



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

This guide will support Family Child Care Providers to prepare for the L3-5 and will guide providers on what documentation is needed to earn points.

***Changes during virtual ratings:** Timelines have been extended from 12 to 24 months. Indicators normally requiring notes from observations have been modified. Indicator 2.2 now requires submitted photos. Indicators 4.3, 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 Qualifications³						
					Possible Points Earned – 11	Estimated Points Anticipated: <input type="text"/>
That can be used to determine readiness Early Care Professional meets requirements for Early Childhood Professional II, III or IV Credential (1.1-1.3).						
1.1	Early Care Professional meets requirements for Early Childhood Professional II Credential					
	<input type="checkbox"/> CO EC Professional Credential Level II verified by the Professional Development Information System (PDIS)	2, or	PDIS	<input type="checkbox"/> Score based on Credential Level autoscored by the PDIS for the licensed child care Provider	If no credential or less than level II, then 0 points 6 maximum total points for 1.1-1.3 Only current Credentials will be considered for 1.1-1.3	1.1 -1.3 refers to the Provider listed on the child care license issued through the Colorado Department of Human Services. As defined in 7.707.31 A of the Colorado RULES REGULATING FAMILY CHILD CARE HOMES). http://media.wix.com/ugd/97dde5_d9b85f1aa57b4b99b6b739c437094e24.pdf

¹ Quality Improvement Plan (QIP) must be created in the Program's QRIS Colorado Shines 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). Multimedia 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 Provider'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 Documentation of Credentials of non-educational staff members (e.g., Administrative support staff, Cook, Accountant, Other, etc.), those not working directly in the program are not considered, however, completion of their self-assessments and IPDPs are. If completed through the PDIS, they 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.

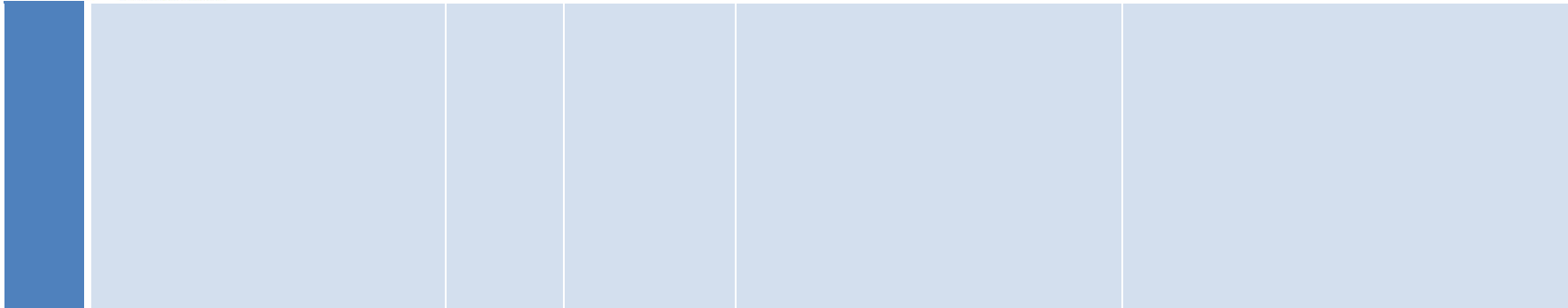


1.2						Providers must have an Early Childhood Professional Credential issued through the Colorado Department of Education. If the provider does not hold a credential prior to the rating, documentation must be submitted toward the credential through PDIS by the close of the rating window. (5:00pm on the last day of the rating month)
	Early Care Professional meets requirements for Early Childhood Professional III Credential					
	<input type="checkbox"/> CO EC Professional Credential Level III verified by the PDIS	4, or	PDIS	<input type="checkbox"/> Score based on credential/letter for licensed child care Provider	Same as 1.1	Please refer to Clarifications notes in Indicator 1.1.
	Early Care Professional meets requirements for Early Childhood Professional IV Credential					
	<input type="checkbox"/> CO EC Professional Credential Level IV verified by the PDIS	6, or	PDIS	<input type="checkbox"/> Score based on credential/letter for licensed child care Provider	Same as 1.1	Please refer to Clarifications notes in Indicator 1.1.
Self-Assessment & IPDP						
1.4a	The Early Care Professional and any other professionals who provide direct services to children will complete an annual self-assessment based on Colorado's competencies for Early Childhood Educators.					
	<input type="checkbox"/> Completed self-assessment for each staff member providing direct services to children and families	1	PDIS	<input type="checkbox"/> Competency Self-Assessment completed through the PDIS and verified by reporting of the Provider's Colorado Shines <i>Workforce</i> tab	Additional "staff" members include support staff	
1.4b	The Early Care Professional and any other professionals use the self-assessment to inform and update their Individual Professional Development Plan.					
	<input type="checkbox"/> Individual Professional Development Plan	1	QRIS Upload and/or PDIS	<input type="checkbox"/> IPDPs from PDIS records		Completion of the Individual Professional Development Plan (IPDP) will be verified on

