



Alabama Quality STARS Quality Rating and Improvement System Family (FDCH) and Group (GDCH) Day Care Homes Verification Manual

How to Use this Document: Each domain of the Best Practice Rubric below includes a series of indicators, all of which have been assigned a point value. **It has been designed to be cumulative, so you will select only the indicators that fit your program.** Programs will be assessed using the Best Practice Rubric and the Classroom Assessment Scoring System (CLASS). Use this as a guide to help you gather documents needed to verify that your program meets the indicator and make note of your supporting evidence for later reference. (Documents should be organized to indicate which indicator for which they are evidence and gathered in one location such as a binder or file box prior to an Assessment visit. You will also be able to scan and upload documents straight to ALACEED. The QRIS specialist will either accept uploads or deny if the documents uploaded provide insufficient evidence or do not meet the criteria for the indicator). Use the Verification/Documentation and Resources columns to help you gather the correct evidence.

Indicators with special instructions are noted at the top of the domain. [Definitions](#) are noted at the end of the checklist. For indicators that require a supporting document, those are included in this checklist. ([Alabama Pathways Professional Lattice](#) and [Environmental Checklist](#))

Indicators apply to both Family (FDCH) and Group (GDCH) Day Care Homes, unless specified. (See Indicator 2.1A as an example.)

Ratings will be assigned using the chart below:

| | STAR 2 | STAR 3 | STAR 4 | STAR 5 |
|-------------------------------------------------------------|-----------|-----------|-----------|------------|
| Total Minimum Best Practice Rubric Points (130 possible) | 40 Points | 80 Points | 95 Points | 110 Points |
| Minimum CLASS Score Points | n/a* | 30 Points | 40 Points | 50 Points |

* For STAR 2, the CLASS assessment will be conducted informally for training purposes only

A STAR Rating is assigned based on meeting the **minimum** required on the Best Practice Rubric and the CLASS* Score Points.

To earn a STAR Rating, the minimum number must be met **in both** the Best Practice Rubric and CLASS Scoring points

*See CLASS link on Criteria page of website for specific scoring process for CLASS

| Domain 1: Curriculum and Instruction | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| •Block out the child’s name on all data reports submitted; identify child by initials, number, symbol, etc. *For indicator 1.2A-C, programs may select only 1 option that best fits. | | | |
| Y/N | Indicator | Verification/Documentation | Resources/Examples |
| | 1.1A A written plan for daily activities is in place and posted in the learning environment (2 points) | <ul style="list-style-type: none"> Completed developmentally appropriate lesson plan or activity plan with current dates, posted in program area Evidence must be presented that plan is posted in program area(s) | <ul style="list-style-type: none"> NAFCC Standard 3.57 and 3.6 CFOC (4th Ed.) 2.1.1.1 |
| Supporting Evidence: | | | |
| | 1.1B A written plan for individualized activities for each child is in place (2 points) | <ul style="list-style-type: none"> Completed lesson plan or activity plan with current dates and section for individualized activities for individual children and/or small groups | <ul style="list-style-type: none"> NAFCC Standard 1.5.3.5 and 3.7 CFOC (4th Ed.) 2.1.1.1 |
| Supporting Evidence: | | | |
| | 1.1C A written plan for serving each child with special needs (including diagnosed disability, challenging behavior, developmental delays, social-emotional needs, trauma, etc.) is in place (2 points) | <ul style="list-style-type: none"> Written policy explaining how program provides (or plans to provide) services for children with additional/special needs For currently enrolled children with additional/special needs, evidence should include: written plan for each child with dates of service, needs of child, goals, and supporting activities to meet the goals for each child | <ul style="list-style-type: none"> NAFCC Standard 3.5 and 3.7 CFOC (4th Ed.) 2.1.1.1 and 3.5.0.1 |

| | | | |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Supporting Evidence: | | | |
| | <p>1.2A Screen time is not planned or utilized in the program (4 points) *(1.2A-C- Select only one option that best fits)</p> | <ul style="list-style-type: none"> Written policy stating screen time is not used within the program If contradicting evidence is observed during the Assessment visit, programs will not receive points for the related indicator. (Submitted lesson plans must not include reference to the use of screen time, screens and devices should not be available in classrooms, etc.) | <ul style="list-style-type: none"> CFOC (4th Ed.) 2.2.0.3 |
| Supporting Evidence: | | | |
| | <p>1.2B When screen time* is planned, it is educational and limited to 30 minutes daily for children over 2 years of age (children 2 years and younger are not allowed screen time); screen time is not utilized during mealtime. (2 points) *(1.2A-C- Select only one option that best fits)</p> | <ul style="list-style-type: none"> Written policy must specify how screen time may be planned and utilized Policy must indicate that: <ul style="list-style-type: none"> Screen time may only be educational in nature, and Screen time must be limited to 30 minutes daily for children over 2 years of age. (Children 2 years of age and younger are not allowed screen time.) If contradicting evidence is observed during the Assessment visit, programs will not receive points for the related indicator. (Submitted lesson plans that include reference to the use of screen time must be related to educational topic, any observed screen time must be educational and limited to 30 minutes for children over 2 years of age, etc.) | <ul style="list-style-type: none"> NAFCC Standard 3.84 and 3.85 CFOC (4th Ed.) 2.2.0.3 |
| Supporting Evidence: | | | |
| | <p>1.2C None of the Above* (0 points) *(1.2A-C- Select only one option that best fits)</p> | <ul style="list-style-type: none"> Select 1.2C only if the program does not meet 1.2A OR 1.2B | |
| Supporting Evidence: | | | |

