Evidence /Readiness Guide for Rating Levels 3 – 5 of the Colorado Shines QRIS for Child Care Centers

This guide will support programs to prepare for the L3-5 Rating and will guide programs on what documentation is needed to earn points.

***Changes during virtual ratings**: Timelines have been extended from 12 to 24 months and from 3 to 6 months. Indicators normally requiring notes from observations have been modified. Indicator 2.2 now requires submitted photos. Indicators 4.3, 4.4, 5.5, and 5.7a do not require additional submitted evidence.

***Note on virtual events:** Events held virtually or over the phone are acceptable for indicators requiring meetings or events. Please submit evidence of how the event was advertised, communicated, or scheduled (e.g. emails to families, calendar invites, etc.). If a virtual event occurred in the past and no documentation was made at the time, please email the appropriate parties (family members, board members, etc.) requesting confirmation that the specific event occurred, including the date of the event. Submit your original email and their confirmation response as evidence.

Std. #	Evidence [1]	Possible Pts.	Collection Method	Verification [2]	Comments	Clarifications
I. Workforce Qualifications [3]				**Possible Points Earned – 31**	**Estimated Points Anticipated:**	
Center Director meets requirements for Early Childhood Professional III, IV, V or VI						
1.1	**Meets requirements for Early Childhood Professional III Credential**					
	☐ CO EC Professional Credential Level III verified by the Professional Development	2, or	PDIS	☐ Score based on Credential Level autoscored by the PDIS for Director only	If no Credential or less than Level III, then 0 points 8 maximum total points for 1.1-1.4	**1.1 -1.4 refers to the Director of Record listed on the child care license issued through the Colorado Department of Human Services. As defined in 7.702.2 A of the Colorado RULES REGULATING CHILD CARE CENTERS (LESS THAN 24-HOUR CARE).**

[1] Quality Improvement Plan (QIP) must be created in the Program's QRIS Colorado Shines Program Portal/account (will be referenced for scoring purposes). It must reflect goals, timelines (progress and achievement), action steps/strategies/resources used, desired and actual outcomes, and has been created or revised within the last year (date/s clearly visible). Multi-media communications must be identifiable – screenshot of Facebook page, copy of email, web address/es, etc. The L3-L5 Rating Family survey completed by families during the rating window – auto scored for scoring purposes; no documentation necessary to submit. The L3-L5 Staff survey completed by staff working directly with children and families during the rating window – auto scored for scoring purposes; no documentation necessary to submit.

[2] To earn the points associated with any standards, all items in the verification column for that standard must be produced or observed unless otherwise noted. All references to "written policy" require the policy is contained within an established document such as a handbook or manual or verifiable system. Handwritten or typed stand-alone policies will be considered verifiable as established policies by displaying the approximate creation (origination) or revision date on the policy accompanied by the director's signature of authenticity. For dispute resolution processes (e.g. resubmission and/or appeal) documentation requiring a date/time-stamp must not exceed a date beyond the last day of the rating window/month.

[3] Non-educational staff members (e.g., Administrative support staff, Cook, Accountant, Other, etc.), those not working directly in the classroom are not considered. Documentation of staff Credentials, along with self-assessment and IPDPs completed through the PDIS are not necessary to submit as evidence (autoscored) – PDIS records will be consulted for scoring purposes. Staff without a position title in the PDIS will not be considered.

	Information System (PDIS)				**1.1-1.4 includes the Director of Record** defined by – 7.702.2 – Rules for Regulating Child Care Centers (Less than 24-Hour Care) Credential must be valid or awarded during the rating month.	 **Staff employed by the program must have an Early Childhood (EC) Professional Credential issued through the Colorado Department of Education.** **If staff does not have the credential prior to the rating, documentation must be submitted toward the credential through PDIS by the close of the rating window.** **Any staff that has been employed for less than half of the rating window will <u>not</u> be considered in the Workforce Qualifications for the program's rating.** **Auxiliary staff with limited contact with children is not considered within Workforce Qualifications and Professional Development.**
1.2	**Meets requirements for Early Childhood Professional IV Credential**					
	☐ CO EC Professional Credential Level IV verified by the PDIS	4, or	PDIS	☐ Score based on Credential Level autoscored by the PDIS for Director only	Same as 1.1	**Please refer to Clarifications notes in Indicator 1.1.**
1.3	**Meets requirements for Early Childhood Professional V Credential**					
	☐ CO EC Professional Credential Level V verified by the PDIS	6, or	PDIS	☐ Score based on Credential Level autoscored by the PDIS for Director only	Same as 1.1	**Please refer to Clarifications notes in Indicator 1.1.**
1.4	**Meet requirements for Early Childhood Professional VI Credential**					

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☐ CO EC Professional Credential Level VI verified by the PDIS	8	PDIS	☐ Score based on Credential Level autoscored by the PDIS for Director only	Same as 1.1	**Please refer to Clarifications notes in Indicator 1.1.**

Early Childhood Teacher Qualifications

1.5	**75% of early childhood teachers meet requirements for Early Childhood Professional II Credential**				
	☐ CO EC Professional Credential Level II verified by the Professional Development Information System (PDIS)	2, or	PDIS	☐ Level II Credential autoscored by the PDIS witnessed for at least 75% of EC teachers	If less than 75% witnessed for having a Credential Level issued by the PDIS, then 0 points 10 maximum total points for 1.5-1.9 1.5-1.9 also includes Assistant Director (Director of Record excluded). May also include Infant Nursery Supervisor and Lead Teacher. Special Educators considered if involved in regular classroom programming. Note: It is suggested their PDIS staff position title also include "Assistant" or "Lead" Teacher to be included for scoring purposes. Credentials must be valid or awarded during the rating month. **No Document uploads required**	**1.4 -1.9 refers to the lead teacher or early childhood teacher is one who is assigned responsibility for a single group of children and working under the supervision of a director and is the primary point of contact for that specific classroom. As defined in 7.702.44 A of the Colorado RULES REGULATING CHILD CARE CENTERS (LESS THAN 24-HOUR CARE).** http://media.wix.com/ugd/97dde5_48385 d6738784229b1fc238f5e2a6dc0.pdf **Staff employed by the program must have an Early Childhood Professional Credential issued through the Colorado Department of Education to receive credit.** **If staff does not have the credential prior to the rating, documentation must be submitted toward the credential through PDIS by the close of the rating window.** **Any staff that has been employed for less than half of the rating window will not be considered in the Workforce Qualification for that program's rating.**

						Auxiliary staff with limited contact with children are not considered within Workforce Qualifications and Professional Development.
1.6	**At least 50% of early childhood teachers meet requirements for Early Childhood Professional III Credential**					
	☐ CO EC Professional Credential Level III verified by the PDIS	4, or	PDIS	☐ Level III Credential autoscored by the PDIS witnessed for at least 50% of EC teachers	Same as 1.5	**Please refer to Clarifications notes in Indicator 1.5.**
1.7	**75% of early childhood teachers meet requirements for Early Childhood Professional III Credential**					
	☐ CO EC Professional Credential Level III verified by the PDIS	6, or	PDIS	☐ Level III Credential autoscored by the PDIS witnessed for at least 75% of EC teachers	Same as 1.5	**Please refer to Clarifications notes in Indicator 1.5.**
1.8	**At least 50% of early childhood teachers meet requirements for Early Childhood Professional IV Credential or higher**					
	☐ CO EC Professional Credential Level IV verified by the PDIS	8, or	PDIS	☐ Level IV Credential autoscored by the PDIS witnessed for at least 50% of EC teachers	Same as 1.5	**Please refer to Clarifications notes in Indicator 1.5.**
1.9	**75% of early childhood teachers meet requirements for Early Childhood Professional IV Credential or higher**					
	☐ CO EC Professional Credential Level IV verified by the PDIS	10	PDIS	☐ Level IV Credential autoscored by the PDIS witnessed for at least 75% of EC teachers	Same as 1.5	**Please refer to Clarifications notes in Indicator 1.5.**
Early Childhood Assistant Teacher & Aides Qualifications						
1.10	**75% of early childhood assistant teachers and aides meet for Early Childhood Professional I Credential or higher**					

