstrating to another organization such as the Virginia Preschool Initiative, Head Start, or a national accreditation program. In order for



these systems to utilize the accelerated process, a “crosswalk” will be completed between the organization’s early childhood education standards and the new Star Quality 2.0 standards, so that programs can receive QRIS credit for the Star Quality standards they are already meeting. Hub staff are available to assist organizations in the completion of the crosswalk, and the crosswalk process is already underway for the Virginia Preschool Initiative, Head Start, and NAEYC, three of the most common organizations that monitor the quality of early childhood programs in Virginia.

A detailed summary of the new standards follows, and Figure 3 on page 10 provides a one-page overview of the new standards.

QUALITY STANDARDS

Four quality standards are included with each standard highlighted in a quality level:

- Education & Qualifications (assessed by documentation)
- Curriculum & Assessment (assessed by documentation and observation)
- Environment (assessed by observation)
- Interactions (assessed by observation)

Requirements: Specific quality standards that must be met to achieve a particular Level within the Star Quality Initiative. Requirements define the quality Levels.

Activities: Specific quality improvement activities that must be completed to progress to the next Level within the Star Quality Initiative. Activities build the foundation for success in subsequent Levels.

LEVEL 1: Basic Health & Safety

Early learning programs must be *in good standing* with all requirements of their regulating authority. “In good standing” indicates that while there may be noncompliance with one or more standards that represent a minor or minimal risk or violation, compliance clearly and obviously exists with the standards as a whole. Level 1 requirements are not monitored separately within Star Quality 2.0; Virginia’s Health and Safety regulatory system is in place through systems such as licensing, VPI, or Head Start. Instead, Star Quality Levels 2 through 5 focus on quality indicators that promote school readiness, with the understanding that Basic Health and Safety lays the critical foundation to programs’ success in the higher levels. For this reason, Basic Health and Safety requirements must be maintained to achieve any of the higher star quality Levels.

LEVEL 2: Education & Qualifications

While the literature is inconclusive about the optimal educational credential for demonstrating effective competencies in teachers of young children, research does show that a teacher’s participation in formal education in child development/early childhood education has an impact on children’s school readiness. When teachers have some formal education, such as a CDA, professional certificate, or child-related college credits, they are more prepared to intentionally support children’s learning through high quality interactions. For this reason, Level 2 is designed to ensure that teachers in Star Quality programs have some formal education to establish the competencies necessary to deliver high quality services to children and families that are focused on promoting school readiness.



Level 2 Requirements

Early learning programs must meet all Level 1 requirements, register in the QRIS online system/Professional Development Registry, and complete a Health & Safety checklist.

Classroom or Center-based Programs

- At least one (1) Administrator/Director meets Level 6 on Virginia’s Early Childhood Career Lattice¹ OR has earned 24 child-related credits from an accredited college
 - *Alternative pathways:*
 - *At least one (1) Administrator/Director with a minimum of 2 years programmatic experience with 1 year in a supervisory capacity in a child-related environment with a professional development plan in place demonstrating progress toward achieving this requirement, to be complete prior to Level 3*
 - *Programs may request a waiver to this requirement, provided that they meet all Level 3 requirements and are seeking a Level 4/5 observation³*
- At least 50% of Lead Teachers meet Level 3 on Virginia’s Early Childhood Career Lattice² OR another approved credential, such as an American Montessori Society Credential
 - *Alternative pathways:*
 - *At least 50% of Lead Teachers have a documented professional development plan in place demonstrating progress toward achieving this requirement, to be complete prior to Level 3*
 - *Programs may request a waiver to this requirement, provided that they meet all Level 3 requirements and are seeking a Level 4/5 observation³*

Family Child Care Homes

- The Family Child Care Provider responsible for the direct supervision of children and delivery of the curriculum and instruction meets Level 3 on Virginia’s Early Childhood Career Lattice² OR another approved credential, such as an American Montessori Society Credential
 - *Alternative pathways:*
 - *The Family Child Care Provider has a documented professional development plan in place demonstrating progress toward achieving this requirement, to be complete prior to Level 3*
 - *Family Child Care Providers may request a waiver to this requirement, provided that they meet all Level 3 requirements and are seeking a Level 4/5 observation³*

¹ Associate degree in a relevant field with a minimum of 15 child-related credits

² National Child Development Associate Credential (CDA) OR 12 total child-related credits OR Virginia approved/accepted training exceeding 120 clock hours or equivalent

³ In order to use this waiver, programs must successfully demonstrate high quality interactions by achieving Level 4 or higher through on-site observation



Level 2 Activities

These activities are designed to build the foundation for success in the subsequent star quality levels and must be completed before moving on to Level 3.