	(IPDP) for each early childhood professional providing direct services to children			<input type="checkbox"/> Completion of IPDPs in the PDIS is verified by reporting of the Provider’s Colorado Shines <i>Workforce</i> tab (documentation not necessary to submit)	<p>the Workforce page of the program’s QRIS application.</p> <p>The Colorado Competencies for Early Childhood Educators and Administrators (https://www.cde.state.co.us/early/ecprofessionalcompetencies)</p>
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On-Going Professional Development

1.5 a-c	Early Care Professional has received (or is currently receiving) credentialed coaching/consulting activities of at least 3/5/8 hours in the past 24 months.					
	<input type="checkbox"/> Completed Coaching/consulting log OR <input type="checkbox"/> Letter from coaching representative	1, 2, or 3	QRIS Upload	<input type="checkbox"/> Log reflects at least 3, 5, or 8 hours of credentialed coaching/consulting	<p>3 maximum points for 1.5 a-c</p> <p>Consider only last 24 months including the program rating window</p> <p>Includes coaching from early Childhood Mental Health Consultants who hold the Infant Mental Health endorsement</p>	<p>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.</p> <ul style="list-style-type: none"> 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



Individuals who hold an Infant/Toddler Mental Health Endorsement through COAIMH can be used for coaching time without holding a Coaching Credential.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

II. Family Partnerships

Possible Points Earned – 20 Estimated Points Anticipated:

Home Language

2.1	The program provides documentation or written procedure of the use of interpreters, or other resources for help with other languages of enrolled families.					
<div><div><input type="checkbox"/> Related written policy</div><div>OR</div><div><input type="checkbox"/> Other relevant documentation</div></div>	2	QRIS Upload	<div><div><input type="checkbox"/> Policy must mention how families receive (or would receive) information in their home language.</div><div><input type="checkbox"/> Other documentation must demonstrate the source/s used to help support the inclusion of other languages</div></div>	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).	<u>Written Policies/Procedures:</u> 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 providers’ 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.				
<div><input type="checkbox"/> Photo(s) of materials on site, emails sharing materials, or other evidence that displays how materials are shared with families</div> <div>AND</div> <div><input type="checkbox"/> Photo(s) of resources on site, emails sharing resources, or other</div>	1	QRIS Upload	<div><input type="checkbox"/> Evidence indicating how <u>at least two materials</u> and <u>at least two resources</u> are shared with families</div> <div>Options:</div> <div><input type="checkbox"/> Photograph(s) of accessible "materials" available on site (materials could include</div>	<div>Label photographs to indicate materials or resources.</div> <div>Resources available on a parent board or near sign-in/out for example</div> <div>Accessible is defined as immediately available to families without asking for access</div>	

2.3	evidence that displays how resources are shared with families			<p>activity packets, books, toy lending library, parent library, etc.) and</p> <p><input type="checkbox"/> Photograph(s) of accessible "resources" available on site (resources could be flyers, brochures, posted announcements for services delivered on or off-site)</p> <p><input type="checkbox"/> Emails or other communication that shares materials and/or resources with families</p>	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.	
	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.					
	<p><input type="checkbox"/> Colorado Shines L3-L5 Family survey results</p> <p>AND one of the following:</p> <p><input type="checkbox"/> Sign-in sheets for related events OR</p> <p><input type="checkbox"/> Flyers for related events OR</p> <p><input type="checkbox"/> Newsletter Articles</p>	1	L3-L5 Family Survey, QRIS Upload	<p><input type="checkbox"/> 60% of responding families acknowledge that they have been offered such opportunities</p> <p><input type="checkbox"/> At least one sign-in sheet/flyer from within the past 24 months.</p>	<p>Results from the L3-L5 Family survey (no documentation required)</p> <p>Documentation must specify event name and date, including the year</p>	<p><u>Colorado Shines L3-L5 Family Surveys:</u></p> <p>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. Family Child Care Homes must get at least 70 % of families served to respond and return 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.</p>

					Any questions or concerns regarding the Family Surveys are to be directed to the programs assigned Lead Assessor or email ratings@claytonearlylearning.org . This survey is not to be used as evidence for the Program's Family Survey asked for in Indicator 2.6a of the Point Structure Guide.
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Transitions

2.4	The program has written procedures that describe how transitions are supported and information shared with families in order to help prepare the child and family for transition to new settings.					
	<input type="checkbox"/> Related written policy addressing transitions to new settings	1	QRIS Upload	Policy must include: <input type="checkbox"/> an opportunity for individualization <input type="checkbox"/> examples of transition strategies used <input type="checkbox"/> how this is shared with families	All transitions must be included: <input type="checkbox"/> Child’s home to family child care home <input type="checkbox"/> Family child care home 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.					
	<input type="checkbox"/> Colorado Shines L3-L5 Family survey results	1	L3-L5 Family Survey	<input type="checkbox"/> 60% of responding families acknowledge that they have been offered such opportunities.	Results from the L3-L5 Family survey (no additional 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.					
	<input type="checkbox"/> Event sign-in sheets OR <input type="checkbox"/> Information/Meeting Agenda OR <input type="checkbox"/> Individual conference logs	1	QRIS Upload	<input type="checkbox"/> At least one event within the past 24 months must be represented in evidence presented	Documentation must specify event name and date, and specify how documentation is specific to the topic of transitions	