☐ CO EC Professional Credential Level I verified by the Professional Development Information System (PDIS)	2, or	PDIS	☐ Level I Credential autoscored by the PDIS witnessed for at least 75% of Assistants/Aides	If less than 75% witnessed for having a Credential Level issued by the PDIS then 0 points 6 maximum total points for 1.10-1.12 1.10-1.12 may also include Floaters and Early Childhood Para-professionals Special Educators considered if involved in regular classroom programming. Note: It is suggested their PDIS staff position title also include "Assistant" or "Lead" Teacher to be included for scoring purposes. Credentials must be valid or awarded during the rating month. **No Document uploads required**	**1.10 -1.12 refers to assistant staff that directly supervises children but must work under the direct supervision of the director or an early childhood teacher. As defined in 7.702.44 C of the Colorado RULES REGULATING CHILD CARE CENTERS (LESS THAN 24-HOUR CARE).** http://media.wix.com/ugd/97dde5_48385 d6738784229b1fc238f5e2a6dc0.pdf **Staff employed by the program must have an Early Childhood Professional Credential issued through the Colorado Department of Education.** **If staff does not have the credential prior to the rating, documentation must be submitted toward the credential through PDIS by the close of the rating window. (5:00pm on the last day of the rating month)** **Any staff that has been employed for less than half of the rating window will not be considered in the Workforce Qualification for that program's rating.** **Auxiliary staff with limited contact with children is not considered within Workforce Qualifications and Professional Development.**
1.11	**At least 50% of early childhood assistant teachers and aides meet requirements for Early Childhood Professional II Credential or higher**				

					Same as 1.10	Please refer to Clarifications notes in Indicator 1.5.
	☐ CO EC Professional Credential Level II verified by the PDIS	4, or	PDIS	☐ Level II Credential autoscored by the PDIS witnessed for at least 50% of Assistants/Aides		
1.12	**75% of early childhood assistant teachers and aides meet requirements for Early Childhood Professional II Credential or higher**					
	☐ CO EC Professional Credential Level II verified by the PDIS	6	PDIS	☐ Level II Credential autoscored by the PDIS witnessed for at least 75% of Assistants/Aides	Same as 1.10	Please refer to Clarifications notes in Indicator 1.5.
On-Going Professional Development						
1.13a	**The program has a program-wide professional development plan informed by the individual professional development plans of all staff that provide direct services to children and families.**					
	☐ Completed program-wide Professional Development Plan (PDP) (created by program)	1	QRIS Upload, PDIS	☐ Program-wide PDP and IPDP's (in 1.13b) compared for consistency	A PDP is specific to the staff's identified needs in their IPDP (ref. 1.13b/1.14b). This is NOT a single note in the Quality Improvement Plan (QIP). Rather, it could include general topics (e.g. behavioral management training) that staff	**The Professional Development Plan (PDP) must be comprehensive, created by the program to set goals for what they are planning for professional development for all of their staff and include a timeline for when the professional development will be provided or available to their staff through the next 24 months.** ==**100% of Staff needs to complete for credit to be given.**==
1.13b	**Staff have completed Individual Professional Development Plans that inform the program-wide professional development plan.**					

	☐ Individual Professional Development Plan (IPDP) for each staff member providing direct services to children and families	1	PDIS	☐ Completion of IPDPs in the PDIS is verified by reporting of the program's Colorado Shines *Workforce* tab (documentation not necessary to submit).	Staff IPDPs must be informed by their self-assessments (ref. 1.14a).	**Completion of all Staff Individual Professional Development Plan's (IPDP) will be verified on the Workforce page of the program's QRIS application. If the program has a separate form for the staff's IPDP, those forms will need to be uploaded for credit on this indicator.** ==**100% of Staff needs to complete for credit to be given.**==
1.14a	**Early Care Professionals who provide direct services to children will complete an annual self-assessment based on Colorado's competencies for Early Childhood Educators.**					
	☐ Completed Self-Assessment for each staff member providing direct services to children and families	1	PDIS	☐ Competency Self-Assessment completed through the PDIS and verified by reporting of the program's Colorado Shines *Workforce* tab	==100% of Staff needs to complete for credit to be given.==	
1.14b	**Early Childhood Educators and Administrators use the self-assessments to inform and update their Individual Professional Development Plan.**					
	☐ Individual Professional Development Plan (IPDP) for each staff member providing direct services to children and families	1	PDIS	☐ Completion of IPDPs in the PDIS is verified by reporting of the program's Colorado Shines *Workforce* tab (documentation not necessary to submit) ☐ Aggregate reports of IPDP's are also acceptable (must submit documentation)	Staff IPDPs must be informed by their self-assessments (ref. 1.14a).	**Completion of IPDP will be verified on Workforce page of the program's QRIS application or documentation uploaded for Indicator 1.13.**

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Coaching/Consulting (Select 1 Category, 3 maximum points for 1.15a-1.15c)

1.15a	All classrooms in the Program have received (or are currently receiving) credentialed coaching/consulting activities of at least 3 hours each within the past 24 months.					
	☐ Completed Coaching/consulting log **OR** ☐ Letter from coaching representative	1, or	QRIS Upload	☐ Log/letter reflects at least 3 hours of credentialed coaching/consulting for each classroom have been completed	3 maximum points for 1.15a-c Consider only last 24 months including the rating window Includes coaching from early Childhood Mental Health Consultants who hold the Infant Mental Health endorsement	All coaching, either Internal or External, must be done by a coach holding a **Coaching Credential issued through the Colorado Department of Education, unless they meet one of the requirements listed below. If the coaches credentials cannot be verified at a program's rating window, the coaching will not count and points will not be awarded for coaching hours received.** • **Newly hired coaches, with the local Early Childhood Council, will have 6 months from the date of their hire to acquire at least a Level 1 Coaching Credential. A letter from the Early Childhood Council verifying the coaches' date of hire will be required for the coaching hours to count if they do not hold a Coaching Credential issued through the Colorado Department of Education.** • **Any coaching in regards to Expanding Quality in Infant Toddler Care (EQIT) can only count towards Infant/Toddler classrooms and be allowed with a letter from the local council on Council letterhead to be given credit.** • **Individuals who hold an Infant/Toddler Mental Health Endorsement through COAIMH can**

						be used for coaching time without holding a Coaching Credential.
1.15b	**All classrooms in the Program have received (or are receiving) credentialed coaching/consulting activities of at least 5 hours each within the past 24 months.**					
	☐ Completed Coaching/consulting log **OR** ☐ Letter from coaching representative	2, or	QRIS Upload	☐ Log/letter reflects at least 5 hours of credentialed coaching/consulting for each classroom have been completed	Same as 1.15a	
1.15c	**All classrooms in the Program have received (or are currently receiving) credentialed coaching/consulting activities of at least 8 hours each in the past 24 months.**					
	☐ Completed Coaching/consulting log **OR** ☐ Letter from coaching representative	3	QRIS Upload	☐ Log/letter reflects at least 8 hours of credentialed coaching/consulting for each classroom have been completed	Same as 1.15a	

Notes or Action Steps:

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II. Family Partnerships

Possible Points Earned – 22   **Estimated Points Anticipated:**

Home Language

2.1	The program provides documentation or written policy of the use of interpreters, or other resources for help with other languages of enrolled families					
	☐ Related written policy **OR** ☐ Other relevant documentation	2	QRIS Upload	☐ Policy must mention how families receive information in their home language. ☐ Other documentation must demonstrate the source/s used to help support the inclusion of other languages	Examples could include recent (within the last 24 months) documentation that shows the use of an interpreter for family communications. Use of a language line or in person interpreter is acceptable (this may NOT solely include Google Translate).	**For Written Policies/Procedures:** **To earn the points associated with any indicator, all items in the verification column of the Evidence Document for that indicator must be produced or observed. All references to "written policy" or "written procedure" require the policy/procedure is contained within an established document such as a handbook or manual or verifiable system. Handwritten or typed stand-alone policies/procedures will be considered verifiable as established policies/procedures by displaying the creation or revision date on the policy/procedure accompanied by the director's signature of authenticity.**

Sensitivity to Diversity

2.2	The program provides materials and resources (information about community-based programs, community mental health, child nutrition, physical fitness, food banks, Child Find, medical/dental resources) in a way that is accessible to all families, including families with high needs.					
	☐ Photo(s) of materials on site, emails sharing materials, or other evidence that displays how materials are shared with families **AND**	1	QRIS Upload	☐ Evidence indicating how <u>at least two materials</u> and <u>at least two resources</u> are shared with families **Options:** ☐ Photograph(s) of accessible "materials" available on site (materials could include	Label photographs to indicate materials or resources. Resources available on a parent board or near sign-in/out, for example Accessible is defined as immediately available to families without asking for access	