Classroom or Center-based Programs and Family Child Care Homes

- Complete the Star Quality Professional Development series, available through the QRIS online system or through the QRIS region, on:
 - Inclusion
 - Kindergarten transition
 - Strengthening Families
 - Cultural Competence
 - Curriculum and Assessment using Virginia's *Milestones for Child Development* and *Foundation Blocks for Early Learning*
 - High Quality Interactions using the Classroom Assessment Scoring System (CLASS)
 - Play-Based Learning Environments using the Environment Rating Scales (ERS)
 - Creating Professional Development Plans (required for Administrators/Directors and Family Child Care Providers who employ staff)
 - Conducting Employee Orientation (required for Administrators/Directors and Family Child Care providers who employ staff)

LEVEL 3: Curriculum & Assessment

Research shows that intentional teaching has an impact on children's school readiness. Virginia has developed the *Milestones of Child Development: A Guide to Young Children's Learning and Development from Birth to Kindergarten* and the *Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds* to guide early childhood educators in promoting school readiness.

Level 3 Requirements

To earn Level 3 status, early learning programs must meet all Level 1 and 2 requirements in full unless a waiver has been granted.

Classroom or Center-based Programs and Family Child Care Homes

- Completion of curriculum & assessment checklist through the online QRIS system, to demonstrate selection and use of curriculum or other teaching framework aligned with Virginia's *Milestones of Child Development* and/or *Foundation Blocks for Early Learning*⁴
- Documentation of at least 8 hours of training on implementing the identified curriculum or teaching framework
- Visit by an external validator to confirm the accuracy of curriculum & assessment checklist through on-site observation (must be completed within 1 year of awarding Level 3 status)

⁴ Alignment with the *Foundation Blocks for Early Learning* is required for all Virginia Preschool Initiative classrooms



Level 3 Activities

These activities are designed to build the foundation for success in the subsequent star quality levels and must be completed before moving on to Level 4.

Classroom or Center-based Programs and Family Child Care Homes

- Participate in regional/locally supported activities on Curriculum & Assessment, ERS, and CLASS (may include learning collaboratives, peer-to-peer mentoring, on-site coaching, or other supports)
- Complete *Environment Rating Scale* (ERS) self-study using the appropriate tool for the ages served and setting
- Complete *Classroom Assessment Scoring System* (CLASS) self-study using the appropriate tool for ages served or participate in the Effective Classroom Interactions online course, if offered
- Develop a quality improvement plan (QIP) based on the ERS and CLASS self-study (programs that have received an on-site observation using CLASS/ERS should develop a QIP using this feedback)

LEVELS 4 & 5: Environment & Interactions

Research shows that children engaged in meaningful learning and play, guided by qualified caregivers in an enriched educational environment has an impact on school readiness.

Level 4 Requirements

Early learning programs must meet all Level 1-3 requirements. To reach a Level 4 or 5 an on-site assessment by an approved Star Quality Rater is required. Programs that do not meet the requirements for Level 4 or 5 will remain at Level 3.

Classroom or Center-based Programs and Family Child Care Homes

- Achieve an average ERS score of 4 or higher across four subscales (Language-Reasoning/Listening and Talking, Activities, Interaction, and Program Structure)
- Achieve an average CLASS score of 5 or higher in Emotional Support & Classroom Organization (Pre-K CLASS), Emotional and Behavioral Support (Toddler CLASS), and Relational Climate & Teacher Sensitivity (Infant CLASS)
- Achieve an average CLASS score of 3.25 or higher in Instructional Support (Pre-K CLASS), Engaged Support for Learning Score (Toddler CLASS), and Facilitated Exploration & Early Language Support (Infant CLASS)

Level 4 Activities

These activities are designed to build the foundation for successfully maintaining quality and achieving higher thresholds in CLASS/ERS on-site observations.

Classroom or Center-based Programs and Family Child Care Homes

- Participate in regional/locally supported activities on CLASS and ERS (may include learning collaboratives, peer-to-peer mentoring, on-site coaching, online coursework, or other supports)
- Develop a quality improvement plan based on feedback from the CLASS and ERS observation



Level 5 Requirements

Early learning programs must meet all Level 1-3 requirements. To reach a Level 4 or 5 an on-site assessment by an approved Star Quality Rater is required. Programs that do not meet the requirements for Level 4 or 5 will remain at Level 3.