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.					
	<input type="checkbox"/> Colorado Shines L3-L5 Family survey results <input type="checkbox"/> AND <input type="checkbox"/> Copy of the Program's Family Survey (Created by the Provider)	1	L3-L5 Family Survey QRIS Upload	<input type="checkbox"/> 60% of responding families acknowledge that this has taken place. <input type="checkbox"/> Copy of Family Survey (Created by the Provider) with improvement or support question	Results from the L3-L5 Family survey (no additional documentation required) Annual Family survey differs from the Colorado Shines L3-L5 Rating Family Survey (do not duplicate questions) Aggregate report of survey results is also acceptable	Colorado Shines L3-L5 Family Surveys: Please refer to Clarifications notes in Indicator 2.3. The Providers Family Survey must be Provider created. The Colorado Shines Family Surveys are not applicable for 2.6 A.
2.6b	The results from the survey are shared with families.					
	<input type="checkbox"/> Newsletter OR <input type="checkbox"/> Meeting agenda OR <input type="checkbox"/> Sign-in sheet	1	QRIS Upload	<input type="checkbox"/> Survey results were shared in a newsletter or email, reflected on a meeting agenda, or other multimedia outlets	Documentation must specify event name and date, including the year	
2.7a	Family survey results indicate the program conducts two annual parent/teacher conferences.					
	<input type="checkbox"/> Colorado Shines L3-L5 Family survey results	1	L3-L5 Family Survey	<input type="checkbox"/> 60% of responding families acknowledge they have been offered such opportunities	Results from the L3-L5 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.					
	<input type="checkbox"/> Conference logs for each age group OR <input type="checkbox"/> Program Calendar OR <input type="checkbox"/> Written Policy	2	QRIS Upload	<input type="checkbox"/> Two completed conference logs for each age group served in the past 24 months or family handbook policy	Age groups include: <input type="checkbox"/> Infant (if applicable) <input type="checkbox"/> Toddler (if applicable) <input type="checkbox"/> Preschool/Pre-K (if applicable)	For Written Policies/Procedures: Please refer to Clarifications notes in Indicator 2.1.
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.					

2.8b	<input type="checkbox"/> Colorado Shines L3-L5 Family survey results	1	L3-L5 Family Survey	<input type="checkbox"/> 60% of responding families acknowledge that they have been offered such opportunities	Results from the L3-L5 Family survey (no additional documentation required)	Colorado Shines L3-L5 Family Surveys: Please refer to Clarifications notes in Indicator 2.3.
	Event sign-in sheets and/or agendas indicate the program offers annual educational informational sessions.					
	<input type="checkbox"/> Event sign-in sheets OR <input type="checkbox"/> Agendas OR <input type="checkbox"/> Newsletters OR <input type="checkbox"/> Flyers	1	QRIS Upload	<input type="checkbox"/> One event within the past 24 months must be reflected in evidence presented.	Documentation must specify event name and date, including the year Sessions must include an informative education component for families (this must be evident in the documentation submitted) – one-on-one sessions between Provider and individual families acceptable If hosted outside of the family home (e.g. local library), the documentation must demonstrate the Provider's participation	Credit may not be earned if the documentation does not clearly demonstrate the ELDG domain/s the session/s intended to inform families
	Family surveys indicate the program provides a series of parenting classes annually.					
2.9a	<input type="checkbox"/> Colorado Shines L3-L5 Family survey results	1	L3-L5 Family Survey	<input type="checkbox"/> 60% of responding families acknowledge that they have been offered such opportunities.	Results from the L3-L5 Family survey (no documentation required)	Colorado Shines L3-L5 Family Surveys: Please refer to Clarifications notes in Indicator 2.3.
2.9b	Event sign in sheets and/or agendas indicate that program provides parenting classes, which includes family goal setting and action plans.					
	<input type="checkbox"/> Family goal setting/action planning form/template in use AND one of the following:	2	QRIS Upload	<input type="checkbox"/> At least one event within the past 24 months must be reflected in evidence presented. (Examples could include Cooking Matters, Strengthening	Family goal setting/action plan form/template could assess their knowledge, goals for their family based on the information they received/were taught	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.