	☐ Photo(s) of resources on site, emails sharing resources, or other evidence that displays how resources are shared with families			activity packets, books, toy lending library, parent library, etc.) and ☐ Photograph(s) of accessible "resources" available on site (resources could be flyers, brochures, posted announcements for services delivered on or off-site) ☐ Emails or other communication that shares materials and/or resources with families	If materials and resources are not available as physical copies on site, evidence of how two materials and two resources are shared with families using an alternative method must be submitted. A combination of evidence may be submitted.	
2.3	**The program offers opportunities for all families, including those from different backgrounds and communities, to get to know one another and work together for the benefit of the children in the program.**					
	☐ CO Shines L3-L5 Family survey results **AND** one of the following: ☐ Sign-in sheets for related events **OR** ☐ Flyers for related events **OR** ☐ Newsletter Articles	1	L3-L5 Rating Family Survey, QRIS Upload	☐ 60% of responding families acknowledge that they have been offered such opportunities (L3-5 Rating Family survey) ☐ At least one sign-in sheet/flyer or article from within the past 24 months	Results from the CO Shines L3-L5 Rating Family survey – no documentation required Documentation must specify event name and date	**Colorado Shines L3-L5 Family Surveys:** **The Colorado Shines Family Survey will be made available approximately 30 days prior to the program's rating window. This is done after the program receives their orientation call from the CO Shines Lead Assessor. Families will complete these surveys online. A link will be provided on the program's profile. The surveys are available in English and Spanish. Child Care Center programs must get at least 60 % of families served to respond to the survey in order to receive points. For each indicator requiring family survey results, 60 % of families must agree that the practice takes place to receive maximum points. Family surveys must be completed by 5:00 pm on**

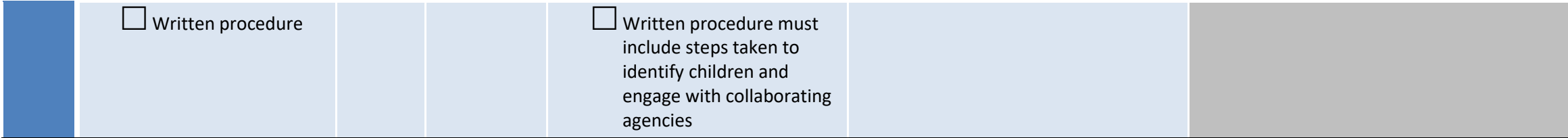|						
						the last day of the ratings month. Any questions or concerns regarding the Family Surveys are to be directed to the programs assigned Lead Assessor or email <mark>ratings@claytonearlylearning.org</mark>. This survey is not to be used as evidence for the Program's Family Survey asked for in Standard 2.6b of the Point Structure Guide.

Transitions

2.4	**The program has written policies and procedures that describe how transitions are supported among all early childhood and home settings and how transition information is shared with families.**					
	☐ Related written policy addressing transitions to new settings	1	QRIS Upload	Policy must include: ☐ an opportunity for individualization ☐ examples of transition strategies used ☐ how this is shared with families	All transitions must be included: ☐ Home to program ☐ Classroom to classroom (if applicable) ☐ Pre-K to Kindergarten/ Elementary school (if applicable)	**For Written Policies/Procedures: Please refer to Clarifications notes in Indicator 2.1.**
2.5a	**Family surveys indicate the program offers information sessions and/or individual family meetings specific to child transitions (e.g., what to expect in terms of transitions from one classroom to another, from home to a classroom, to another setting, connecting families with schools for children transitioning into school) in order to help prepare the child and family for transition and to help the child adjust to new settings.**					
	☐ CO Shines L3-L5 Family survey results	1	L3-L5 Rating Family Survey	☐ 60% of responding families acknowledge that they have been offered such opportunities	Results from the CO Shines L3-L5 Rating Family survey (no documentation required)	**Colorado Shines L3-L5 Family Surveys: Please refer to Clarifications notes in Indicator 2.3.**
2.5b	**Session sign-in sheets and/or individual conference logs indicate the program offers information sessions and/or individual family meetings specific to child transitions.**					
	☐ Event sign-in sheets **OR** ☐ Information/Meeting agenda **OR**	1	QRIS Upload	☐ At least one event within the past 24 months must be represented in documentation presented	Documentation must specify event name and date, and specify how documentation is specific to the topic of transitions	

	☐ Individual conference logs				

Engagement of Families

2.6a	Program conducts an annual family survey to ask families for suggestions on how to improve the program and how the program can support families.				
	☐ CO Shines L3-L5 Family Survey results	1	L3-L5 Rating Family Survey	☐ 60% of responding families acknowledge that this has taken place	Results from the CO Shines L3-L5 Rating Family survey (no documentation required)	**Colorado Shines L3-L5 Family Surveys: Please refer to Clarifications notes in Indicator 2.3.**

2.6b	The family surveys are used to inform the quality improvement plan and the program has documentation of one or more changes made as a result of the annual family survey.				
	☐ Copy of Program's Family Survey (*Program Created*) **AND** ☐ Quality Improvement Plan (QIP)	1	QRIS Upload	☐ Copy of Family Survey (program created) with improvement and/or support questions ☐ Results reflected on a QIP, completion date noted on QIP	Annual Family survey is program created and differs from the Colorado Shines L3-L5 Rating Family Survey (do not duplicate questions) Aggregate report of survey results is also acceptable QIP must demonstrate how informed by survey results (e.g. the improvement/s to be made based on the results/what families would like improved and/or what will support them better)	**The Program's Family Survey must be Program created. The Colorado Shines Family Surveys are not applicable for 2.6 B.** **QIP Goals must show that they are in progress or completed.**

2.6c	The results from the survey are shared with families.				
	☐ CO Shines L3-L5 Family survey results **AND** ☐ Newsletter **OR** ☐ Meeting agenda **OR** ☐ Sign-in sheet	1	L3-L5 Rating Family Survey, QRIS Upload	☐ 60% of responding families acknowledge that this has taken place ☐ Survey results shared in a newsletter or email, reflected on a meeting agenda, or other multi-media outlets	Documentation must specify event name and date	**Colorado Shines L3-L5 Family Surveys: Please refer to Clarifications notes in Indicator 2.3.** **Multi-media communications must be identifiable (containing the program's name at a minimum) – screenshot of Facebook page, copy of email, etc.**

2.7a	Family survey results indicate the program conducts two annual parent/teacher conferences.				

	☐ CO Shines L3-L5 Family survey results	1	L3-L5 Rating Family Survey	☐ 60% of responding families acknowledge they have been offered such opportunities	Results from the CO Shines L3-L5 Rating Family survey (no documentation required)	**Colorado Shines L3-L5 Family Surveys: Please refer to Clarifications notes in Indicator 2.3.**
2.7b	**Conference logs for each classroom indicate the program conducts two annual parent/teacher conferences.**					
	☐ Conference logs for each age group **OR** ☐ Program Calendar **OR** ☐ Written Policy	2	QRIS Upload	☐ Two completed conference logs for each age group served in the past 24 months OR program calendar OR family handbook policy ☐ Please blackout children's name for privacy.	Age groups include: ☐ Infant (if applicable) ☐ Toddler (if applicable) ☐ Preschool/Pre-K (if applicable)	
2.8a	**Family surveys indicate the program offers annual educational information sessions on child development and learning aligned with the Early Learning and Development Guidelines.**					
	☐ CO Shines L3-L5 Family survey results	1	L3-L5 Family Survey	☐ 60% of responding families acknowledge that they have been offered such opportunities	Results from the CO Shines L3-L5 Rating Family survey (no additional documentation required)	**Colorado Shines L3-L5 Family Surveys: Please refer to Clarifications notes in Indicator 2.3.**
2.8b	**Event sign-in sheets and/or agendas indicate the program offers annual educational informational sessions.**					
	☐ Event sign-in sheets **OR** ☐ Agendas	1	QRIS Upload	☐ One event within the past 24 months must be shown in documentation presented	Specific learning domains must be identified on agendas. Documentation must specify event name and date Sessions must include an informative education component for families (this must be evident in the documentation submitted)	**Credit may not be earned if the documentation does not clearly demonstrate the ELDG domain/s the session/s intended to inform families**
2.9a	**Family members act in leadership positions on program and/or advisory boards.**					