Classroom or Center-based Programs and Family Child Care Homes

- Achieve an average ERS score of 5 or higher across four subscales (Language-Reasoning/Listening and Talking, Activities, Interaction, and Program Structure)
- Achieve an average CLASS score of 6 or higher in Emotional Support & Classroom Organization (Pre-K CLASS), Emotional and Behavioral Support (Toddler CLASS), and Relational Climate & Teacher Sensitivity (Infant CLASS)
- Achieve an average CLASS score of 4.25 or higher in Instructional Support (Pre-K CLASS), Engaged Support for Learning Score (Toddler CLASS), and Facilitated Exploration & Early Language Support (Infant CLASS)

Levels 5 Activities

These activities are designed to build the foundation for successfully maintaining quality and achieving higher thresholds in CLASS/ERS on-site observations.

Classroom or Center-based Programs and Family Child Care Homes

- Participate in regional/locally supported activities on CLASS and ERS (may include learning collaboratives, peer-to-peer mentoring, on-site coaching, online coursework, or other supports)
- Develop a quality improvement plan based on feedback from the CLASS and ERS observation

Timeframes for Review of Quality Levels*

Level	Timeframe	Data Required
Level 1	Annually	-Demonstration of good standing with regulatory authority
Level 2	Annually	-Demonstration of Level 1 requirements -Update Education & Qualification data online
Level 3	Annually	-Demonstration of Level 1 & 2 requirements -Update Curriculum & Assessment data online -Curriculum & Assessment checklist visit
Level 4	Annually	-Demonstration of Level 1-3 requirements
	Every 3 years	-CLASS & ERS on-site observation by a Star Quality Rater
Level 5	Annually	-Demonstration of Level 1-3 requirements
	Every 3 years	-CLASS & ERS on-site observation by a Star Quality Rater

*It will be up to a program to decide whether they want to remain at their current level or complete the requirements to move up a level. To remain at their current level, programs must demonstrate that they are continuing to meet the requirements of that Level. Programs will receive an automated reminder from the QRIS database when it is time to update their information or schedule an on-site observation.