	<input type="checkbox"/> Event sign-in sheets OR <input type="checkbox"/> Agendas			Families, Love & Logic, etc.)	Documentation must specify event name and date, including the year. One-on-one sessions between Provider and individual families acceptable Partnering with community agencies	
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Engagement with Community

2.10	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).					
	<input type="checkbox"/> Written procedure	1	QRIS Upload	<input type="checkbox"/> Written procedure must describe how families are put in contact with appropriate resources.	Description includes steps taken to identify and refer families for services	For Written Policies/Procedures: Please refer to Clarifications notes in Indicator 2.1.
2.11	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.					
	<input type="checkbox"/> Letter of reference from collaborating agency OR <input type="checkbox"/> Written Policy/Procedure	2	QRIS Upload	<input type="checkbox"/> Letter must indicate the type of activity on which the program worked with the collaborating agency and be dated within the past 24 months <input type="checkbox"/> Written procedure must include steps taken to identify children and engage with collaborating agencies		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.

Notes or Action Steps:

III. Leadership, Management & Administration

Possible Points Earned – 6

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					
	<input type="checkbox"/> Quality Improvement Plan	2	QRIS Upload	<input type="checkbox"/> Quality Improvement Plan reflects goals, timelines and outcomes and has been created or revised within the last year. <input type="checkbox"/> 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 3 components: <ul style="list-style-type: none"> <input type="checkbox"/> Goals <input type="checkbox"/> Timelines (e.g. progress and achievement/s) <input type="checkbox"/> Action Steps/strategies/resources used <input type="checkbox"/> Outcomes (e.g. desired and actual) <input type="checkbox"/> Created or revised within the last year (date/s clearly visible) 	QIP Goals must show that they are in progress or completed.
3.1b	The QIP is shared with staff, families, and stakeholders.					
	<input type="checkbox"/> Written Policy OR <input type="checkbox"/> Newsletters OR <input type="checkbox"/> Emails to families OR <input type="checkbox"/> Meeting Agendas	1	QRIS Upload	<input type="checkbox"/> Newsletters, agendas, or emails showing that QIP's have been shared with families in the past 24 months		<u>For Written Policies/Procedures:</u> Please refer to Clarifications notes in Indicator 2.1.

				<input type="checkbox"/> Written policy must be in the family handbook for notification of the plan's accessibility for viewing if a hard copy is kept or posted within the program space		
Professional Conduct						
3.2	The program has a written code of professional conduct. Staff is trained annually on the code of conduct.					
	<input type="checkbox"/> Written code	1	QRIS Upload	<input type="checkbox"/> Written code includes more than two professional standards	Support staff trained (if applicable)	Written Code of Ethics can be Program created or adopted (ex. NAEYC Code of Ethical Conduct, http://www.naeyc.org/positionstatements/ethical_conduct)
Business Administration						
3.3	The program has a current business plan and/or strategic plan created or revised in the past 36 months.					
	<input type="checkbox"/> Business plan OR <input type="checkbox"/> Strategic plan	1	QRIS Upload	Plan must reflect: <input type="checkbox"/> Goals, outcomes, strategies and timelines <input type="checkbox"/> A creation or revision date within the past 36 months.		
3.4	The program has a current-year operating budget and quarterly income and expense statements that show revenues, expenses, and budget compared to actual.					
	<input type="checkbox"/> Current-year operating budget AND <input type="checkbox"/> Quarterly income & expense statements	1	QRIS Upload	<input type="checkbox"/> Documentation must show comparison between projected annual and YTD figures for revenue and expenses.	For program privacy, a redacted or blacked-out budget is acceptable	

Notes or Action Steps:

IV. Learning Environment				Possible Points Earned – 27	Estimated Points Anticipated: <div></div>
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.				
	<div><input type="checkbox"/> Completed CO Shines curriculum/assessment crosswalk document</div>	1	QRIS Upload	<div><input type="checkbox"/> Curriculum crosswalk showing the curriculum in use clearly addresses all learning domains included in the CO Early Learning & Development Guidelines</div>	<div>CO Early Learning & Development Guidelines. http://earlylearningco.org/pdf/ELDG_Guidelines_English.pdf 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</div>
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.				

4.2	<input type="checkbox"/> Lesson plans OR <input type="checkbox"/> Other program documentation	1	QRIS Upload	<input type="checkbox"/> Sample (1 week) of recent, dated weekly lesson plans for each age group served, that reflects planned activities, learning domains addressed, and learning materials used.	Clearly indicate age groups Age groups include: <input type="checkbox"/> Infant (if applicable) <input type="checkbox"/> Toddler (if applicable) <input type="checkbox"/> Preschool (if applicable) More than one curriculum (including self-created) in use is acceptable (e.g. supplemental curriculums to capture all learning domains) Clearly indicate the domains in the documentation submitted – domains do not have to occur all in one day	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.
	The Provider provides documentation that they have received training on curriculum within the past 24 months.					
	<input type="checkbox"/> Training certificates	3	QRIS Upload	<input type="checkbox"/> Training certificate with date and participant name clearly visible.	Documentation must specify event name and date, including the year	Training must related to specific curriculum used by the provider. Generalized training on curriculum or curriculum topics (Ex. Math, Science, etc.) must show how it directly correlates with curriculum program is using. Training on the Early Learning and Developmental Guidelines will be accepted (FCCH Only)
Ratio and Group Size						
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.					
	<input type="checkbox"/> Written plan with timeline	2, or	QRIS Upload	<input type="checkbox"/> Written plan must describe a staffing and/or enrollment/attendance		For Written Policies/Procedures: Please refer to Clarifications notes in Indicator 2.1. Plan or Policy should describe what the providers plan is to reduce the teacher:child