	☐ CO Shines L3-L5 Family survey results **AND** one of the following: ☐ Committee rosters **OR** ☐ Email invites **OR** ☐ Event sign-in sheets **OR** ☐ Meeting Minutes **OR** ☐ Newsletters	1	L3-L5 Rating Family Survey, QRIS Upload	☐ 60% of responding families acknowledge that they have been offered such opportunities ☐ **More than one** family must be represented in documentation submitted	Results from the CO Shines L3-L5 Rating Family survey (no documentation required) Leadership role is defined as a role within an established board, committee, or stakeholder group with stated goals, responsibilities, and decision-making participation. Family participants must be easily identifiable on documentation submitted. Documentation must reference training/agenda topics	**Identified families may include (family member), (parent), or (parent of ECE program) next to their name on the documentation submitted**
2.9b	Family members are provided with a training and/or orientation on their role.					
	☐ CO Shines L3-L5 Family survey results **AND** ☐ Event sign-in sheets **OR** ☐ Training Agenda **OR** ☐ Certificates	1	L5-L5 Rating Family Survey, QRIS Upload	☐ 60% of responding families acknowledge that they have been offered such opportunities ☐ Training or orientation sign-in sheets ☐ Signed acknowledgement of roles and/or responsibilities by the participating family member from training or on-boarding session	Results from the CO Shines L3-L5 Rating Family survey (no documentation required) Documentation must specify event name and date	<u>Colorado Shines L3-L5 Family Surveys:</u> **Please refer to Clarifications notes in Indicator 2.3.** **Credit may not be earned if event-documentation (e.g., sign-in sheets) does not clearly demonstrate the event's purpose (or a component of the event) was to train and/or orient participating family members on their role**
2.10a	Family surveys indicate the program provides a series of parenting classes annually.					
	☐ CO Shines L3-L5 Family survey results	1	L3-L5 Rating Family Survey	☐ 60% of responding families acknowledge that they have been offered such opportunities	Results from the CO Shines L3-L5 Rating Family survey (no additional documentation required)	

2.10b	**Event sign in sheets and/or agendas indicate that program provides parenting classes, which includes family goal setting and action plans.**					
	☐ Family goal setting/action planning form/template in use **AND** one of the following: ☐ Event sign-in sheets **OR** ☐ Agendas	1	QRIS Upload	☐ At least one event within the past 24 months must be shown in the documentation presented. (Examples could include Cooking Matters, Strengthening Families, Love & Logic Series, etc.) ☐ The Family goal setting/action plan form/template must be at least offered to families following classes	Family goal setting/action plan form/template could assess a family's knowledge, goals for their family based on the information they received/were taught Documentation must specify event name and date.	**If the event is offered by an outside organization, it must be in conjunction with the program, showing the intention of the training and how it aligns with family goals – ensure the documentation references both of offering organization and collaborating program's name**

Engagement of Communities

2.11	**A plan is written and implemented describing procedures to refer and connect families to appropriate community service agencies (e.g., mental health, health, developmental, educational).**					
	☐ Written procedure	1	QRIS Upload	☐ Written procedure **must describe how** families are (or would be) put in contact with appropriate resources	Description must include steps taken to identify and refer families for services	**For Written Policies/Procedures:** **Please refer to Clarifications notes in Indicator 2.1.**
2.12	**The program coordinates and/or collaborates with community service providers, families, school district personnel, etc. in order to design learning activities that aid in meeting outcomes/goals of Individualized Family Service Plans (IFSP), Individual Education Programs (IEP), School Readiness Plans, Individual Learning Plans, and/or other individual plans.**					
	☐ Letter of reference from collaborating agency **OR** ☐ Letter from department (if internal) **OR**	2	QRIS Upload	☐ Letter must indicate the type of activity on which the program works with the collaborating agency or department and be dated within the past 24 months		**For Written Policies/Procedures:** **Please refer to Clarifications notes in Indicator 2.1.** **This could include a partnership with Child Find or an agency that provides therapy services for children with an IFSP or IEP.**

	Written procedure		Written procedure must include steps taken to identify children and engage with collaborating agencies		

Notes or Action Steps:

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III. Leadership, Management and Administration Possible Points Earned – 26   Estimated Points Anticipated: _____

Program Evaluation

3.1a	The Program has developed a continuous quality improvement plan that is updated annually, with documented goals, timelines, and outcomes.					
	☐ Quality Improvement Plan (QIP)	2	QRIS Upload	☐ Quality Improvement Plan reflects goals, timelines, action steps, outcomes, and has been created or revised within the last year ☐ The QIP in the QRIS Colorado Shines Program Portal/account may be used in place of a center-created QIP	QIP must have a creation or revision date clearly visible QIP must have all components: ☐ Goals ☐ Timelines (e.g. progress and achievement/s) ☐ Action steps/strategies/resources used ☐ Outcomes (e.g. desired and actual) ☐ Created or revised within the last year (date/s clearly visible)	
3.1b	The QIP is shared with staff, families, and stakeholders.					
	☐ Newsletters **OR** ☐ Meeting agendas **OR** ☐ Written Policy	1	QRIS Upload	☐ Newsletters or meeting agendas showing that the QIP has been shared with staff, families, and stakeholders in the past 24 months ☐ Written policy must be in family handbook for notification of plan's accessibility for viewing if a hard copy is kept in the		**For Written Policies/Procedures: Please refer to Clarifications notes in Indicator 2.1.**

				office or posted within the facility		

Personnel

3.2	The program has a written code of professional conduct. Staff is trained annually on the code of conduct.					
	☐ L3-L5 Staff survey results **AND** one of the following: ☐ Written code **AND** ☐ Agenda **OR** ☐ Sign-in sheets	1	L3-L5 Staff Survey, QRIS Upload	☐ 70% of staff surveys must acknowledge training has been offered annually ☐ Written code includes more than two professional standards ☐ Sign-in sheets and Training agendas must be dated within the past 24 months and indicate the intent of the meeting/training	Results from the L3-L5 Staff survey (no additional documentation required**)** Reference Evidence and Verification columns for required documentation Sign-in sheets/Agendas must specify event name and date to include the year	**Written Code of Conduct can be Program created or adopted (ex. NAEYC Code of Ethical Conduct, http://www.naeyc.org/positionstatements /ethical_conduct)**

3.3a	Staff surveys indicate the program conducts monthly staff meetings.					
	☐ L3-L5 Staff survey results	1	L3-L5 Staff Survey	☐ 70% of staff surveys must reflect that staff meetings are conducted monthly	Results from the L3-L5 Staff survey (no documentation required)	**Colorado Shines L3-L5 Staff Surveys: L3-L5 Staff Surveys will be made available approximately 30 days prior to the program's rating window after the program receives their orientation call from their CO Shines Lead Assessor. Staff members will complete these surveys online via a link that will be provided on the program's profile. Child Care centers must get at least 80 % of educational staff, both full-time and part-time, to respond to the survey in order to receive points. For each indicator requiring staff survey results, 70 % of staff must agree that the practice takes place to receive maximum points. Staff surveys must be completed by 5:00 PM on the last**

						day of the ratings month. The Director of Record referred to in Standards 1.1-1.4 are not to take the staff survey.
3.3b	**Agendas and/or sign-in sheets indicate the program conducts monthly staff meetings.**					
	☐ Agendas **OR** ☐ Sign-in sheets **OR** ☐ Meeting Minutes	1	QRIS Upload	☐ Documentation must be produced for at least 3 of the last 6 months.	Documentation must specify event name and date to include the year Ex. Rating window of February would require documentation of 6 meetings from Aug.-Jan. or Oct.-Feb.	
3.4	**The program implements a salary scale based on education, experience and job performance.**					
	☐ Written policy **OR** ☐ Salary Scale/Table/Graph	2	QRIS Upload	☐ Policy must reference education, experience, and job performance. ☐ Salary scale must reference education, experience, and job performance.	**All** 3 components must be included to earn credit: ☐ Education ☐ Experience ☐ Job Performance (Merit)	**For Written Policies/Procedures: Please refer to Clarifications notes in Indicator 2.1.**
3.5a	**Staff has an annual performance evaluation, which includes at least one classroom observation by their supervisor and a staff self-evaluation.**					
	☐ L3-L5 Staff survey results **AND** ☐ Written policy/procedure **OR** ☐ Evaluation forms	1	L3-L5 Staff Survey, QRIS Upload	☐ 70% of staff surveys must reflect that the policy is in practice ☐ Policy/procedure and/or forms must reflect an annual cycle, classroom observation, and a self-assessment component.	Results from the L3-L5 Staff survey (no documentation required) Reference Evidence and Verification columns for required documentation Policy or Forms must include: ☐ Classroom Observation ☐ Employee Self-Assessment ☐ Dated within the 24 months	**For L3-L5 Staff Surveys: Please refer to Clarifications notes in Indicator 3.3a.** **For Written Policies/Procedures: Please refer to Clarifications notes in Indicator 2.1.**