| | | | |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>1.3A A routine daily schedule with clip art or photographs is posted in each age group for children’s use (2 points)</p> | <ul style="list-style-type: none"> Evidence must be presented that a picture schedule (including clip art or photographs) is posted in program area Schedule must be posted at children’s eye level | <ul style="list-style-type: none"> NAEYC Standard 3 |
| <p>Supporting Evidence:</p> | | | |
| | <p>1.3B The daily schedule includes a combination of teacher- and child-led activities, structured and unstructured time, and includes opportunities for free play and exploration (must be noted on schedule) (2 points)</p> | <ul style="list-style-type: none"> Daily schedule that includes all required components | <ul style="list-style-type: none"> NAFCC Standard 3.1 and 3.3 |
| <p>Supporting Evidence:</p> | | | |
| | <p>1.4 A system is in place to share activities planned for the day with families (2 points)</p> | <ul style="list-style-type: none"> Evidence must be presented for the program and may include any of the following: <ul style="list-style-type: none"> Parent information board located where all parents can visit to see posted current activities Child take home folder including current planned activities Classroom social media page updated to reflect current planned and/or completed activities Parent communication app (Remind, Class Tag, etc.) used to send notifications about current planned and/or completed activities | <ul style="list-style-type: none"> NAFCC Standard 1.14 CFOC (4th Ed.) 2.4.3.1 and 2.4.3.2 |
| <p>Supporting Evidence:</p> | | | |
| | <p>1.5A System is in place to rotate available materials in learning environment to sustain children’s interest in items (1 point)</p> | <ul style="list-style-type: none"> Written policy explaining how the program rotates materials, <u>AND</u> Lesson/activity plan includes when materials are rotated (rotating materials must involve the addition of materials that are not always present in the classroom) | <ul style="list-style-type: none"> NAFCC Standard 2.27 |

| | | | |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Supporting Evidence: | | | |
| | 1.5B System is in place to routinely (at least once per month) rotate materials in the learning environment to enhance planned learning activities (1 point) | <ul style="list-style-type: none"> Written policy explaining how often and for what reasons program rotates materials, <u>AND</u> Dated lesson plans (within last 6 months) that include materials to be rotated and how the rotation relates to planned activities | <ul style="list-style-type: none"> NAFCC Standard 2.27 |
| Supporting Evidence: | | | |
| | 1.6A A positive discipline policy that promotes realistic, age-appropriate, positive behavioral expectations is in place. (2 points) | <ul style="list-style-type: none"> Written policy including specific explanation for how the program promotes positive discipline Policy must be distinct from a suspension/expulsion policy | <ul style="list-style-type: none"> NAFCC Standard 1.7, 3.33 and 3.34 |
| Supporting Evidence: | | | |
| | 1.6B A policy or system to respond to challenging behaviors is in place and includes tools/strategies to be used when behaviors do arise (2 points) | <ul style="list-style-type: none"> Written procedure explaining how the program responds to challenging behaviors and the steps that are taken, <u>AND/OR</u> Documented instance that details steps/actions taken by the program Action plan that includes the tools/strategies the program uses to address challenging behaviors | <ul style="list-style-type: none"> NAFCC Standard 1.8 and 1.9 CFOC (4th Ed) 2.2.0.7 |
| Supporting Evidence: | | | |
| Points Earned _____ of 22 | | | |

Domain 2: Screening and Assessment

- **Block out the child’s name on all data reports submitted; identify child by initials, number, symbol, etc.**
 - **Practice is expected for all children.**
 - **Additional records/documentation may be requested on site.**

| Y/N | Indicator | Verification/Documentation | Resources/Examples |
|-----|-----------|----------------------------|--------------------|
|-----|-----------|----------------------------|--------------------|

| | | | |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>2.1A (FDCH) Provider collects anecdotal notes/observations as a basis for teaching each child (2 points)</p> <p>2.1A (GDCH) Provider and assistant collect anecdotal notes/observations as a basis for teaching each child (2 points)</p> | <ul style="list-style-type: none"> • Documentation of 5 notes/observation data must be provided for half of enrolled children (dated within the last 6 months) | <ul style="list-style-type: none"> • NAFCC Standard 1.5 • Anecdotal Notes Summary |
| Supporting Evidence: | | | |
| | <p>2.1B (FDCH) Provider shares anecdotal notes/observations with families (2 points)</p> <p>2.1B (GDCH) Provider and assistant share anecdotal notes/observations with families (2 points)</p> | <ul style="list-style-type: none"> • Provide current documentation (within the last 6 months) of how the program shares notes/observations with families for half of enrolled children <ul style="list-style-type: none"> • Documentation may include: Parent/Family-Teacher Conference, Home Visit Forms, Take Home Folders (documentation should be signed and dated) • Note: This information can be face to face, electronically, or via phone | <ul style="list-style-type: none"> • CFOC (4th Ed.) 2.1.1.4 |
| Supporting Evidence: | | | |
| | <p>2.2A Complete developmental screening annually on each child (2 points)</p> | <ul style="list-style-type: none"> • Policies and/or Procedures for developmental screenings stating what screenings are used and when screenings are completed, <u>AND</u> • Provide dated, completed screening tool for half of enrolled children | <ul style="list-style-type: none"> • NAFCC Standard 3.4 • CFOC (4th Ed.) 2.1.1.4 • CDC Developmental Monitoring and Screening Milestone Checklist |
| Supporting Evidence: | | | |
| | <p>2.2B Complete the ASQ-3 developmental screening annually on each child (2 points)</p> | <ul style="list-style-type: none"> • Policies/Procedures state that ASQ-3 screening is used, detailing when screening is completed and that all children are screened, <u>AND</u> • Provide dated, completed screening tool for half of enrolled children | <ul style="list-style-type: none"> • Ages and Stages Questionnaire • Sample Ages and Stages Questionnaire |
| Supporting Evidence: | | | |

