Total points: _______

STAR Rating: ______

---

**Early Learning Coalition of Sarasota County**  
**Quality Improvement System (QIS) 2017-2018**  
**Family Childcare Homes**  
**VALIDATION CHECKLIST and POINT DETERMINATION**

Provider Name: ___________________________________________  
Date: ____________________

---

## LEARNING ENVIRONMENT AND CLASSROOM INTERACTIONS

<table>
<thead>
<tr>
<th>Level A</th>
<th>Level B</th>
<th>Level C</th>
<th>Level D</th>
<th>Level E</th>
</tr>
</thead>
</table>
| Infant CLASS:  
Score of 3.50 – 3.99 |  
2 points |  
3 points |  
5 points |  
25 possible points |
| Toddler CLASS:  
Emotional and Behavioral Support 4.00-4.49 |  
2 points |  
3 points |  
5 points |  
25 possible points |
| Toddler CLASS:  
Engaged Support for Learning 2.00-2.49 |  
2 points |  
3 points |  
5 points |  
25 possible points |
| PK CLASS:  
Emotional Support 4.00-4.49 |  
2 points |  
3 points |  
5 points |  
25 possible points |
| PK CLASS:  
Classroom Organization 3.50 — 3.99 |  
2 points |  
3 points |  
5 points |  
25 possible points |
| PK CLASS:  
Instructional Support 1.50—1.99 |  
2 points |  
3 points |  
5 points |  
25 possible points |

---

## SCREENING/ASSESSMENT CURRICULUM/INCLUSION

<table>
<thead>
<tr>
<th>Screening/Assessment/Curriculum/Inclusion - 8 points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRICULUM</strong></td>
</tr>
<tr>
<td>Please list the following:</td>
</tr>
<tr>
<td>Curricula</td>
</tr>
<tr>
<td>Character Development Program</td>
</tr>
<tr>
<td>Assessment Tool</td>
</tr>
<tr>
<td>Screening Tool</td>
</tr>
</tbody>
</table>

---

February 2016  
Page 1
| CU 1 | Family childcare provider has training in the current Florida Performance Standards. Florida Early Learning and Developmental Standards (Birth to Four) or (4 year olds)  
- Evidence in the form of item listed below:  
  - Certificate from training  |
| CU 2 | Lesson plans state the relationship between the curriculum and the Florida Performance Standards and home’s environment supports lesson plans.  
- Evidence in the form of item listed below:  
  - Developmentally appropriate activities addressing curriculum areas and Florida Performance Standards domains and include a character (social/emotional) component  
  - Planned adult-child interactions (i.e. circle time, small group time activities, etc.)  
  - Materials needed to carry out the activities are available  
  - Set-up or arrangement of environment reflects curriculum implementation and promotes active engagement.  |
| CU 3 | On-going child screening, observation and assessment data used to inform program practices. Screening and assessment data communicated to families.  
- Evidence will be in the form of the following documentation for two random school readiness child files* which must have all of the following examples.  
  - Evidence of ongoing formal assessment. If using GOLD online, be prepared to show assessor a group report, a child report or your online account with documentation entered to verify usage.  
  - Anecdotal records  
  - Portfolio  
  - Handbook page signed by parent acknowledging they received the handbook  
  - Handbook page signed by parent giving permission to screen child using ASQ  
  - Evidence of one parent-teacher conference per year documented by a signed parent conference form  
  - Statement that a hard copy of the ASQ results was given to parent within thirty (30) days of screening date.  
  - When necessary, specific activities given to parent to support child’s development  
  - When necessary, a plan for intervention if ASQ results indicate this action  |
| CU 4 | Developmentally appropriate curriculum fully implemented (Verified when assessment falls within level C (or higher) of the Learning Environment and Classroom Interactions section of this validation checklist).  
- Evidence in the form of DAP lesson plans and observation of plans being implemented in the classroom; appropriate room arrangement with learning centers, quiet areas; appropriate teacher/child interaction.  |
| CU 5 | 100% of all non-school readiness children are screened using the appropriate ASQ-3 interval once a year. For Sarasota non-school readiness children the one screening may be completed anytime throughout the year and may be entered into the Enterprise online system using the NSR coding.  
- Evidence will be found by examination of two randomly selected files of non-school readiness children. Evidence will be documented in each file by the following:  
  - One ASQ screening  
  - One signed parent-teacher conference form per year  |
Statement that a hard copy of the ASQ results was given to parent.
When necessary, specific activities given to parent to support child’s development
When necessary, a plan for intervention if ASQ results indicate this action.

| CU 6 | □ Adapts developmentally appropriate curriculum to meet individual needs and uses child assessment as a guide to individualize program planning (Verified when assessment falls within level D (or higher) of the Learning Environment and Classroom Interactions section of this validation checklist.
  