3.5b	The staff evaluation also informs the individual professional development plan.					
	☐ L3-L5 Staff survey results **AND** ☐ Individual Professional Development Plan **AND** ☐ Staff evaluation	1	L3-L5 Staff Survey, QRIS Upload	☐ 70% of staff surveys must reflect that the policy is in practice ☐ Staff evaluation with individual goals ☐ Individual professional development plan (IPDP) verified for all staff by reporting of the program's Colorado Shines *Workforce* tab (documentation not necessary to submit) OR self-created and submitted	Results from the L3-L5 Staff survey (no documentation required) Reference Evidence and Verification columns for required documentation	**For L3-L5 Staff Surveys: Please refer to Clarifications notes in Indicator 3.3a.**
3.6	Lead teachers in each classroom are provided with a least an hour of paid planning time per week.					
	☐ L3-L5 Staff survey results **AND** ☐ Written policy **OR** ☐ Planning Schedule	1	L5-L5 Staff Survey, QRIS Upload	☐ 70% of staff surveys must reflect that policy is in practice ☐ Policy must show that at least one hour of planning time/week is provided to lead teachers	Results from the L3-L5 Staff survey (no documentation required) Reference Evidence and Verification columns for required documentation Planning time must be provided **outside** of classroom responsibilities such as the supervision of children	**For L3-L5 Staff Surveys: Please refer to Clarifications notes in Indicator 3.3a.** **For Written Policies/Procedures: Please refer to Clarifications notes in Indicator 2.1.**
3.7a	Staff surveys indicate the program provides teaching staff with paid planning time per week.					
	☐ L3-L5 Staff survey results	1	L3-L5 Staff Survey	☐ 70% of Staff surveys must reflect that the policy is in practice	Results from the L3-L5 Staff survey (no documentation required)	**For L3-L5 Staff Surveys: Please refer to Clarifications notes in Indicator 3.3a.**
3.7b	Written policy indicates the program provides teaching staff with paid planning time per week.					

	☐ Written policy **OR** ☐ Planning Schedule	1	QRIS Upload	☐ Policy must reflect that some planning time per week is provided to all teaching staff	Planning time must be provided **outside** of classroom responsibilities such as the supervision of children	**For Written Policies/Procedures:** Please refer to Clarifications notes in Indicator 2.1.
3.8a	Staff surveys indicate the program has non-administrative personnel participate in decision-making for hiring, curriculum development, program goal-setting and/or annual planning.					
	☐ L3-L5 Staff survey results	1	L3-L5 Staff Survey	☐ 70% of staff surveys must reflect that the policy is in practice	Results from the L3-L5 Staff survey (no documentation required)	**For L3-L5 Staff Surveys:** Please refer to Clarifications notes in Indicator 3.3a.
3.8b	Written policy indicates the program has non-administrative personnel participate in decision-making for hiring, curriculum development, program goal-setting and/or annual planning.					
	☐ Written policy	1	QRIS Upload	☐ Policy must reference non-administrative personnel roles in hiring, curriculum development, program goal-setting or annual planning		**For Written Policies/Procedures:** Please refer to Clarifications notes in Indicator 2.1.
3.9	The program has a recruitment and retention plan that is reviewed and revised by the administration on an annual basis.					
	☐ Written policy	1	QRIS Upload	Policy must: ☐ Reference recruitment and retention ☐ Reflect a revision date within the past 24 months		**For Written Policies/Procedures:** Please refer to Clarifications notes in Indicator 2.1.
Benefits						
3.10 a-g	The program offers full-time staff a compensation package with the following benefit options: a. Paid Holidays, b. Paid Time Off (sick, vacation, personal), c. Health and Dental Insurance, d. Life Insurance, e. Disability Insurance, f. Retirement Plan, g. Employee Child Discount.					
	☐ L3-L5 Staff survey results **AND**	0-7	L3-L5 Staff Survey	☐ 70% of staff surveys must reflect that the policy is in practice	Results from the L3-L5 Staff survey (no documentation required)	**For L3-L5 Staff Surveys:** Please refer to Clarifications notes in Indicator 3.3a.

☐ Benefit summary **AND** ☐ Written policy		QRIS Upload,	☐ Benefit summary/policy must reflect the specific benefit listed to receive credit ☐ Benefit summary and/or policy must name, identify, or be linked to the program and indicate employer contribution portion	Reference Evidence and Verification columns for required documentation Verification of program-specific benefits could include emails, contracts, etc. between benefit company and the program Maximum of 7 points for 3.10 a-g Full-time = 32 hours/week or more	**For Written Policies/Procedures:** Please refer to Clarifications notes in Indicator 2.1. **Supplemental Insurance that does not include an employer financial contribution (that is clearly evident in the documentation submitted) will not be considered for credit.**

Business Administration

3.11	The program has a current business plan and/or strategic plan, created or revised in the past 36 months.				
	☐ Business plan **OR** ☐ Strategic plan	1	QRIS Upload	Plan must reflect: ☐ Goals, outcomes, strategies, and timelines ☐ A creation or revision date within the past 36 months	

3.12	The program has a current-year operating budget and quarterly income and expense statements that show revenues, expenses, and budget compared to actual.				
	☐ Current-year operating budget **AND** ☐ Quarterly income & expense statements	1	QRIS Upload	☐ Documentation must show comparison between projected annual and YTD figures for revenue and expenses	For program privacy, a redacted or blocked-out budget is acceptable

3.13	The program provides documentation of a certified financial review.				
	☐ Letter or report from the party completing the financial review	1	QRIS Upload	☐ The letter must state that the financial review has been completed within the past 36 months by a financial professional.	A financial professional/auditor is an individual not employed by the program who has a background in business, finance, and/or accounting, or is employed by an accounting firm,

| | Documentation of professional's credentials | | | ☐ The professional must provide documentation of their qualifications which could include:
☐ Business Card
☐ Copy of Diploma
☐ Statement on company letterhead | or is a Certified Public Accountant (CPA) | |

Notes or Action Steps:

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Curriculum

4.1a	The program has a curriculum that has been aligned with the domains of Colorado's Early Learning and Development Guidelines, and is age specific to the children the program serves to include: 1) physical development and health; 2) social & emotional development; 3) language and literacy development; 4) cognitive development; 5) literacy knowledge & skills; 6) logic & reasoning; 7) mathematics knowledge & skills; 8) science knowledge & skills; 9) social studies knowledge & skills; 10) creative arts expression.					
	☐ Completed CO Shines curriculum/assessment crosswalk document	1	QRIS Upload	☐ Curriculum crosswalk showing the curriculum in use addresses all learning domains included in the CO Early Learning & Development Guidelines	☐ Crosswalk may be provided by the curriculum developer ☐ More than one curriculum (including center-created) in use is acceptable (e.g. supplemental curriculums to capture all learning domains)	The CO Shines Curriculum/Assessment Crosswalk document can be found on the CO Shines website under "For Programs" and "Program Resources". •**Birth to 3 years -** http://coloradoshines.force.com/resource/1440607605000/asset_pdfs1/asset_pdfs1/CrosswalkBirth3.pdf •**3 to 5 years –** http://coloradoshines.force.com/resource/1440607605000/asset_pdfs1/asset_pdfs1/CrossWalk35.pdf