| | | | |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>2.2C Provider uses results from screening tool to provide individualized instruction and/or provide community resources and/or referral information if concerns are identified. (2 points)</p> | <ul style="list-style-type: none"> • Provide documentation of policies/procedures for following up with services/supports for children, <u>AND</u> • Provide documentation that individualized instruction is adapted from screening results, <u>AND</u> • Provide a list of agencies and/or resources that the program shares with families | <ul style="list-style-type: none"> • NAFCC Standard 3.4 • CFOC (4th Ed.) 10.7.0.1 • Ages and Stages Questionnaire |
| Supporting Evidence: | | | |
| | <p>2.3A Use an assessment tool aligned with the Alabama Early Learning Guidelines (AELG) to assess children’s learning and development (2 points)</p> | <ul style="list-style-type: none"> • Provide documentation of policies/procedures for assessing children’s learning and development, <u>AND</u> • Provide documentation of dated, completed assessment tool for half of enrolled children (must be completed within the last year) <ul style="list-style-type: none"> • Assessment tool must assess children on a minimum of 3 developmental domains; developmental domains must align with the AELG | <ul style="list-style-type: none"> • NAFCC Standard 3.4 • Alabama Early Learning Guidelines |
| Supporting Evidence: | | | |
| | <p>2.3B Use a valid, reliable assessment tool at least two times per year with anecdotal notes as the foundation for the assessment (4 points)</p> | <ul style="list-style-type: none"> • Provide documentation of dated, completed assessments for half of enrolled children <ul style="list-style-type: none"> • When possible, records of assessments completed within the past year should be provided; if past records are not available, an assessment calendar/schedule may be presented as evidence | <ul style="list-style-type: none"> • NAFCC Standard 3.4 • Alabama Early Learning Guidelines |
| Supporting Evidence: | | | |
| | <p>2.3C Use assessment results to inform lesson or activity planning (2 points)</p> | <ul style="list-style-type: none"> • Evidence may include the following: <ul style="list-style-type: none"> • Lesson/activity plan with goals for children listed <u>and</u> activities used to meet listed goals • Completed assessment report with goals for children listed | <ul style="list-style-type: none"> • NAFCC Standard 3.4 • LAP B-K Ongoing Assessments • Teaching Strategies GOLD Assessment |

Supporting Evidence:

Points Earned _____ of 18

Domain 3: Family Engagement

| Y/N | Indicator | Verification/Documentation | Resources/Examples |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 3.1 Holds a family orientation that includes program philosophy, goals, objectives, and expectations; provides families with a detailed explanation of specific classroom curriculum (2 points) | <ul style="list-style-type: none">• Orientation plan/packet (examples may include: family handbook, presentation, agenda, etc.) that includes all required components, <u>AND</u>• Signed document to verify that families have received information (examples may include: signed family handbook/acknowledgement page, sign-in/-out form from orientation, etc.)• Plan and signed documents <u>must</u> include families from all classrooms | <ul style="list-style-type: none">• CFOC (4th Ed.) 2.3.1.1• Example of program philosophy• 29• Program goals and objectives example |
| Supporting Evidence: | | | |
| | 3.2 Holds two family conferences per child annually to include family on each child's plan to meet goals in the classroom and home (4 points) | <ul style="list-style-type: none">• Policy and/or Family Handbook stating that the program conducts at least two parent/family conferences each calendar year, <u>AND</u>• Documentation of signed and dated conference form for half of enrolled children<ul style="list-style-type: none">• Two conference forms from the last calendar year may be presented, <u>or</u>• If all children in the program are newly enrolled and no past records are available, a conference calendar/schedule may be presented as evidence | <ul style="list-style-type: none">• NAFCC Standard 1.16• CFOC (4th Ed.) 2.3.2.1 |
| Supporting Evidence: | | | |