4.3b				pattern that explains how it would improve adult:child ratios beyond what is required by licensing. The plan timeline must be implemented within the next 36 months.		ratio, meet or maintain adult:child ratio recommendations described in 4.3b or 4.3c. Policy can be a pre-existing policy created by the program.
	Partial implementation of a plan to lower group size and improve adult:child ratios as follows: Partial implementation-Total capacity seven (7) children1 Up to One (1) child under 24 months Up to One (1) child 24 months - 2 years Up to One (1) 2 years to 3 years Up to two (2) children 3-5 years - enrolled and attending kindergarten Up to two (2) school age children Partial implementation for Large Family Child Care Homes: Total capacity of eleven (11) children and two (2) caregivers, 2nd caregiver required when seven (7) or more children in care.					
	<input type="checkbox"/> Written plan with timeline OR <input type="checkbox"/> Written policy OR <input type="checkbox"/> Documented ratio plan AND <input type="checkbox"/> Completed standard ratio collection form for the assigned date and times	4, or	QRIS Upload	<input type="checkbox"/> Same as 4.3a <input type="checkbox"/> Ratio form must be completed for assigned date and times <input type="checkbox"/> At least one reported ratio for each classroom must meet the adult:child ratios outlined in the plan	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. Plan or Policy should describe what the programs plan is to reduce the teacher:child ratio. Policy can be a pre-existing policy created by the program.
	Full Implementation meeting lower Group size and adult:child ratios as follows: Full implementation-Total capacity six (6) children up to One (1) child under 24 months up to One (1) child 24 months - 2 years up to One (1) 2 years to 3 years up to two (2) children 3-5 years - enrolled and attending kindergarten up to two (2) school age children Full implementation for Large Family Child Care Homes: Ten (10) children and two (2) caregivers, 2nd caregiver required when six (6) or more children are in care.					
4.3c	<input type="checkbox"/> Written plan with timeline OR <input type="checkbox"/> Written policy OR <input type="checkbox"/> Documented ratio plan AND	6	QRIS Upload,	<input type="checkbox"/> Written plan must describe a staffing pattern that explains how the program would maintain adult:child ratios as outlined by criteria	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. Plan or Policy should describe what the programs plan is to reduce the teacher:child ratio, meet or maintain adult:child ratio recommendations described in 4.3b or 4.3c.

	<input type="checkbox"/> Completed standard ratio collection form for the assigned date and times			<input type="checkbox"/> Ratio form must be completed for assigned date and times <input type="checkbox"/> All reported ratios must meet NAEYC ratio and group size standards		Policy can be a pre-existing policy created by the program.
Observational Assessment of Program						
4.4a	The program has created a Quality Improvement Plan from a self-assessment using an assessment tool in addition to the FCCERS.					
	<input type="checkbox"/> Quality Improvement Plan	1	QRIS Upload	<input type="checkbox"/> QIP incorporates goals referencing the self-assessment (ref 4.4b)	The L2 Self-Assessment cannot be used to meet these indicators (4.4a & b)	Assessments can be one that is created by the program.
4.4b	The program has score sheets from their self-assessment.					
	<input type="checkbox"/> Self-Assessment Score sheets	1	QRIS Upload	<input type="checkbox"/> Classroom Observation sheets (CLASS) (Summary score sheet will not be accepted) <input type="checkbox"/> Score sheets/summary (Self-assessment examples could include: BAS, Strengthening Families Assessment, TPOT-Pyramid Plus, and any internally created assessment that measures quality)	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 one that is created by the program. Assessments must be done by a person who works directly within the program.
4.5a	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 Observation: 4.5 Instructional Support: 2.0.					
	<input type="checkbox"/> Observation sheets AND	2, or	QRIS Upload	<input type="checkbox"/> Observer's Certified CLASS Pre-K Observer documentation issued by Teachstone.	*FCCH with enrolled PRESCHOOLERS ONLY	Score sheets (CLASS Observation Sheets) for the Family Child Care Home that show 4 observation cycles must be submitted.