4.1b	One week of program documentation for each age group indicates the program's curriculum addresses all learning domains of Colorado's Early Learning and Development Guidelines.					
	☐ Lesson plans **OR** ☐ Other program documentation	1	QRIS Upload	☐ Sample (1 week) of recent (within past month that can include the rating window) dated weekly lesson plans/other documentation for each age group served, that reflects planned activities, learning domains addressed, and learning materials used	Clearly indicate age groups Age groups include: ☐ Infant (if applicable) ☐ Toddler (if applicable) ☐ Preschool (if applicable) Clearly indicate the domains in the documentation submitted – domains do not have to occur all in one day	**Lesson Plans should be age specific (Infants, Toddlers, Preschool, etc.) to whom the program serves.** **Learning Domains can be staggered throughout the sample and does not need to be done daily. Highlight domains in the Lesson Plans to show where and how they are addressed.**

Annual Curriculum Training

4.2 a-c	The program provides documentation that 25%(a)/50%(b)/or 75%(c) of educational staff participates in annual training on use of the selected curriculum.					
	☐ Sign-in sheets **OR** ☐ Training certificates	0-3	QRIS Upload	☐ Training sign-in sheets/certificates for a training on the curriculum held within the past 24 months ☐ Training certificates witnessed for at least 25%/50%/75% of educational staff (**Educational staff includes Director (exclude if trained staff), Asst. Director, Curriculum Director as well as **all** classroom staff)	Documentation must specify event name and date , including the year Names of staff on documentation must match reporting of the program's Colorado Shines *Workforce* tab (reference purposes of staff who have received training) **3 points maximum for 4.2a-c:** 4.2 a 25% = 1point 4.2 b 50% = 2 points 4.2 c 75% = 3 points	**Training must related to specific curriculum used by the program.** **Generalized training on curriculum or curriculum topics (Ex. Math, Science, etc.) must show how it directly correlates with curriculum program is using.** **Classroom Staff includes both full-time and part-time staff.**
4.3a	The Program has designed a plan and timeline to move toward lower group size and improve adult:child ratios beyond what is required by licensing.					
	☐ Written plan with timeline	2, or	QRIS Upload	☐ Written plan must describe a staffing pattern or enrollment/attendance pattern that explains how it **would lower group size and improve adult:child ratios** beyond what is required by licensing. The plan timeline must be implemented within the next 36 months.		**For Written Policies/Procedures: Please refer to Clarifications notes in Indicator 2.1.** **Plan or Policy should describe what the programs plan is to reduce the teacher:child ratio, meet or maintain NAEYC adult:child ratio recommendations.** **Policy can be a pre-existing policy created by the program.**
4.3b	Partial implementation of a plan to lower group size and improve adult:child ratios beyond what is required by licensing is evident.					
	☐ Written plan with timeline **OR**	4, or	QRIS Upload	☐ Same as 4.3a	Assessor will provide ratio collection form and inform program of assigned date and times to record ratios.	**For Written Policies/Procedures: Please refer to Clarifications notes in Indicator 2.1.**

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	☐ Written policy **OR** ☐ Documented ratio plan **AND** ☐ Completed standard ratio collection form for the assigned date and times			☐ Ratio form must be completed for assigned date and times ☐ At least one reported ratio for each classroom must meet the adult:child ratios outlined in the plan		**Plan or Policy should describe what the program's plan is to reduce the teacher:child ratio, meet or maintain NAEYC adult:child ratio recommendations.**
4.3c	**Group size and adult:child ratios are aligned with NAEYC (National Association for the Education of Young Children).**					
	☐ Written plan with timeline **OR** ☐ Written policy **OR** ☐ Documented ratio plan **AND** ☐ Completed standard ratio collection form for the assigned date and times	6	QRIS Upload	☐ Written plan must describe a staffing pattern that explains how the program would maintain adult:child ratios that are aligned with NAEYC ☐ Ratio form must be completed for assigned date and times ☐ All reported ratios must meet NAEYC ratio and group size standards	6 points maximum for 4.3a - 4.3c Assessor will provide ratio collection form and inform program of assigned date and times to record ratios.	**For Written Policies/Procedures: Please refer to Clarifications notes in Indicator 2.1.** **NAEYC Ratio Chart:** https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/staff_child_ratio.pdf **Plan or Policy should describe what the programs plan is to reduce the teacher:child ratio, meet or maintain NAEYC adult:child ratio recommendations.** **Policy can be a pre-existing policy created by the program.**
	Continuity of Care					
4.4	**Primary caregiving practices are part of program policies and procedures.**					
	☐ Written policy that includes Primary Caregiving Practices	1	QRIS Upload	☐ Policy must reflect that each child is to be cared for by the same one or two adults daily to		**For Written Policies/Procedures: Please refer to Clarifications notes in Indicator 2.1.**

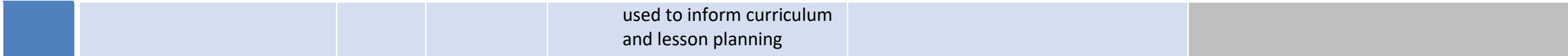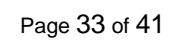|						
				promote formation of a strong emotional bond.		
4.5	**Continuity of care practices are part of program policies and procedures.**					
	☐ Written policy that includes Continuity of Care Practices	1	QRIS Upload	☐ Policy must reflect that a child stays with the same primary caregiver in the same peer group for at least two years.		**For Written Policies/Procedures: Please refer to Clarifications notes in Indicator 2.1.** **Continuity of Care Resources:** **Zero to Three:** https://www.zerotothree.org/resources/85-primary-caregiving-and-continuity-of-care **NAEYC:** https://www.naeyc.org/resources/pubs/yc/jul2018/benefits-continuity-care
	Observational Assessment of Program					
4.6a	**The program has conducted a self-assessment using an assessment tool in addition to the ERS and uses results to inform the quality improvement plan.**					
	☐ Quality Improvement Plan (QIP)	1	QRIS Upload	☐ QIP incorporates goals referencing the self-assessment (ref. 4.6b)	The L2 Quality Indicator Program Assessment cannot be used to meet these indicators (4.6a & b)	
4.6b	**Scoresheets indicate the program has conducted a self-assessment using an assessment tool in addition to the ERS.**					
	☐ Self-Assessment Score sheets	1	QRIS Upload	☐ Classroom Observation sheets (CLASS) (Summary score sheet will not be accepted) ☐ Other Self-Assessment examples could include: PAS, Strengthening Families Assessment, TPOT-Pyramid Plus, and any internally created or corporate assessment that measures program quality	If CLASS is used, at least 4 cycles must be conducted per classroom and must be completed by a certified **internal/employed** observer. Assessments completed by external partners are not considered "self-assessments." Documentation must reflect the program's name and the name/s of the observer/s	**Assessments can be self- created by the program.** **Assessments must be done by a staff member who works directly within or is employed by the program.**

4.7	The program has had a reliable, independent, trained observer complete a Pre-K CLASS Assessment in the previous 24 months in at least 50% of classrooms with average minimum scores: Emotional Support: 4.5 Classroom Organization: 4.5 Instructional Support: 2.0.					
	☐ Observation sheets **AND** ☐ Copy of observer's current Certified CLASS Observer documentation	2, or	QRIS Upload	☐ Observer's Certified CLASS Pre-K Observer documentation issued by Teachstone ☐ Observation sheets for classrooms represent at least 50% of each age group that show 4 observations cycles per classroom ☐ CLASS assessments completed within the past 24 months with the following average scores: Emotional Support 4.5, Classroom Organization 4.5, Instructional Support 2.0	*PRESCHOOL ONLY Observer documentation not required for assessments conducted by reliable Pre-K CLASS assessor/s employed by Clayton Early Learning. Summary score sheet will not be accepted	**Score sheets (Classroom Observation Sheets) for classrooms that show 4 observation cycles per classroom must be submitted. Points will not be awarded if only the Summary page is submitted.** **CLASS observer must have a current CLASS certification card. A current list of certified observers can be found at http://teachstone.com/services/class-observer-directory/** **Credit is only given to one indicator for 4.7-4.9. Maximum of 6 points are awarded.**
4.8	The program has had a reliable, independent, trained observer complete a Pre-K CLASS Assessment in the previous 24 months in at least 50% of classrooms with average minimum scores: Emotional Support: 5.5 Classroom Organization: 5.0 Instructional Support: 2.5.					
	☐ Observation sheets **AND** ☐ Copy of observer's current Certified CLASS Observer documentation	4, or	QRIS Upload	☐ Observer's Certified CLASS Pre-K Observer documentation issued by Teachstone ☐ Observation sheets for classrooms represent at least 50% of each age group that show 4 observation cycles per classroom	*PRESCHOOL ONLY Observer documentation not required for assessments conducted by reliable Pre-K CLASS assessor/s employed by Clayton Early Learning. Summary score sheet will not be accepted	**Score sheets (Classroom Observation Sheets) for classrooms that show 4 observation cycles per classroom must be submitted. Points will not be awarded if only the Summary page is submitted.** **CLASS observer must have a current CLASS certification card. A current list of certified observers can be found at http://teachstone.com/services/class-observer-directory/**

				☐ CLASS assessments completed within the past 24 months with the following average scores: Emotional Support 5.5, Classroom Organization 5.0, Instructional Support 2.5		Credit is only given to one indicator for 4.7-4.9. Maximum of 6 points are awarded.