  o Evidence in the form of DAP lesson plans and observation of plans being implemented in the classroom; appropriate room arrangement with learning centers, quiet areas; appropriate teacher/child interaction. |

| □ 1 pt. |

**Curriculum Score**

<table>
<thead>
<tr>
<th>STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff Qualifications – 12 points possible, tiers build upon each other, elements must be in place to receive points for next level</strong></td>
</tr>
</tbody>
</table>

| □ Provider must have training, education and credential documentation available for validation by the assessor at time of observation. |
| o Evidence will need to be in the form of any or all of the documents listed below: |
|  ▪ Training verification certificates |
|  ▪ Copy of DCF Staff Credentials Certificate (or higher), if applicable |
|  ▪ College transcripts, if applicable |

| Large FCCH – Same as above AND |
| □ Assistants must have training, education and credential documentation available for validation by the assessor at time of observation. |
| o Same evidence as above |

| □ 2 pts. |

| □ Professional development plan for owner/operator |
| o Evidence in the form of: |
|  ▪ Written professional development plan with goals listed |

| Large FCCH - Same as above AND |
| □ Professional development plan for assistant teachers. |
| o Evidence in the form of: |
|  ▪ Written professional development plan for staff with goals listed |

| □ 4 pts. |

| □ Provider actively enrolled** in a DCF Staff Credential, FCCPC, or National CDA |
| Large FCCH – Same as above AND |
| □ Assistant teachers have HS Diploma or GED |

| □ 6 pts. |

| □ Provider has DCF Staff Credential, FCCPC, or National CDA |
| Large FCCH – Same as above AND |
| □ Assistant teachers have all mandatory DCF training completed |

| □ 9 pts. |

| □ Provider actively enrolled** in an A.A./A.S or higher*, OR 60 credits with 18 credits in ECE |
| Large FCCH – Same as above AND |
| □ Assistant teachers are actively enrolled** in a DCF Staff Credential, FCCPC, or higher |

| □ 12 pts. |

| □ Provider has a minimum of an A.A./A.S in ECE or higher*, OR 60 credits with 18 credits in ECE |
| Large FCCH – Same as above AND |
| □ Assistant teachers have DCF Staff Credential, FCCPC, or higher |

| □ 12 pts. |

Staff Qualifications Score_____

*AA/AS, or BA/BS, or MA/MS in ECE or unrelated degree with 18 ECE credits.
**“Actively enrolled” is defined as completion of one class per semester.
<table>
<thead>
<tr>
<th>Professional Development – 8 points possible</th>
<th>8 points possible, check all criteria met</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Provider is required to have documentation verifying the number of in-service hours that have been completed within the last 13 months available for validation by the assessor at time of observation.</td>
<td></td>
</tr>
<tr>
<td>o Evidence may be in the form of:</td>
<td></td>
</tr>
<tr>
<td>• in-service training certificates</td>
<td></td>
</tr>
<tr>
<td>• transcripts of college level courses on the Early Childhood Education track including course for the Director Credential (Large FCCH) and DCF Staff credential or equivalent</td>
<td></td>
</tr>
<tr>
<td><strong>Large FCCH</strong> – Same as above <strong>AND</strong></td>
<td></td>
</tr>
<tr>
<td>□ Provider is required to have documentation verifying the number of in-service hours that the Assistant Teachers have completed within the last 13 months available for validation by the assessor at time of observation...</td>
<td></td>
</tr>
<tr>
<td>o Same evidence as above</td>
<td></td>
</tr>
<tr>
<td>PD 1 □ Provider completes minimum of 15 hours in-service training.</td>
<td>□ 1 pt.</td>
</tr>
<tr>
<td>PD 2 □ Provider completes 20 hours annual in-service training.</td>
<td>□ 1 pt.</td>
</tr>
<tr>
<td>PD 3 □ Provider participates in one professional contribution.</td>
<td></td>
</tr>
<tr>
<td>o Evidence may be in the form:</td>
<td></td>
</tr>
<tr>
<td>______ Active member of a professional early childhood association</td>
<td></td>
</tr>
<tr>
<td>______ Attendance at a local, state or national ECE conference</td>
<td></td>
</tr>
<tr>
<td>______ Holds a position as an officer in an early childhood professional association</td>
<td></td>
</tr>
<tr>
<td>______ Mentor to another family childcare provider as evidenced by a letter from that mentored provider as to your involvement and contributions to their program</td>
<td></td>
</tr>
<tr>
<td><strong>Large FCCH</strong> – Same as above <strong>AND</strong></td>
<td></td>
</tr>
<tr>
<td>□ Assistant teachers complete 15 hours of annual in-service training.</td>
<td></td>
</tr>
<tr>
<td>PD 4 □ Provider completes 25 hours annual in-service training.</td>
<td>□ 2 pt. Both must be in place</td>
</tr>
<tr>
<td><strong>AND</strong></td>
<td></td>
</tr>
<tr>
<td>□ Provider participates in 2 professional contributions. (List same as in PD3).</td>
<td></td>
</tr>
<tr>
<td><strong>Large FCCH</strong> – Same as above <strong>AND</strong></td>
<td></td>
</tr>
<tr>
<td>□ Assistant teachers complete 20 hours of annual in-service training.</td>
<td></td>
</tr>
<tr>
<td>PD 5 □ Provider completes 30 hours annual in-service training.</td>
<td>□ 3 pt. Both must be in place</td>
</tr>
<tr>
<td><strong>AND</strong></td>
<td></td>
</tr>
<tr>
<td>□ Provider participates in 3 professional contributions (List same as in PD3).</td>
<td></td>
</tr>
<tr>
<td><strong>Large FCCH</strong> – Same as above <strong>AND</strong></td>
<td></td>
</tr>
<tr>
<td>□ Assistant teachers complete 20 hours of annual in-service training <strong>AND</strong></td>
<td></td>
</tr>
<tr>
<td>□ Assistant teachers participate in one professional involvement activity</td>
<td></td>
</tr>
<tr>
<td>o Evidence may be in the form:</td>
<td></td>
</tr>
<tr>
<td>______ Active member of a professional early childhood association</td>
<td></td>
</tr>
<tr>
<td>______ Attendance at a local, state or national ECE conference</td>
<td></td>
</tr>
<tr>
<td>______ Holds a position as an officer in an early childhood professional association</td>
<td></td>
</tr>
</tbody>
</table>