| | | | |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>3.3A Has family resources available to families (resources could be digital) that meets the needs and interests of the families served (2 points)</p> | <ul style="list-style-type: none"> • Documentation should include photo documentation of the resource area • Resources area must include a lending library with materials/resources that families can check out/take home, <u>AND</u> • Resources related to: health & development, child development, community resources, etc. (i.e. flyers, handouts, booklets, etc.) <ul style="list-style-type: none"> • Supplemental documentation may also include surveys of family interests/needs, family handbook with information about the resource are, etc. | <ul style="list-style-type: none"> • CFOC (4th Ed.) 2.4.3.1, 2.4.3.2 and 9.4.1.19 • BAS (2nd Ed.) Item 8 • Lending library information |
| Supporting Evidence: | | | |
| | <p>3.3B Family resource area provides parents with allotted times to use necessary technology (1 point)</p> | <ul style="list-style-type: none"> • Documentation may include any of the following: <ul style="list-style-type: none"> • Policy in family handbook explaining how and when parents can access the program’s technology resources • Sign-up sheet for parents to sign up for time slots | |
| Supporting Evidence: | | | |
| | <p>3.4 Providers connect families to training opportunities related to topics that address family needs (3 points)</p> | <ul style="list-style-type: none"> • Documentation may include any of the following (within the last year): <ul style="list-style-type: none"> • Flyers with training opportunities available for families • Announcements (written or verbal) provided to families about current trainings • Sign-up sheet, with date and title of trainings provided, that parents attended • Completed family needs survey/assessment and planned training(s) from results | <ul style="list-style-type: none"> • CFOC (4th Ed.) 2.3.1.1 • BAS (2nd Ed.) Item 8 |
| Supporting Evidence: | | | |

| | | | |
|----------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| | 3.5 Family communication board visible with program information (2 points) | <ul style="list-style-type: none"> Documentation should include a photo of the family communication board Examples of information shared may include: lesson plans, schedule, menus, program news/announcements, etc. | <ul style="list-style-type: none"> BAS (2nd Ed.) Item 7 |
| Supporting Evidence: | | | |
| Points Earned _____ of 14 | | | |

Domain 4: Professional Credential

***For Indicators 4.1A-4.1H, programs may select only 1 option that best fits.**
The Staff List & Professional Credential Verification form and Alabama Pathways Professional Lattice Guidance should be used to determine the appropriate choice.

| Y/N | Indicator | Verification/Documentation | Resources/Examples |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>4.1A (FDCH) The provider has a minimum of the AELG credential* (4 points) *(4.1A-4.1H- Select only one option that best fits)</p> <p>4.1A (GDCH) At least one caregiver has a minimum of the AELG credential* (4 points) *(4.1A-4.1H- Select only one option that best fits)</p> | <ul style="list-style-type: none"> Verified through audit of staff files (certificates, degrees, and/or transcripts) | <ul style="list-style-type: none"> CFOC (4th Ed.) 1.3.2-3 BAS (2nd Ed.) Item 1 Alabama Pathways (page 9) |

Supporting Evidence:

| | | | |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>4.1B (FDCH) The Provider meets Level 2 of the Alabama Pathways (6 points) *(4.1A-4.1H- Select only one option that best fits)</p> <p>4.1B (GDCH) At least one caregiver meets Level 2 of the Alabama Pathways Professional Lattice (6 points) *(4.1A-4.1H- Select only one option that best fits)</p> | <ul style="list-style-type: none"> Verified through audit of staff files (certificates, degrees, and/or transcripts) | <ul style="list-style-type: none"> CFOC (4th Ed.) 1.3.2-3 BAS (2nd Ed.) Item 1 Alabama Pathways (page 9) |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Supporting Evidence:

| | | | |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>4.1C (FDCH) Provider has achieved a Level 3 or higher on the Alabama Pathways Professional Lattice (8 points) *(4.1A-4.1H- Select only one option that best fits)</p> <p>4.1C (GDCH) Provider or assistant has achieved a Level 3 or higher on the Alabama Pathways Professional Lattice (8 points) *(4.1A-4.1H- Select only one option that best fits)</p> | <ul style="list-style-type: none"> • Verified through audit of staff files (certificates, degrees, and/or transcripts) | <ul style="list-style-type: none"> • CFOC (4th Ed.) 1.3.2-3 • BAS (2nd Ed.) Item 1 • Alabama Pathways (page 9) |
| Supporting Evidence: | | | |
| | <p>4.1D (FDCH) Provider has achieved a Level 4 or higher on the Alabama Pathways Professional Lattice (10 points) *(4.1A-4.1H- Select only one option that best fits)</p> <p>4.1D (GDCH) Provider or assistant has achieved a Level 4 or higher on the Alabama Pathways Professional Lattice (10 points) *(4.1A-4.1H- Select only one option that best fits)</p> | <ul style="list-style-type: none"> • Verified through audit of staff files (certificates, degrees, and/or transcripts) | <ul style="list-style-type: none"> • CFOC (4th Ed.) 1.3.2-3 • BAS (2nd Ed.) Item 1 • Alabama Pathways (page 9) |
| Supporting Evidence: | | | |
| | <p>4.1E (FDCH) Provider has achieved a level 5 or higher of the Alabama Pathways Professional Lattice (12 points) *(4.1A-4.1H- Select only one option that best fits)</p> <p>4.1E (GDCH) Provider or assistant has achieved a level 5 or higher on the Alabama Pathways Professional Lattice (12 points) *(4.1A-4.1H- Select only one option that best fits)</p> | <ul style="list-style-type: none"> • Verified through audit of staff files (certificates, degrees, and/or transcripts) | <ul style="list-style-type: none"> • CFOC (4th Ed.) 1.3.2-3 • BAS (2nd Ed.) Item 1 • Alabama Pathways (page 9) |
| Supporting Evidence: | | | |
| | <p>4.1F (FDCH) Provider has achieved a level 6 or higher of the Alabama Pathways Professional Lattice * (14 points) *(4.1A-4.1H- Select only one option that best fits)</p> | <ul style="list-style-type: none"> • Verified through audit of staff files (certificates, degrees, and/or transcripts) | <ul style="list-style-type: none"> • |