4.9 — The program has had a reliable, independent, trained observer complete a Pre-K CLASS Assessment in the previous 24 months in at least 50% of classrooms with average minimum scores: Emotional Support: 6.0 Classroom Organization: 6.0 Instructional Support: 3.0.

☐ Observation sheets **AND** ☐ Copy of observer's current Certified CLASS Observer documentation	6	QRIS Upload	☐ Observer's Certified CLASS Pre-K Observer documentation issued by Teachstone ☐ Observation sheets for classrooms represent at least 50% of each age group that show 4 observation cycles per classroom ☐ CLASS assessments completed within the past 24 months with the following average scores: Emotional Support 6.0, Classroom Organization 6.0, Instructional Support 3.0.	*PRESCHOOL ONLY Observer documentation not required for assessments conducted by reliable Pre-K CLASS assessor/s employed by Clayton Early Learning. Summary score sheet will not be accepted 6 points maximum for 4.7-4.9	Score sheets (Classroom Observation Sheets) for classrooms that show 4 observation cycles per classroom must be submitted. Points will not be awarded if only the Summary page is submitted. CLASS observer must have a current CLASS certification card. A current list of certified observers can be found at http://teachstone.com/services/class-observer-directory/ Credit is only given to one indicator for 4.7-4.9. Maximum of 6 points are awarded.

Child Assessment

4.10a	Developmentally appropriate child assessments (e.g., observation data, portfolios, work samples) addressing all learning domains of Colorado's Early Learning and Development Guidelines are conducted twice within a programming year.					
	☐ Child assessment samples	1	QRIS Upload	☐ Assessment samples from each age group that demonstrate assessments occurred at least twice in the last 24 months. ☐ Assessment samples submitted must align with Colorado's Early Learning and Development Guidelines for each age group served.	Child names can be blocked out; aggregate data reports accepted Clearly indicate age groups Age groups include: ☐ Infant (if applicable) ☐ Toddler (if applicable) ☐ Preschool (if applicable)	**CO Early Learning & Development Guidelines.** **http://earlylearningco.org/pdf/ELDG_Guidelines_English.pdf** **Assessments can be program created.**
4.10b	The results of assessments are shared during parent/teacher conferences in a culturally and linguistically appropriate manner.					
	☐ Parent/teacher conference documentation	1	QRIS Upload	☐ Parent/conference documentation must reference assessment results. Ex. Log, summary, or acknowledgment form signed by parent/family	Child/Family names can be blocked out	
4.11	The program has a child assessment system that has been aligned with Colorado's Early Learning and Development Guidelines.					
	☐ Completed CO Shines Curriculum/Assessment Crosswalk document **OR** ☐ Other assessment documentation	2	QRIS Upload	☐ Assessment documentation must clearly address all learning domains included in the CO Early Learning & Development Guidelines.		**CO Early Learning & Development Guidelines.** **http://earlylearningco.org/pdf/ELDG_Guidelines_English.pdf** **Assessments can be self-created by the program.**
4.12	The program provides documentation that 75% of educational staff participates in annual training or maintains reliability on use of the selected child assessment tool(s).					

	☐ Training sign-in sheets **OR** ☐ Training certificates	2	QRIS Upload	☐ Sign-in sheets for a training on the assessment in use from within the past 24 months ☐ Training certificates witnessed for at least 75% of educational staff (**Educational staff includes Director (exclude if trained staff), Asst. Director, Curriculum Director as well as **all** classroom staff)	Documentation must specify event name and date, including the year. Names of staff on documentation must match reporting of the program's Colorado Shines *Workforce* tab (reference purposes of staff who should have received training)	
4.13	**Assessment results are used to individualize curriculum and lesson planning.**					
	☐ Lesson plans submitted for 4.1b **AND** ☐ Assessment samples submitted for 4.10a (if connected) **OR** ☐ Other program documentation	2	QRIS Upload	☐ Lesson plans submitted for 4.1 and assessment samples submitted for 4.10 must correspond by reflecting activities directly related to assessment results. ☐ Assessment samples submitted for 4.10a must align with Colorado's Early Learning and Development Guidelines for each age group served. ☐ Documentation submitted must demonstrate how assessment results are	Clearly indicate age groups Age groups include: ☐ Infant (if applicable) ☐ Toddler (if applicable) ☐ Preschool/PreK (if applicable)	**Aggregate data is acceptable.** **There must be a direct correlation between the assessments and the lesson plans submitted.**

				used to inform curriculum and lesson planning		

Notes or Action Steps:

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V. Child Health

Possible Points Earned – 14   **Estimated Points Anticipated:** _____

Child Health Promotion

5.1a	The program documents that each child has received a hearing, vision and dental screening.					
	☐ Written policy **OR** ☐ Forms used	1	QRIS Upload	☐ Policy describing screening and tracking processes OR forms used that include screening dates or confirmation of services	Documentation must include all 3 screening types: ☐ Hearing ☐ Vision ☐ Dental	
5.1b	The program provides resources for families on where to obtain the screenings.					
	☐ Resource lists	2	QRIS Upload	☐ Resource lists shared with families that includes places that conduct the relevant screenings	Documentation must include resources for all 3 service types with their contact and location information: ☐ Hearing ☐ Vision ☐ Dental	**Resource lists must indicate what services (e.g., hearing and vision) are provided – general resources without indication of services offered may not qualify for credit.**
5.2a	The program documents that each child has medical insurance and a medical home.					
	☐ Written policy **OR** ☐ Forms used	1	QRIS Upload	☐ Policy related to ensuring children have medical insurance and a medical home OR forms used include information	"medical home" = primary care/non-emergency services with child's records on file	
5.2b	The program provides resources for families to obtain medical insurance and medical home.					
	☐ Resource lists	1	QRIS Upload	☐ Resource lists shared with families that include places that offer information on obtaining health coverage and potential medical homes	Documentation must include resources with their contact and location information for: ☐ Medical insurance options ☐ Medical home options	**Points are awarded if documentation shows that the child's medical insurance information and medical home have been asked of the families. Programs are not responsible for providing insurance and a medical home.**

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						Resources should include where families can get screenings, medical care, and medical insurance with each resource noting what is offered (e.g., medical home).
5.3	**The program makes a referral or provides referral information to the family as appropriate for any child for whom a developmental concern has been identified.**					
	☐ Written policy	2	QRIS Upload	☐ Policy describing referral practices and procedures based on screening results.	Policy should outline the general steps taken to make a referral	**For Written Policies/Procedures: Please refer to Clarifications notes in Indicator 2.1.**
5.4a	**The program has a one-time certified playground inspection conducted.**					
	☐ Certified Playground Safety Inspection (CPSI) certificate **OR** ☐ CPSI audit form **OR** ☐ CPSI audit report **AND** ☐ Copy of Inspector's Certification Card issued through the National Recreation and Parks Association	1	QRIS Upload	☐ CPSI certificate ☐ CPSI audit form ☐ CPSI audit report ☐ Copy of Inspector's Certification Card issued through the National Recreation and Parks Association	CPSI must match current playground configuration and equipment Certified Inspectors may be found online here – National Recreation and Park Association's CPSI Registry	**Certificate or the audit form from the inspection is acceptable for credit for 5.4A.** **For a current list of Certified Playground Safety Inspector go to** http://apps.nrpa.org/CPSI_Registry/
5.4b	**A playground quality improvement plan is created based on the results and progress is monitored annually.**					
	☐ Related Quality Improvement Plan (QIP)	1	QRIS Upload	☐ Related QIP reflects recommendations from the inspection within the next 24 months		**Goals in the QIP must reflect the recommendations from the Certified Playground Safety Inspection. (Checklist received from inspection)**
5.5	**Classroom teachers lead children in structured physical activities daily. (Once in a three (3) hour or less time period; twice in a five (5) hour or more time period).**					