4.5b	<input type="checkbox"/> Copy of observer's current Certified CLASS Observer documentation			<input type="checkbox"/> Observation sheets show 4 observation cycles completed <input type="checkbox"/> CLASS assessment completed within the past 24 months with the following average scores: Emotional Support 4.5, Classroom Organization 4.5, and Instructional Support 2.0.	<p>Observer documentation not required for assessments conducted by reliable Pre-K CLASS assessor/s employed by Clayton Early Learning.</p> <p>Summary score sheet will not be accepted</p>	<p>Points will not be awarded if only the Summary page is submitted.</p> <p>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/</p>
	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 Observation: 5.0 Instructional Support: 2.5.					
	<input type="checkbox"/> Observation sheets AND <input type="checkbox"/> Copy of observer's current Certified CLASS Observer documentation	4, or	QRIS Upload	<input type="checkbox"/> Observer's Certified CLASS Pre-K Observer documentation issued by Teachstone. <input type="checkbox"/> Observation sheets show 4 observation cycles completed <input type="checkbox"/> 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.	<p>*FCCH with enrolled PRESCHOOLERS ONLY</p> <p>Observer documentation not required for assessments conducted by reliable Pre-K CLASS assessor/s employed by Clayton Early Learning.</p> <p>Summary score sheet will not be accepted</p>	<p>Score sheets (CLASS Observation Sheets) for the Family Child Care Home that show 4 observation cycles must be submitted. Points will not be awarded if only the Summary page is submitted.</p> <p>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/</p>
4.5c	The program has had a reliable, independent, trained observer complete a Pre-K CLASS Assessment in the previous 24 months with average minimum scores: Emotional Support: 6.0 Classroom Observation: 6.0 Instructional Support: 3.0.					
	<input type="checkbox"/> Observation sheets AND	6	QRIS Upload	<input type="checkbox"/> Observer's Certified CLASS Pre-K Observer	*FCCH with enrolled PRESCHOOLERS ONLY	<p>Score sheets (CLASS Observation Sheets) for the Family Child Care Home that show 4 observation cycles must be submitted.</p>

	<input type="checkbox"/> Copy of observer's current Certified CLASS Observer documentation			<p>documentation issued by Teachstone.</p> <p><input type="checkbox"/> Observation sheets show 4 observation cycles completed</p> <p><input type="checkbox"/> CLASS assessment completed within the past 24 months with the following average scores: Emotional Support 6.0, Classroom Organization 6.0, Instructional Support 3.0</p>	<p>Observer documentation not required for assessments conducted by reliable Pre-K CLASS assessor/s employed by Clayton Early Learning.</p> <p>Summary score sheet will not be accepted</p> <p>6 points maximum for 4.5a - 4.5c</p>	<p>Points will not be awarded if only the Summary page is submitted.</p> <p>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/</p>
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Child Assessment

4.6	The program has a child assessment system that has been aligned with Colorado's Early Learning and Development Guidelines.					
	<input type="checkbox"/> Completed CO Shines Curriculum/Assessment Crosswalk document OR <input type="checkbox"/> Other assessment documentation	2	QRIS Upload	Assessment documentation must clearly address all learning domains included in the CO Early Learning & Development Guidelines.		<p>CO Early Learning & Development Guidelines. http://earlylearningco.org/pdf/ELDG_Guidelines_English.pdf</p> <p>Assessments can be program created.</p>
4.7a	Developmentally appropriate child assessments (e.g., observation data, portfolios, work samples) are conducted within 90 calendar days after enrollment, and one other within a year.					
	<input type="checkbox"/> Child assessment samples	1	QRIS Upload	<p>Assessment samples from each age group that demonstrate assessments occurred at least twice in the last 24 months. Assessment samples submitted for 4.7 must align with Colorado's Early Learning and Development Guidelines for each age group served.</p>	<p>Child names can be blocked out; aggregate data reports accepted</p> <p>Clearly indicate age groups</p> <p>Age groups include:</p> <p><input type="checkbox"/> Infant (if applicable)</p> <p><input type="checkbox"/> Toddler (if applicable)</p>	<p>CO Early Learning & Development Guidelines. http://earlylearningco.org/pdf/ELDG_Guidelines_English.pdf</p> <p>Assessments can be provider created.</p>

4.7b				<input type="checkbox"/> Preschool (if applicable)	
	Results of assessments are shared during parent/teacher conferences in a culturally and linguistically appropriate manner.				
	<input type="checkbox"/> Parent/Provider conference documentation	1	QRIS Upload	<input type="checkbox"/> Parent/conference documentation must reference assessment results. Ex. Log, summary, or acknowledgment form signed by parent/family	Child/Family names can be blocked out
4.8	The Provider provides documentation that they have received training on assessment within the past 24 months.				
	<input type="checkbox"/> Training certificates	2	QRIS Upload	<input type="checkbox"/> Training certificate reflecting the Provider's name as the participant.	
4.9	Assessment results are used to individualize curriculum and lesson planning.				
	<input type="checkbox"/> Lesson plans submitted for 4.1 AND <input type="checkbox"/> Assessment samples submitted for 4.7 (if connected) OR <input type="checkbox"/> Other program documentation	2	QRIS Upload	<input type="checkbox"/> Lesson plans submitted for 4.1 and Assessment samples submitted for 4.7 must correspond by reflecting activities directly related to assessment results. <input type="checkbox"/> Assessment samples submitted for 4.7 must align with Colorado's Early Learning and Development Guidelines for each age group served. <input type="checkbox"/> Documentation submitted must demonstrate how assessment results are	Clearly indicate age groups Age groups include: <input type="checkbox"/> Infant (if applicable) <input type="checkbox"/> Toddler (if applicable) <input type="checkbox"/> Preschool/PreK (if applicable)