| | | | |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>4.1F (GDCH) Provider or assistant has achieved level 6 or higher of the Alabama Pathways Professional Lattice * (14 points) *(4.1A-4.1H- Select only one option that best fits)</p> | | |
| Supporting Evidence: | | | |
| | <p>4.1G (FDCH) Provider meets level 7 or higher of the Alabama Pathways Professional Lattice* (16 points) *(4.1A-4.1H- Select only one option that best fits)</p> <p>4.1G (GDCH) Provider or assistant has achieved level 7 or higher of the Alabama Pathways Professional Lattice * (16 points) *(4.1A-4.1H- Select only one option that best fits)</p> | <ul style="list-style-type: none"> • Verified through audit of staff files (certificates, degrees, and/or transcripts) | |
| Supporting Evidence: | | | |
| | <p>4.1H (FDCH) None of the above (0 points) *(4.1A-4.1H- Select only one option that best fits)</p> <p>4.1H (GDCH) None of the above (0 points) *(4.1A-4.1H- Select only one option that best fits)</p> | <ul style="list-style-type: none"> • Select 4.1H only if the program does not meet 4.1A-4.1G | |
| Supporting Evidence: | | | |
| | <p>4.1I (FDCH) Provider has an advanced credential including CDA PD Specialist, PITC, IECMH, Montessori, NPPS, CCEI, and/or CCP (1 point per unique credential, up to 3 points)</p> <p>4.1I (GDCH) Provider or assistant have an advanced credential including CDA PD Specialist, PITC, IECMH, Montessori, NPPS, CCEI, and/or CCP (1 point per unique credential, up to 3 points)</p> | <ul style="list-style-type: none"> • Verified through audit of staff files (certificates, degrees, and/or transcripts) • Certificate of credential <ul style="list-style-type: none"> • CDA PD Specialist: Child Development Associate Professional Development Specialist • PITC: Program for Infant Toddler Care • IECMH: Infant and Early Childhood Mental Health • NPPS: National Program for Playground Safety | <ul style="list-style-type: none"> • CFOC (4th Ed.) 1.3.2-3 • BAS (2nd Ed.) Item 1 |

| | | | |
|----------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <ul style="list-style-type: none"> • CCEI: ChildCare Education Institute • CCP: Certified Childcare Professional | |
| Supporting Evidence: | | | |
| | 41.J Provider has completed 3 modules of the Aim for Excellence Credential (1 points) | <ul style="list-style-type: none"> • Certificate(s) of completion | <ul style="list-style-type: none"> • CFOC (4th Ed.) 1.3.1.1 • BAS (2nd Ed.) Item 1 • McCormick Center for Early Childhood Leadership |
| Supporting Evidence: | | | |
| | 4.1K Provider has completed 6 modules of the Aim for Excellence Credential (1 points) | <ul style="list-style-type: none"> • Certificate(s) of completion | <ul style="list-style-type: none"> • CFOC (4th Ed.) 1.3.1.1 • BAS (2nd Ed.) Item 1 • McCormick Center for Early Childhood Leadership |
| Supporting Evidence: | | | |
| | 4.1L Provider has completed 9 modules of the Aim for Excellence Credential (1 points) | <ul style="list-style-type: none"> • Certificate(s) of completion | <ul style="list-style-type: none"> • CFOC (4th Ed.) 1.3.1.1 • BAS (2nd Ed.) Item 1 • McCormick Center for Early Childhood Leadership |
| Supporting Evidence: | | | |
| Points Earned _____ of 22 | | | |

Domain 5: Environment

***For Indicators 5.1A-5.1E, programs may select only 1 option that best fits. The Enhancement Checklist should be used to determine the appropriate choice.**

| Y/N | Indicator | Verification/Documentation | Resources/Examples |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 5.1A Learning environment scores at least 25% on Environment checklist. (4 points) *(5.1A-5.1E – Select only one option that best fits) | <ul style="list-style-type: none"> • Environment Checklist (completed by QRIS Specialist) | <ul style="list-style-type: none"> • Family Child Care Environment Rating Scale, Revised • Classroom Assessment Scoring System |