Star Quality Standards for Child Care and Preschool Programs

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>Basic Health & Safety*</p> <ul style="list-style-type: none"> □ In good standing with regulating authority requirements (e.g., Virginia Department of Social Services Licensing Standards, Virginia Board of Education Regulations, Head Start Performance Standards, Local Ordinance or Licensed Family Day System) □ Health & Safety demonstrated □ Star Quality Profile completed 	<p>Education & Qualifications <i>Classroom-based Programs</i></p> <ul style="list-style-type: none"> □ At least one (1) Administrator/Director meets Level 6 on Virginia's Early Childhood Career Lattice¹ <u>OR</u> has earned 24 child-related credits from an accredited college (or in progress)** □ At least 50% of Lead Teachers meet Level 3 on Virginia's Early Childhood Career Lattice² <u>OR</u> another approved credential, such as an American Montessori Society Credential (or in progress)** □ Online professional development (PD) series³ completed <p><i>Family Child Care Homes</i></p> <ul style="list-style-type: none"> □ The Family Child Care Provider responsible for the direct supervision of children and delivery of the curriculum and instruction meets Level 3 on Virginia's Early Childhood Career Lattice² <u>OR</u> another approved credential, such as an American Montessori Society Credential (or in progress)** □ Online PD series completed <p>Curriculum & Assessment</p> <ul style="list-style-type: none"> □ PD on curriculum & assessment <p>Learning Environment</p> <ul style="list-style-type: none"> □ PD on play-based learning environments □ Health & safety checklist completed <p>Teacher-Child Interactions</p> <ul style="list-style-type: none"> □ PD on high quality interactions using the CLASS⁴ system 	<p>Education & Qualifications</p> <ul style="list-style-type: none"> □ Maintain requirements at previous levels □ Staff have 8-hours of training on implementing the identified curriculum or teaching framework <p>Curriculum & Assessment</p> <ul style="list-style-type: none"> □ Completion of curriculum & assessment checklist online to demonstrate selection and use of curriculum or other teaching framework aligned with best practices such as Virginia's Milestones of Child Development or Virginia's Foundation Blocks for Early Learning⁵ □ Visit by an external validator to confirm accuracy of curriculum & assessment checklist through on-site observation (must be completed within 1 year of achieving Level 3 status) □ Participate in regional technical assistance (TA) on curriculum & assessment <p>Learning Environment</p> <ul style="list-style-type: none"> □ Complete Environment Rating Scale (ERS)⁶ self-study using the appropriate tool for the ages served and setting □ Participate in regional TA on high quality learning environments <p>Teacher-Child Interactions</p> <ul style="list-style-type: none"> □ Complete CLASS⁴ self-study using the appropriate tool for ages served or participate in the Effective Classroom Interactions online course, if offered □ Participate in regional TA on high quality interactions 	<p>Education & Qualifications</p> <ul style="list-style-type: none"> □ Maintain requirements at previous levels <p>Curriculum & Assessment</p> <ul style="list-style-type: none"> □ Maintain requirements at previous levels <p>Learning Environment</p> <ul style="list-style-type: none"> □ Achieve an average ERS score of 4 or higher across four subscales (Language-Reasoning/Listening and Talking, Activities, Interaction, and Program Structure) □ Participate in regional TA on high quality learning environments <p>Teacher-Child Interactions</p> <ul style="list-style-type: none"> □ Achieve an average CLASS score of 5 or higher in Emotional Support & Classroom Organization (Pre-K CLASS), Emotional and Behavioral Support (Toddler CLASS), and Relational Climate & Teacher Sensitivity (Infant CLASS) □ Achieve an average CLASS score of 3.25 or higher in Instructional Support (Pre-K CLASS), Engaged Support for Learning Score (Toddler CLASS), and Facilitated Exploration & Early 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Learning Score (Toddler CLASS), and Facilitated Exploration & Early Language Support (Infant CLASS) □ Participate in regional TA on high quality interactions
<p>*Basic Health & Safety requirements must be maintained to achieve any of the higher quality Levels **Programs may request a waiver to this requirement, provided that they meet all Level 3 requirements and are seeking a Level 4 or 5 observation ¹ Associate degree in a relevant field with a minimum of 15 child-related credits ² National Child Development Associate Credential (CDA) <u>OR</u> 12 total child-related credits <u>OR</u> Virginia approved/accepted training exceeding 120 clock hours or equivalent ³ Includes training on topics like Inclusion, Kindergarten transition, Strengthening Families, Cultural Competence, Professional Development Plans, and Employee Orientation ⁴ Go to http://teachstone.com for more information on the CLASS ⁵ Alignment with the Foundation Blocks for Early Learning is required for all Virginia Preschool Initiative classrooms ⁶ Go to http://ersi.info for more information on the ERS</p>				

TIMELINE FOR TRANSITION

Phase 1: Fall 2014 (October-December 2014) – Info Launch

- Training on new standards for Star Quality Coordinators
- New standards posted online
- Programs will continue to be rated and participate in Star Quality 1.0

Phase 2: Winter 2015 (January-March 2015) – Star Quality 2.0 Live

- New and existing programs can begin enrolling in Star Quality 2.0 on February 16, 2015
- Training on new standards for Star Quality Mentors and Raters
- Process evaluation begins

Phase 3: Spring 2015 (April-June 2015) – Accelerated Options and Outreach Campaign

- Statewide Public Awareness campaign launched
- VPI, Head Start, and NAEYC accredited programs may apply for Level 4 and 5 through an accelerated process facilitated by quality standards crosswalks (other accrediting organizations interested in completing a crosswalk should contact: gris@vecf.org)
- Process evaluation continues

Phase 4: Summer 2015 (July-September 2015) – Reflection and Refinement

- Process evaluation finalized
- Results reviewed and any needed adjustments to Star Quality 2.0 made

Phase 5: Fall 2015 (October 2015) – Full Scale Implementation

CONCLUSION

Preparation for Star Quality 2.0 and the appropriate transition supports have already begun and will continue through Fall 2015. During this time, the Hub will support continued recruitment efforts and parent awareness about the proposed changes.

Star Quality remains committed to a two-fold purpose: providing child care and preschool programs with a means of improving their quality, and providing families with a simple way to find high quality child care and preschool programs. ***The new Star Quality standards will continue to strengthen and stabilize Virginia's capacity to ensure a strong early education system by supporting the school readiness of all young children.***