	☐ Classroom schedules **OR** ☐ Lesson plans	1	QRIS Upload	Classroom schedules and/or lesson plans showing planned structured physical activities for each age group: ☐ At least once daily for programs operating fewer than 5 hours per day ☐ At least twice daily for programs operating for 5 hours or more per day	**"Structured physical activity" = teacher-led activity (outside free choice or gross motor time are not considered "teacher-led.")** Clearly indicate age groups Age groups include: ☐ Infant (if applicable) ☐ Toddler (if applicable) ☐ Preschool (if applicable) At least once daily for programs operating 4 hours per day	**Classroom schedule/s should describe or show direct correlation with the lesson plan to show how classroom teachers lead children in structured physical activity daily.** **Credit will not be given if activity is shown as only "recess" or "outdoor play".** **Must show evidence for each age group served.**
5.6a	**Program offers nutrition information and education programs, annually, led by nutritionist or registered dietician as indicated by the individual's business contact information.**					
	☐ Individual's business contact information ☐ Business card from Nutrition Educator or Dietician **OR** ☐ Trainer's Certificate **OR** ☐ Diploma **OR** ☐ Transcripts in content area	1	QRIS Upload	☐ Must have a business card or trainer cert. for Nutritionist or Dietician that led programming ☐ Diploma/transcripts would be in a food-related field with at least 15 credits in nutrition, dietetics, or similar coursework	Identified Individual/s from 5.6a **must** be related to the documentation submitted for 5.6b	**Activity can be for staff or families.** **Train the trainer certificates can be accepted if through a reportable organization.(Ex. Cooking Matters, University of Colorado)**
5.6b	**The program provides documentation that the nutrition programs have been conducted.**					
	☐ Sign-in sheets **OR** ☐ Flyers	1	QRIS Upload	☐ Sign-in sheet or flyer related to at least one event occurring within the past 24 months	Conducted for families and/or staff Documentation must specify event name and date including the year.	

					Must be led by the Individual/s related to the documentation submitted for 5.6a	
5.7a	**The program is observed to have a garden with fruits/vegetables.**					
	☐ Scored based on evidence for 5.7b	1	N/A			
5.7b	**The program has a garden and serves fruits/vegetables from the garden for children to taste.**					
	☐ Photographs **AND** ☐ Written Description	1	QRIS Upload	☐ At least one photograph that makes the location of the garden easily identifiable ☐ A written description dated within the last 24 months of the garden and how it is used, including how children participate.		

Notes or Action Steps:

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VI. Optional   Possible Points Earned – 12   Estimated Points Anticipated:

Home Language

6.1	The program honors the child's home language and encourages home language development by having at least one caregiver/teacher in each classroom who is bilingual if there is a dominant second language in the classroom.					
	☐ Staff survey results **AND** ☐ Written policy	2	L3-L5 Rating Staff survey QRIS Upload,	☐ 70% of staff survey results must agree that the policy has been implemented ☐ Written policy must clearly define when and why a bilingual teacher is assigned to a specific classroom	Results from the L3-L5 Rating Staff survey (no documentation required) Reference Evidence and Verification columns for required documentation Bilingual teacher must be fluent in the dominant second language represented Dominant second language is defined as 50% or more of children present in the classroom	If the program does not serve children with a predominant second language in the classroom, the policy can be written to the context of "if "the program did serve this population what would the policy be, to receive credit.

Additional Professional Staff

6.2	The program employs or maintains a daily service contract with one or more of the following program professional personnel: Child Care Health Consultant, Mental Health Consultant, Family Services Support staff, Professional Development Coordinator, Early Childhood Coordinator, program manager and/or Coach, Special Education Staff or Nutritionist.					
	One of the following: ☐ Contract **OR** ☐ Memorandum of understanding **OR** ☐ Other signed agreement (e.g. job description with employee's signature and date)	2	QRIS Upload	☐ Signed agreements must be for the services of a Child Care Health Consultant, Mental Health Consultant; Family Services Support Staff, Professional Development Coordinator, Early Childhood Coordinator, Program Manager, Special Education staff, or Nutritionist and include	Agreements must indicate the dates/timeframe of the agreement or be signed and dated within the last 24 months.	"Daily Service Contract" is defined as a contract with an entity or individual who is available on a daily basis if the program needs their services. Contracts directly with the local Early Childhood Council should be for services above or beyond typical services provided through State Quality Initiatives.

					their signature or the signature of a representative of their employer.	
6.3		**The program employs or maintains a daily service contract with one or more of the following administrative professional personnel: Business Manager, Accountant, and Human Resources Director.**				
	One of the following: ☐ Contract **OR** ☐ Memorandum of understanding **OR** ☐ Other signed agreement (e.g. job description with employee's signature and date)	2	QRIS Upload	☐ Signed agreements must be for the services of a Business Manager, Accountant, Human Resources professional, or shared Services Provider/Alliance, and include their signature or the signature of a representative of their employer.	Agreements must indicate the dates/timeframe of the agreement or be signed and dated within the last 24 months.	
Professional Leadership						
6.4		**An administrative member of the program regularly participates in a community leadership role with their local Early Childhood Council or another early childhood organization; which may include participation on a formal committee, serving as a board member or acting in a leadership role for an early childhood association.**				
	One of the following: ☐ Roster **OR** ☐ Invitation **OR** ☐ Other documentation reflecting leadership role	2	QRIS Upload	☐ Rosters, invitations and/or any other documentation from an organization representative showing the leadership role of the administrator.		
CLASS Assessments Infant/Toddler						
6.5		**The program has had a reliable, independent, trained observer complete an infant CLASS Assessment in the previous 24 months in at least 50% of classrooms.**				
	☐ Observation sheets **AND**	2	QRIS Upload	☐ Observer's Certified CLASS Infant Observer	Observer documentation not required for assessments conducted by reliable	**CLASS observer must have a current CLASS certification card. A current list of certified observers can be found at**

	☐ Copy of observer's current Certified CLASS Observer documentation			documentation issued by Teachstone ☐ Observation sheets for classrooms representing at least 50% of each age group showing 4 observations cycles per classroom ☐ CLASS assessments complete within the past 24 months	Infant CLASS assessor/s employed by Clayton Early Learning. Summary score sheet will not be accepted	**http://teachstone.com/services/class-observer-directory/**
6.6	**The program has had a reliable, independent, trained observer complete a Toddler CLASS Assessment in the previous 24 months in at least 50% of classrooms.**					
	☐ Observation sheets **AND** ☐ Copy of observer's current Certified CLASS Observer documentation	2	QRIS Upload	☐ Observer's Certified CLASS Toddler Observer documentation issued by Teachstone ☐ Observation sheets for classrooms representing at least 50% of each age group showing 4 observations cycles per classroom ☐ CLASS assessments complete within the past 24 months	Observer documentation not required for assessments conducted by reliable Toddler CLASS assessor/s employed by Clayton Early Learning. Summary score sheet will not be accepted	**CLASS observer must have a current CLASS certification card. A current list of certified observers can be found at http://teachstone.com/services/class-observer-directory/**

Notes or Action Steps:

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Level 3-5 Evidence Guide for Child Care Centers Score Sheet

Standards		Possible Points	Total Points
I.	Workforce Qualifications and Professional Development	31	
II.	Family Partnerships	22	
III.	Leadership, Management and Administration	26	
IV.	Learning Environment	29	
V.	Child Health	14	
VI.	Optional (6 points max. awarded. Only 2 points can be added to any 1 area.)	12	
	Total Points		

Child Care Center Point Structure

Categories	Total Possible Points	Level 3	Level 4	Level 5
1. Workforce Qualifications and Professional	31	8	12	18
2. Family Partnerships	22	10	13	20
3. Leadership, Management & Administration	26	12	18	24
4. Learning Environment	29	8	13	22
5. Child Health	14	5	7	9
6. Optional available points:	12			
Minimum requirement for Rating		43	63	93
Environment Rating Score		At least 3.75 with no classroom below 3.0	At least 4.75 with no classroom below 4.0	At least 5.75 with no classroom below 5.0

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