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Supporting Evidence: | | |
| 5.1B Learning environment at least 50% on Environment checklist (6 points) *(5.1A-5.1E – Select only one option that best fits) | <ul style="list-style-type: none"> Environment Checklist (completed by QRIS Specialist) | <ul style="list-style-type: none"> Family Child Care Environment Rating Scale, Revised Classroom Assessment Scoring System |
| Supporting Evidence: | | |
| 5.1C Learning environment scores at least 75% on Environment checklist (8 points) *(5.1A-5.1E – Select only one option that best fits) | <ul style="list-style-type: none"> Environment Checklist (completed by QRIS Specialist) | <ul style="list-style-type: none"> Family Child Care Environment Rating Scale, Revised Classroom Assessment Scoring System |
| Supporting Evidence: | | |
| 5.1D Learning environment scores at least 100% on Environment checklist (10 points) *(5.1A-5.1E – Select only one option that best fits) | <ul style="list-style-type: none"> Environment Checklist (completed by QRIS Specialist) | <ul style="list-style-type: none"> Family Child Care Environment Rating Scale, Revised Classroom Assessment Scoring System |
| Supporting Evidence: | | |
| 5.1E None of the Above* (0 points) *(5.1A-5.1E – Select only one option that best fits) | <ul style="list-style-type: none"> Select 5.1E only if none of the above requirements are met. | |
| 5.2 Outside environmental playground has a completed playground assessment report by a certified National Program for Playground Safety (NPPS) Playground Inspector <u>or</u> Certified Playground Safety Inspector (CPSI) (4 points) | <ul style="list-style-type: none"> Completed playground assessment report Report must be completed by certified NPPS playground inspector or CPSI <ul style="list-style-type: none"> Inspector must be an outside source | <ul style="list-style-type: none"> NAFCC Standard 2.28 CFOC (4th Ed.) 10.3.4.7. NAEYC Position on Advancing Equity |

Supporting Evidence:

Points Earned _____ of 14

Domain 6: Program Design

| Y/N | Indicator | Verification/Documentation | Resources/Examples |
|-----|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| | 6.1 Provider serves as facilitator and mentor for Aim for Excellence (2 points) | <ul style="list-style-type: none"> • Official certificate/credential | <ul style="list-style-type: none"> • McCormick Center for Early Childhood Leadership |

Supporting Evidence:

| | | | |
|--|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 6.2A Provider has scheduled time to plan and complete paperwork/tasks related to the business a minimum of 1 hour per week (1 point) | <ul style="list-style-type: none"> • Provider must have a minimum of 1 hour per week of planning time specific to business tasks • Planning time must be free of child responsibility • Documentation may include: <ul style="list-style-type: none"> • Policy providing information about provider’s planning time • Copy of provider’s schedule indicating when planning time occurs • Completed planning notes/checklist with dates listed | <ul style="list-style-type: none"> • CFOC (4th Ed.) 9.4.3.1 • BAS (2nd Ed.) Item 5 |
|--|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|

Supporting Evidence:

| | | | |
|--|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | 6.2B Provider has scheduled time to plan and complete paperwork related to educational services (1 point) | <ul style="list-style-type: none"> • Provider must have a minimum of 1 hour per week of planning time specific to educational services • Planning time must be free of child responsibility • Documentation may include: <ul style="list-style-type: none"> • Policy providing information about provider’s planning time | |
|--|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| | | | |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <ul style="list-style-type: none"> • Copy of provider’s schedule indicating when planning time occurs • Completed planning notes/checklist with dates listed | |
| Supporting Evidence: | | | |
| | <p>6.2C Provider can document ability to provide continuity of care (children have consistent caregiver) (2 points)</p> | <ul style="list-style-type: none"> • Policy about how staffing/scheduling of classroom staff is handled • Policy must address continuity of care in one of the following ways: <ul style="list-style-type: none"> • Over the course of the day (children are with the same caregivers/class throughout the day) • Day-to-day (children have the same caregivers every day) • Year-to-year (children are with the same caregivers for their entire tenure in the program) • Supporting evidence may include: teacher schedules, staff attendance policy, classroom rosters with assigned caregivers, sign-in/-out sheets | <ul style="list-style-type: none"> • CFOC (4th Ed.) 1.8.1, 2.1.1.1, 2.1.2.1 and 9.3 |
| Supporting Evidence: | | | |
| | <p>6.2D (FDCH) Provider allows for paid time off for self (2 points)</p> <p>6.2D (GDCH) Provider allows for paid time off for self and assistant (2 points)</p> | <ul style="list-style-type: none"> • Documentation must include policy/statement listing paid time off benefit, noting which staff are provided the benefit, starting at the time of employment | <ul style="list-style-type: none"> • CFOC (4th Ed.) 1.8.1 and 9.3.0.1 • BAS (2nd Ed.) Item 2 |
| Supporting Evidence: | | | |
| | <p>6.2E (FDCH) Provider has a program handbook (2 points)</p> <p>6.2E (GDCH) Provider has a program handbook and/or orientation process for assistant (2 points)</p> | <ul style="list-style-type: none"> • Policy explaining the orientation process, <u>AND</u> • Signed and dated employee orientation form/packet, program handbook, acknowledgement page, etc. | <ul style="list-style-type: none"> • CFOC (4th Ed.) 1.4.2.1 and 9.3.0.1 • BAS (2nd Ed.) Item 10 |

