

LEARNING ENVIRONMENT (continued)
 (includes FCCERS, Ratios/Group /Size and Curriculum/Child Assessment)

C U R R I C U L U M	Curriculum / Assessment - 5 points possible		
	<p>*Note: For Tier 4 subscale average(s) below must equal <u>4.5</u> For Tier 5 subscale average(s) below must equal <u>5</u></p> <p>FCCERS Listening & Talking = _____ Activities = _____ Program Structure = _____ Total = _____ FCCERS subscale average = _____</p>		<input type="checkbox"/> Meets criteria for Tier 4 <input type="checkbox"/> Meets criteria for Tier 5
CU 1	<input type="checkbox"/> Has adopted a developmentally appropriate curriculum. o Evidence includes use of materials, scheduling, arranging of the environment, and interactions between children and adults either separately or in combination, for all age groups.	List curriculum used: _____	<input type="checkbox"/> 1 pt.
CU 2	<input type="checkbox"/> Provider has received at least 6 hours of training in addition to state mandated training on implementing developmentally appropriate curriculum, including supporting character(social/emotional)development and addressing the Florida Performance Standards. o Evidence may be in the form of certificates from workshops (see verification checklist)		<input type="checkbox"/> 1 pt.
CU 3	<input type="checkbox"/> Lesson plans express the relationship between the curriculum and the Florida Performance Standards o Evidence in the form of recently completed lesson plan showing developmentally appropriate activities addressing curriculum areas and all domains of the Florida Performance Standards. AND <input type="checkbox"/> Substitutes used more than 40 hours per month employed for 6 months or more have received at least 3 hours of training implementing the program's chosen developmentally appropriate curriculum o Evidence in the form of training certificates Large FCCH – Same as above AND <input type="checkbox"/> Assistants employed for 6 months or more have received at 3 hours of training implementing the program's chosen developmentally appropriate curriculum o Evidence in the form of training certificates		<input type="checkbox"/> 1 pt.
CU 4	<input type="checkbox"/> Developmentally appropriate curriculum fully implemented in the program. o Evidence in the form of DAP lesson plans and observation of plans being implemented in the classroom, appropriate room arrangement, appropriate teacher/child interaction, and evidence of learning being play based. AND <input type="checkbox"/> On-going child observation and assessment data used to inform program practices as evidenced by portfolios, lesson plans, etc. o Evidence in the form of the following documentation for <u>1 child*</u> chosen randomly <ul style="list-style-type: none"> ▪ A completed curriculum-based child assessment ▪ Portfolio or anecdotal notes ▪ A lesson plan showing small group or individual instruction that would indicate that the child's assessment data is being used in planning OR an Individual Education Plan (IEP) *Child's name can be removed from documents to protect identity.		<input type="checkbox"/> 1 pt. Both must be in place 4 Stars must be verified by ERS subscale scores (see *note above)
CU 5	<input type="checkbox"/> Adapts developmentally appropriate curriculum to meet individual needs of children. Uses child assessment as a guide to individualize program planning and communicate with families o Evidence as above and including documentation from notes or lesson plans that child assessment is used to meet individual child needs. Evidence that child assessment data communicated to families documented by signed family/teacher conference forms or other documentation of meetings with families to share information. AND <input type="checkbox"/> On-going child observation and assessment data used to inform program practices. o Evidenced by portfolios, anecdotal notes, lesson plans etc.		<input type="checkbox"/> 1 pt. Both must be in place 5 Stars must be verified by ERS subscale scores (see *note above)
		Curriculum	Score _____

STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

S T A F F Q U A L I F I C A T I O N S	Staff Qualifications - 10 points possible		
	<input type="checkbox"/> Provider must have training, education and credential documentation on file o Evidence may be in the form of: <ul style="list-style-type: none"> ▪ DCF Training Transcript ▪ Current CPR and first aid cards ▪ Training verification certificates ▪ Copy of DCF Staff Credentials Certificate (or higher), if applicable ▪ College transcripts, if applicable ▪ Documentation of years of experience (Prior licensing certificates, letter from former employer, resume etc) Large FCCH – Same as above AND <input type="checkbox"/> Assistants must have training, education and credential documentation on file. o Same evidence as above		10 points possible, check all criteria met
SQ 1	<input type="checkbox"/> Meets Sarasota licensing standards		<input type="checkbox"/> 1 pt.
SQ 2	<input type="checkbox"/> Provider working towards DCF Staff Credential AND <input type="checkbox"/> Provider has at least 1 year ECE experience Large FCCH – Same as above AND <input type="checkbox"/> Assistant teachers have HS Diploma or GED		<input type="checkbox"/> 2.25 pts.
SQ 3	<input type="checkbox"/> Provider has DCF Staff Credential or AND <input type="checkbox"/> Provider has at least 2 years ECE experience Large FCCH – Same as above AND <input type="checkbox"/> Assistant teachers have all mandatory DCF training completed		<input type="checkbox"/> 2.25 pts.
SQ 4	<input type="checkbox"/> Provider working towards A.A./A.S or higher, OR 60 credits with 18 credits in ECE AND <input type="checkbox"/> Provider has at least 3 years ECE experience Large FCCH – Same as above AND <input type="checkbox"/> Assistant teachers have all mandatory DCF training completed AND working towards DCF Staff Credential		<input type="checkbox"/> 2.25 pts.
SQ 5	<input type="checkbox"/> Provider has a minimum of an A.A./A.S in ECE or higher, OR 60 credits with 18 credits in ECE AND <input type="checkbox"/> Provider has at least 5 years ECE experience Large FCCH – Same as above AND <input type="checkbox"/> Assistant teachers have DCF Staff Credential		<input type="checkbox"/> 2.25 pts.
		Staff Qualifications	Score_____

P R O F E S S I O N A L D E V.	Professional Development - 5 points possible		
	<input type="checkbox"/> Provider is required to have documentation verifying the number of in-service hours that have been completed. <input type="checkbox"/> Evidence may be in the form of: <ul style="list-style-type: none"> ▪ in-service training certificates, ▪ 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. <p>Large FCCH – Same as above AND</p> <input type="checkbox"/> Provider is required to have on site documentation verifying the number of in-service hours that the Assistant Teachers have completed. <input type="checkbox"/> Same evidence as above		5 points possible, check all criteria met
PD 1	<input type="checkbox"/> Meets Sarasota Licensing Standards. Provider has completed required DCF 10 hours annual in-service training hours		<input type="checkbox"/> 1 pt.
PD 2	<input type="checkbox"/> Provider completes minimum of 15 hours in-service training.		<input type="checkbox"/> 1 pt.
PD 3	<input type="checkbox"/> Provider completes 20 hours annual in-service training AND <input type="checkbox"/> Provider participates in one professional involvement activity <input type="checkbox"/> Evidence in form of professional contribution includes: <ul style="list-style-type: none"> ▪ active member of a professional early childhood association, ▪ attendance at a state, national or international ECE conference ▪ holds a position as an officer in an early childhood professional association, ▪ presenter at local ECE workshop or presenter at state or national ECE conference. <p>Large FCCH – Same as above AND</p> <input type="checkbox"/> Assistant teachers complete 15 hours of annual in-service training		<input type="checkbox"/> 1 pt. Both must be in place
PD 4	<input type="checkbox"/> Provider completes 25 hours annual in service training AND <input type="checkbox"/> Provider participates in 2 professional activities(Professional contributions list same as in PD3) <p>Large FCCH – Same as above AND</p> <input type="checkbox"/> Assistant teachers complete 20 hours of annual in-service training		<input type="checkbox"/> 1 pt. Both must be in place
PD 5	<input type="checkbox"/> Provider completes 30 hours annual in service training AND <input type="checkbox"/> Provider participates in 3 professional activities(Professional contributions list same as in PD3) <p>Large FCCH – Same as above AND</p> <input type="checkbox"/> Assistant teachers complete 20 hours of annual in-service training AND <input type="checkbox"/> Assistant teachers participate in one professional involvement activity <input type="checkbox"/> Professional contributions list same as in PD3)		<input type="checkbox"/> 1 pt. Both must be in place
		Professional Development	Score _____