Prof. Dev.
Score_________
## POTENTIAL BONUS POINTS

<table>
<thead>
<tr>
<th>BONUS</th>
<th>Bonus Points - 6 points possible</th>
<th>6 points possible, check all criteria met</th>
</tr>
</thead>
</table>
| BP 1  | □ Provider has a BA/BS or higher with 18 credits in ECE.  
  o Evidence in the form of college diploma or college transcript | ☐ 1 pt. |
| BP 2  | □ Family Childcare provider has attended and submitted a follow up Implementation Plan related to the Healthy Sarasota Childcare training  
  o Verification by attendance sheet from training  
  o On site verification that Implementation Plan elements are being incorporated at site | ☐ 1 pt. |
| BP 3  | □ Family Childcare provider has attended the Safe Sleep training.  
  o Verification by certificate of completion available to assessor at time of observation.  
  Large FCCH - Same as above AND  
  o Information was shared with assistant if they did not attend and documented by a statement signed by assistant that information was shared.  
  If staff have completed an online training through DCF or APA, show certificate to assessor on the day of observation. | ☐ 1 pt. |
| BP 4  | □ Family Childcare provider or a current staff member is a certified “STAR Babies” graduate. If a staff member, please indicate name here: _________________________________________ | ☐ 1 pt. |
| BP 5  | □ Presented a local ECE workshop, at state ECE conference or a national ECE conference.  
  o Evidence in the form of program or agenda from conference or workshop listing topic presented and you, the provider listed as the presenter. | ☐ 1 pt. |
| BP 6  | □ Commitment to children with challenging behavior that must clearly go above and beyond expectations. A provider who has asked a child to leave may not be eligible for this bonus point.  
  o Evidence in the form of at least 3 of the following:  
  _____ Using the DECA approach and assessment tool or PBS strategies  
  _____ Contact with Warm Line and documentation that suggested strategies have been implemented  
  _____ Working with parents to support their children’s needs,  
  _____ Facilitating appropriate referrals  
  _____ Additional targeted teacher training  
  _____ Taking all available measures to work with challenging children | ☐ 1 pt. |

### CLASS observation thresholds and point range:

A 5 STAR site will have all CLASS scores in Level D or E and the total points earned will be at least 45. In addition, within each standard, all elements must be achieved up to but not necessarily including the last one.

A 4 ½ STAR site will have all CLASS scores in Level D or E and the total points earned will be at least 45, yet all elements in a standard may not be achieved.

A 4 STAR site will have all CLASS scores in Level C, D or E and the total points earned must fall between 35 and 44.

A 3 STAR site will have all CLASS scores in Level B, C, D or E and the total points earned must fall between 25 and 34 points.

A 2 STAR site will have all CLASS scores in Level A, B, C, D or E and the total points earned must fall between 13 and 24 points.

A 1 STAR site will have all CLASS score in level A, B, C, D, or E and the total points earned is below 13.

### Bonus Point Score

### Total Points

### STAR Rating