| | | |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Supporting Evidence: | | |
| | 6.3A Program has a routine maintenance checklist for indoors (2 point) | <ul style="list-style-type: none"> • Copy of completed checklist (must include specific tasks) with date completed • CFOC (4th Ed.) 3.3.0.1 and 5.7.0 |
| Supporting Evidence: | | |
| | 6.3B Program has a routine maintenance checklist for outdoors (2 point) | <ul style="list-style-type: none"> • Copy of completed checklist (must include specific tasks) with date completed • CFOC (4th Ed.) 5.7.0 |
| Supporting Evidence: | | |
| | <p>6.4 (FDCH) Program has a means to evaluate impact of program (i.e., family survey) (2 points)</p> <p>6.4 (GDCH) Program has a means to evaluate impact of program (i.e., family survey, staff survey) (2 points)</p> | <ul style="list-style-type: none"> • Copy of completed survey by family and/or staff (within the last year) • BAS (2nd Ed.) Item 7 |
| Supporting Evidence: | | |
| | 6.5 Provider has an operating budget that includes business-related income and expenses (2 points) | <ul style="list-style-type: none"> • Copy of current budget showing business-related income and expenses • NAFCC Standard 5.29 • BAS (2nd Ed.) Item 4 and 5 |
| Supporting Evidence: | | |
| | 6.6A Provider has guidelines in place describing acceptable use of technology during work hours (2 points) | <ul style="list-style-type: none"> • Policy/guidelines with details on how the program handles staff use of technology during working hours • Policy/guidelines about rules for technology use with staff signatures • BAS (2nd Ed.) Item 10 |
| Supporting Evidence: | | |
| | 6.6B Provider has a policy in place describing acceptable use of social media (2 points) | <ul style="list-style-type: none"> • Policy with details on how the program handles staff use of social media • Policy regarding social media use signed by staff • BAS (2nd Ed.) Item 10 |

| | | | |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Supporting Evidence: | | | |
| | <p>6.7A Program establishes partnerships with local community service agencies to connect families to services (2 points)</p> | <ul style="list-style-type: none"> • Documentation of current partnerships with listed services provided <ul style="list-style-type: none"> • Documentation may include a list of partnerships <u>and/or</u> evidence of implementation (i.e. signed agreement, MOU, etc.) • Examples of service agencies/resources may include: early intervention, dentist/vision/pediatric screening, mental health services, transportation, adult education resources, local libraries/community centers, food or clothing donation services, etc. | <ul style="list-style-type: none"> • PAS (2nd Ed.) Item 17 & 19 • https://alabamafamilycentral.org/ |
| Supporting Evidence: | | | |
| | <p>6.7B Program has a transition to school plan and partnerships with feeder schools in which children will transition (2 point)</p> | <ul style="list-style-type: none"> • Policy or statement in family and/or staff handbook of how the program handles transitions and partnerships to schools, <u>AND</u> • Documentation of how the transition plan is implemented, which may include: <ul style="list-style-type: none"> • List of feeder schools, registration dates, and/or kindergarten assessment samples • Informational flyers from feeder schools • Individual transition plans • School readiness plans, etc. | <ul style="list-style-type: none"> • CFOC (4th Ed.) 9.2.2.1 |
| Supporting Evidence: | | | |
| | <p>6.7C Provider participates in community and state level committees (2 point)</p> | <ul style="list-style-type: none"> • Committees may be focused on early care and education <u>or</u> a business, civic, or faith-based organization <ul style="list-style-type: none"> • Examples may include: Children’s Policy Council, educational advisory council, United Way, chamber of commerce, church/synagogue/mosque/temple, etc. | <ul style="list-style-type: none"> • NAFCC Standard 1.26 • BAS (2nd Ed.) Item 9 |

| | | | |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <ul style="list-style-type: none"> Documentation of participation (minutes, notes, agenda, etc.) from meetings with dates of attendance Must document provider's attendance | |
| Supporting Evidence: | | | |
| | 6.8A Program has a structure in place to actively recruit children and families with diverse demographics and/or needs (2 point) | <ul style="list-style-type: none"> Policy or plan that details the steps taken to recruit children and families with diverse demographics/needs into the program, <u>and/or</u> Program must show evidence of recruitment efforts (may include: flyers, partnerships with community resources, accepting subsidy, offering scholarships, advertising, etc.) | <ul style="list-style-type: none"> CFOC (4th Ed.) 2.1.1.8 NAEYC Position on Advancing Equity |
| Supporting Evidence: | | | |
| | 6.8B The demographics and/or diverse needs of children do not exclude them from acceptance into the program if reasonable accommodations can be made (2 point) | <ul style="list-style-type: none"> Policy of acceptance that states that children will not be excluded if reasonable accommodations can be made, <u>and</u> Plan for how the program will accommodate the diverse needs of children and families | <ul style="list-style-type: none"> NAFCC Standard 2.12, 1.28, 2.17 and 2.18 CFOC (4th Ed.) 2.1.1.8, 3.5.0.1, 5.3.2, 6.2.5.1, 9.2.1.5 and 10.3.4.7 |
| Supporting Evidence: | | | |
| | 6.8C Program provides or connects staff to training opportunities to equip them to meet the (social-emotional, cognitive, developmental, physical) needs of all children (2 points) | <ul style="list-style-type: none"> Documentation may include: <ul style="list-style-type: none"> Training log with dates and type of training (within the last year) Copy of trainings offered/available to staff from community agencies Training policy specific to needs of staff with details about how the program determines needs | <ul style="list-style-type: none"> CFOC (4th Ed.) 3.5.0.1 and 6.2.5.1 BAS (2nd Ed.) Item 1 |
| Supporting Evidence: | | | |
| | 6.9A N/A | | |
| | 6.9B N/A | | |

| | | | |
|----------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| | 6.10 Program has earned national early childhood accreditation and is active (6 points) | <ul style="list-style-type: none"> • Copy of Accreditation/Certificate with current date | <ul style="list-style-type: none"> • NAFCC |
| Supporting Evidence: | | | |
| Points Earned _____ of 40 | | | |