FAMILY INVOLVEMENT AND ENGAGEMENT

F A M I L Y	<p>Family Involvement and Engagement - 5 points possible, tiers build upon each other, <u>all elements must be in place to receive points for next level</u></p>		
	<p>Providers are expected to foster a supportive and collaborative relationship with parents and to work with them as partners in order to provide the best early care and learning experiences for children.</p>		<p>5 points possible, points <u>all criteria must be met to move to next tier</u></p>
FI 1	<p><input type="checkbox"/> Developmental screening and referral process with informed family consent; results shared with families and referrals made when appropriate</p> <ul style="list-style-type: none"> ○ Evidence that developmental screening and referral process is in place <u>with</u> informed parental consent <u>and</u> results are shared with families <u>and</u> referrals made when appropriate. Evidence may be in the form of: <ul style="list-style-type: none"> ▪ Signed consent forms ▪ Notes from meetings ▪ Screenings on file ▪ Written procedures for sharing assessment results with parents <p>AND</p> <p><input type="checkbox"/> Minimum of <u>3 modes of communication</u> are used to share child and program information with families</p> <ul style="list-style-type: none"> ○ Evidence may be in the form of family newsletters; family information bulletin board; family meeting schedules and/or sign-in sheets, conferences; email announcements to families; phone call logs or notes; program website 		<p><input type="checkbox"/> 1 pt.</p> <p>Both must be in place</p>
FI 2	<p><input type="checkbox"/> Family Handbook is written and includes family rights and responsibilities.</p> <ul style="list-style-type: none"> ○ Evidence in the form of: <ul style="list-style-type: none"> ▪ Current Family Handbook which includes family rights and responsibilities <p>AND</p> <p><input type="checkbox"/> Signed acknowledgement of receipt of handbook by an adult family member.</p> <ul style="list-style-type: none"> ○ Evidence in the form of: <ul style="list-style-type: none"> ▪ Signed acknowledgement in receipt of handbook from the adult family member. 		<p><input type="checkbox"/> 1 pt.</p> <p>Both must be in place</p>
FI 3	<p><input type="checkbox"/> At least <u>two family activities per year provided, one of which is a scheduled family-provider conference to review child's progress and needs and to set goals.</u></p> <ul style="list-style-type: none"> ○ Evidenced by at least <u>2 examples</u> that families are encouraged to volunteer and participate in program activities and/or family activities, which may be in the form of : <ul style="list-style-type: none"> ▪ Flyers, notes home, scheduled events (meetings, trainings, potlucks) for families, or other documents encouraging families to volunteer or participate in FCCH activities. ○ Evidence of <u>one family-provider conference must include:</u> <ul style="list-style-type: none"> ▪ Copy of documentation for family-provider conference completed for one child within the last year, which may also include: <ul style="list-style-type: none"> -- Written procedures for conducting parent conferences -- Forms used in parent conferences -- Child development milestones sent home <p><i>*To insure the confidentiality of parents and children when sharing information to support evidence, names should be removed from parent-provider documents</i></p>		<p><input type="checkbox"/> 1 pt.</p>
FI 4	<p><input type="checkbox"/> Families are invited to scheduled family-provider conferences, <u>two times a year to review child's progress and needs and to set goals.</u></p> <ul style="list-style-type: none"> ○ Evidence of <u>two family-provider conferences must include:</u> <ul style="list-style-type: none"> ▪ Copy of documentation for <u>two</u> family/provider conferences completed for <u>one child</u> within the last year <p>AND</p> <p><input type="checkbox"/> Activities provided for children and families to assist with transitions to new settings within the family child care program and/or to kindergarten, if applicable.</p> <ul style="list-style-type: none"> ○ Evidence may be in the form of: <ul style="list-style-type: none"> ▪ Written procedures and policies for transitions ▪ Documented efforts to involve parents in the transition process (parents can be invited to spend time with their children during the various transitions) ▪ Trips to a kindergarten classroom or elementary school events/program, if feasible 		<p><input type="checkbox"/> 1 pt.</p> <p>Both must be in place</p>