Notes or Action Steps:

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.					
5.1b	<input type="checkbox"/> Written policy OR <input type="checkbox"/> Forms used	1	QRIS Upload	<input type="checkbox"/> Policy describing screening and/or tracking processes OR forms used that include screening dates or confirmation of services	Documentation must include 3 screening types: <input type="checkbox"/> Hearing <input type="checkbox"/> Vision <input type="checkbox"/> Dental	<p>For Written Policies/Procedures: Please refer to Clarifications notes in Indicator 2.1.</p> <p>To receive credit for this indicator, the program must show that they address hearing, vision and dental screening.</p>
5.1b	The program provides resources for families on where to obtain the screenings.					
5.2a	<input type="checkbox"/> Resource lists	2	QRIS Upload	<input type="checkbox"/> Resource lists shared with families that include places that conduct the relevant screenings	Documentation must include resources for 3 service types with their contact and location information: <input type="checkbox"/> Hearing <input type="checkbox"/> Vision <input type="checkbox"/> Dental	<p>To receive credit for this indicator, the program must show that they address hearing, vision and dental screening.</p>
5.2a	The program documents that each child has medical insurance and a medical home.					
5.2b	<input type="checkbox"/> Written policy OR <input type="checkbox"/> Forms used	1	QRIS Upload	<input type="checkbox"/> 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	<p>For Written Policies/Procedures: Please refer to Clarifications notes in Indicator 2.1.</p> <p>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.</p>
5.2b	The program provides resources for families to obtain medical insurance and medical home.					

5.3	<input type="checkbox"/> Resource lists	1	QRIS Upload	<input type="checkbox"/> Resource lists shared with families that include places that offer information on obtaining health coverage and potential medical homes		Resources should include where families can get screenings, medical care, and medical insurance.
	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.					
	<input type="checkbox"/> Written policy	2	QRIS Upload	Policy describing referral practices and procedures based on the 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.
	The program has a one-time certified playground inspection conducted.					
5.4a	<input type="checkbox"/> Certified Playground Safety Inspection (CPSI) certificate OR <input type="checkbox"/> CPSI audit form OR <input type="checkbox"/> CPSI audit report AND <input type="checkbox"/> Copy of Inspector's Certification Card issued through the National Recreation and Parks Association	1	QRIS Upload	<input type="checkbox"/> CPSI certificate <input type="checkbox"/> CPSI audit form <input type="checkbox"/> CPSI audit report <input type="checkbox"/> Copy of Inspector's Certification Card issued through the National Recreation and Parks Association	CPSI must match current play space configuration and equipment Certified Inspectors may be found online here – National Recreation and Park Association's CPSI Registry	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.					
	<input type="checkbox"/> Related Quality Improvement Plan (QIP)	1	QRIS Upload	<input type="checkbox"/> 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	Provider leads children in structured physical activities daily. (Once in a 3 hour or less time period; twice in a 5 hour or more time period).					
	<input type="checkbox"/> Program schedule OR <input type="checkbox"/> Lesson plans	1	QRIS Upload	Daily schedules and/or lesson plans showing structured physical activities	"Structured physical activity" = Provider-led activity (outside free choice or gross motor time are not considered "Provider-led.")	Program schedule should describe or show direct correlation with the lesson plan to show how provider leads children in structured physical activity daily.

			<input type="checkbox"/> At least once daily for programs operating fewer than 5 hours per day <input type="checkbox"/> At least twice daily for programs operating for 5 hours or more per day.	Age groups include: <input type="checkbox"/> Infant (if applicable) <input type="checkbox"/> Toddler (if applicable) <input type="checkbox"/> Preschool (if applicable) Clearly indicate age groups	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.				
	<input type="checkbox"/> Business card from Nutrition Educator or Dietician OR <input type="checkbox"/> Trainer's Certificate OR <input type="checkbox"/> Diploma OR <input type="checkbox"/> Transcripts in content area	1	QRIS Upload	<input type="checkbox"/> Must have a business card or trainer cert. for Nutritionist or Dietician that led programming <input type="checkbox"/> Diploma/transcripts would be in a food-related field with at least 15 credits in nutrition, dietetics, or similar coursework	Identified trainer from 5.6a must be related to the documentation provided for 5.6b Train the trainer certificates can be accepted if through a reportable organization.(Ex. Cooking Matters)
5.6b	The program provides documentation that the nutrition programs have been conducted.				
	<input type="checkbox"/> Sign-in sheets OR <input type="checkbox"/> Flyer	1	QRIS Upload	<input type="checkbox"/> Sign-in sheets or flyers related 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.				
	<input type="checkbox"/> 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.				



	<input type="checkbox"/> Photographs AND <input type="checkbox"/> Written description	1	QRIS Upload	<input type="checkbox"/> At least one photograph that makes the location of the garden easily identifiable <input type="checkbox"/> A written description of the garden, how it is used, and how children participate.		
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Notes or Action Steps:

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/Provider in who is bilingual if there is a dominant second language in the home.					
	<input type="checkbox"/> Written policy	2	QRIS Upload	<input type="checkbox"/> Written policy must clearly explain that a bilingual caregiver is provided if there is a dominant second language in the program.	Bilingual caregiver must be fluent in the dominant second language represented Dominant second language is defined as 50% or more of children present in the program	<p>For Written Policies/Procedures: Please refer to Clarifications notes in Indicator 2.1.</p> <p>If 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.</p>

Additional Professional Staff

6.2	The program employs or maintains a 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: <input type="checkbox"/> Contract OR <input type="checkbox"/> Memorandum of understanding OR <input type="checkbox"/> Other signed agreement	2	QRIS Upload	<input type="checkbox"/> 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	Agreements must indicate the dates/timeframe of the agreement or be signed and dated within the last 24 months.	<p>“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.</p> <p>Contracts directly with the local Early Childhood Council should be for services above or beyond typical services provided through State Quality Initiatives.</p>

6.3				include their signature or the signature of a representative of their employer.		
	The program employs or maintains a service contract with one or more of the following administrative professional personnel: Business Manager, Accountant, Human Resources Director, shared service provider or alliance.					
	One of the following: <input type="checkbox"/> Contract OR <input type="checkbox"/> Memorandum of understanding OR <input type="checkbox"/> Other signed agreement (e.g. job description with employee's signature and date)	2	QRIS Upload	<input type="checkbox"/> 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.	Contracts need to have been signed and dated within the last 24 months.
Professional Leadership						
6.4	The Provider actively 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, presenting at an early childhood conference, or acting in a leadership role for an early childhood association.					
	One of the following: <input type="checkbox"/> Roster OR <input type="checkbox"/> Invitation OR <input type="checkbox"/> Other documentation reflecting leadership role	2	QRIS Upload	<input type="checkbox"/> Rosters, invitations, and/or any other documentation from an organization representative showing the leadership role of the Provider.		
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.					
	<input type="checkbox"/> Observation sheets AND <input type="checkbox"/> Copy of observer's current Certified	2	QRIS Upload	<input type="checkbox"/> Observer's Certified CLASS Infant Observer documentation issued by Teachstone.	FCCH with enrolled infants Observer documentation not required for assessments conducted by reliable	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

6.6	CLASS Observer documentation			<input type="checkbox"/> Observation sheets showing 4 observation cycles complete (6 total cycles if alternating between the CLASS Infant and CLASS Toddler tools). <input type="checkbox"/> CLASS assessments completed within the past 24 months.	Toddler CLASS assessor/s employed by Clayton Early Learning. Summary score sheet will not be accepted	observers can be found at http://teachstone.com/services/class-observer-directory/
	The program has had a reliable, independent, trained observer complete a Toddler CLASS Assessment in the previous 24 months.					
	<input type="checkbox"/> Observation sheets AND <input type="checkbox"/> Copy of observer's current Certified CLASS Observer documentation	2	QRIS Upload	<input type="checkbox"/> Observer's Certified CLASS Toddler Observer documentation issued by Teachstone. <input type="checkbox"/> Observation sheets showing 4 observation cycles complete (6 total cycles if alternating between the CLASS Infant and CLASS Toddler tools). <input type="checkbox"/> CLASS assessment completed within the past 24 months.	FCCH with enrolled toddlers 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	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/

Notes or Action Steps:

Level 3-5 Evidence Guide for Family Child Care Homes Score Sheet

Standards		Possible Points	Total Points
I.	Workforce Qualifications and Professional Development	11	
II.	Family Partnerships	21	
III.	Leadership, Management and Administration	6	
IV.	Learning Environment	27	
V.	Child Health	14	
VI.	Optional (6 points max. awarded. Only 2 points can be added to any 1 area.)	12	
		Total Points	

Family Child Care Home Point Structure

Categories	Total Possible Points	Level 3	Level 4	Level 5
1. Workforce Qualifications and Professional	11	3	5	7
2. Family Partnerships	21	8	10	14
3. Leadership, Management & Administration	6	3	4	5
4. Learning Environment	27	6	9	16
5. Child Health	14	5	7	8
6. Optional available points:	12			
Minimum requirement for Rating		25	35	50
Environment Rating Score		At least 3.75	At least 4.75	At least 5.75