FI 5	<input type="checkbox"/> Families are invited to a minimum of two scheduled family-provider conferences to review child's progress and needs and to set goals. Conferences are documented and a copy given to family. <input type="checkbox"/> Evidenced as above for <u>two family-provider conferences a year</u> <ul style="list-style-type: none"> ▪ Families are given a copy of the conference report. The original and copy of the report must be signed by the family acknowledging the receipt of the report. The copy is then given to the family and the original is placed in the child's file. AND <input type="checkbox"/> Families have the opportunity to evaluate the family child care home program in writing at least annually. <input type="checkbox"/> Evidence in the form of : <ul style="list-style-type: none"> ▪ Copy of the program evaluation form sent to families and samples of completed returned evaluations AND <input type="checkbox"/> Activity suggestions are developed with provider and families <input type="checkbox"/> Evidence may be in the form of: <ul style="list-style-type: none"> ▪ Program evaluation comments, family committees, suggestion box 		<input type="checkbox"/> 1 pt. All must be in place
		Family Involvement/Engagement	Score _____
ADMINISTRATIVE AND BUSINESS PRACTICES			
A D M I N	Administrative and Business Practices - 5 points possible		
			5 points possible, check all criteria met
AD 1	<input type="checkbox"/> Risk management plan in place <input type="checkbox"/> Evidence in the form of: <ul style="list-style-type: none"> ▪ Written action plan for emergencies such as hurricanes, fire, flood, tornados including evacuation routes identified ▪ Fire drills regularly scheduled 		<input type="checkbox"/> 1 pt.
AD 2	<input type="checkbox"/> Marketing Plan in place <input type="checkbox"/> Evidence in the form of: <ul style="list-style-type: none"> ▪ Written plan, brochures, flyers, posters, signs, business cards 		<input type="checkbox"/> 2 pt.
AD 3	<input type="checkbox"/> Written family/provider contract/agreement, updated annually with signed copy on file <input type="checkbox"/> Evidence in form of: <ul style="list-style-type: none"> ▪ Current family/provider contract which is dated and signed AND <input type="checkbox"/> Written program policies and procedures given to families with signed copy kept on file <input type="checkbox"/> Evidence in the form of: <ul style="list-style-type: none"> ▪ Copy of program policies ▪ Copy of updates. If applicable ▪ Signed acknowledgment of receipt of policies ▪ Policy pages from Family Handbook Large FCCH - Same as above AND <input type="checkbox"/> Written staff handbook includes policies, procedures, job descriptions, performance requirements and state and local requirements <input type="checkbox"/> Evidence in the form of copy of staff handbook		<input type="checkbox"/> 3 pts. Both must be in place
AD 4	<input type="checkbox"/> Financial record keeping current and in place <input type="checkbox"/> Evidence in the form of: <ul style="list-style-type: none"> ▪ Calendar Keeper, monthly report prepared by bookkeeper, spreadsheet, any system of accounting including both accounts receivable and accounts payable. ▪ Financial records must be up to date(previous month must be balanced before the end of the current month) AND		<input type="checkbox"/> 4 pts. Both must be in place

	<input type="checkbox"/> Yearly proposed budget developed o Evidence in the form of: <ul style="list-style-type: none"> ▪ Written proposed budget Large FCCH - Same as above AND <ul style="list-style-type: none"> ▪ Written performance evaluations for assistant teachers are completed annually and include observation 		
AD 5	<input type="checkbox"/> Separate business checking account maintained o Evidence in the form of: <ul style="list-style-type: none"> ▪ Business checks or recent business account statements Large FCCH - Same as above AND <input type="checkbox"/> Professional development plan for assistant teachers included in written annual performance plan. o Evidence in the form of: <ul style="list-style-type: none"> ▪ Annual performance evaluation in assistant teachers files 		<input type="checkbox"/> 5 pts. <i>All must be in place</i>

		Administration	Score_____
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POTENTIAL BONUS POINTS

B O N U S	Bonus Points - 3 points possible		
			3 points possible, check all criteria met
BP 1	<input type="checkbox"/> Provider has a BA/BS or higher with 18 credits in ECE o Evidence in the form of college diploma or college transcript		<input type="checkbox"/> 1 pt.
BP 2	<input type="checkbox"/> Commitment to children with challenging behavior that must clearly go above and beyond expectations o Evidence in the form of at least 3 of the following: <ul style="list-style-type: none"> ▪ Using the DECA approach and assessment tool ▪ Contacting the Warm Line and documentation that suggested strategies have been implemented and verification by the Florida Center that Warm Line services have been utilized ▪ 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, rarely or never asking a child to leave 		<input type="checkbox"/> 1 pt.
BP 3	<input type="checkbox"/> Commitment to children with special needs o Evidence in the form of specialized training, IEP in child's file, children with special needs enrolled in program (all 3 must be in place)		<input type="checkbox"/> 1 pt.

		Bonus Point	Score_____
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Notes: To be a 3 Star site must have FCCERS average score of 4 or more.
 To be a 4 or 5 Star site must meet curriculum subscale criteria.
 To be a 5 Star site all elements of prior tiers must be achieved.

TOTAL POINTS	_____
STAR RATING	_____

- 12 or fewer points = 1 Star
- 13 – 24 points = 2 Stars
- 25 – 34 points = 3 Stars
- 35 – 44 points = 4 Stars
- 45 – 50 points = 5 Stars