Definitions

- **Developmentally appropriate** – practice of designing instruction, strategies, and teaching practice based on what children are developmentally able to do cognitively, physically, and emotionally
- **Individualized** – tailored to a specific child; based on developmental, physical, social-emotional, or environmental need, unique interests, and abilities, etc.
- **Routine** – regularly occurring according to a fixed schedule (required frequency may be noted in indicator)
- **Screen time** – any media content viewed on mobile phone, tablet, computer, television, video, film, and DVD.
- **System** – a set of procedures and/or organized framework according to which something is done
- **Valid and reliable** – research-proven to measure accurately and consistently what the tool is intended to measure

Alabama Pathways Professional Lattice

Alabama Pathways Professional Development Lattice

| | Training and Education | Training and Education Resources |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 1 | Minimum Standards training requirements and/or Alabama Early Learning Guidelines (AELG) Credential | Alabama Department of Human Resources (DHR) Child Care Services Division; DHR Quality Enhancement Contractors; Local, Statewide, Regional and National Professional Child Care Organizations |
| Level 2 | Child Development Associate (CDA) Credential or other national credential in child care/early care and education | Council for Professional Recognition; DHR Regional Quality Enhancement Contractors; Alabama Community College System (ACCS) Institutions |
| Level 3 | Short Certificate and/or Certificate in Child Development/Early Care & Education | Alabama Community College System (ACCS) 2-Year Institutions |
| Level 4 | Associate in Applied Science/Technology (AAS or AAT) Degree in Child Development/Early Care & Education, and/or Associate in Arts/Science (AA or AS) Degree in Child Development/Early Childhood Education including 18 child development/early childhood specific credits | Alabama Community College System (ACCS) 2-Year Institutions |
| Level 5 | Bachelor's Degree in Child Development, Early Childhood Education, or Elementary Education including 30 child development/early childhood specific credits | Athens State University; Public and Private 4-Year Colleges and Universities |
| Level 6 | Master's Degree in Child Development, Early Childhood Education, or Elementary Education including 15 child development/early childhood specific credits | Public and Private 4-Year Colleges and Universities |
| Level 7 | Education Specialist (Ed.S.) Degree in Child Development, Early Childhood Education, or Elementary Education including 15 child development/early childhood specific credits | Public and Private 4-Year Colleges and Universities |
| Level 8 | Doctor of Philosophy (Ph.D.) Degree or Doctor of Education (Ed.D.) Degree in Child Development, Early Childhood Education, or Elementary Education including 15 child development/early childhood specific credits | Public and Private 4-Year Colleges and Universities |

Level 1- Alabama Early Learning Guidelines (AELG) Credential

- Verify a certificate of completion from Quality Enhancement Agencies or APT

Level 2- Child Development Associate (CDA) Credential OR other national credential in child care/ECE

- Verify a current CDA (check for valid dates)
- Examples of other credentials are the Montessori Infant and Toddler or Early Childhood credential

Level 3- Short Certificate or Certificate in CD/ECE

- This is offered by the community colleges and different colleges issue different certificates with varying hours and credits
- To count for level 3, the certificates must total at least **18 hours**
- Verify 18 hours of CD/ECE on transcript if the certificates do not specify the number of hours

Level 4- Associate's in Applied Science / Technology or an Associate's in Arts / Sciences with at least 18 CD / ECE semester credit hours.

- The difference between these 2 types of Associates is that the Associate's in Arts & Sciences is usually a transfer degree with primarily core coursework (math, English, science, etc.)
- Verify degree completion and verify transcript with 18 hours of CD/ECE coursework

Level 5- Bachelor's degree in CD / ECE or an Elementary Education degree with at least 30 CD / ECE semester credit hours

- Verify degree completion if degree is in CD/ECE
- If degree in Elem Ed, verify 30 hours of CD/ECE coursework on transcript

Levels 6, 7, and 8- Master's, Education Specialist, and doctorate degrees in CD / ECE or an Elementary Education degree with at least 15 CD / ECE semester credit hours.

- Verify degree completion if degree is in CD/ECE
- If degree in Elem Ed, verify 15 hours of CD/ECE coursework on transcript

****When verifying CD/ECE coursework**

- Look for prefixes or course titles that indicate the coursework meets requirement
- Course prefixes CD and ECE would count, but there could possibly be others
- Credit for CD/ECE coursework can be received if the course title includes early childhood, child development, young children, infant/toddler, or early intervention. The course title should include words like child, young, early, etc. (ex. A course titled Human Development would need a CD/ECE prefix since it doesn't include those key words)
- If a course does not have a CD/ECE prefix and the title does not include those key words, but you feel it may meet requirements, you can look at a course description/syllabus to verify that the majority of the course focuses on early childhood
- Pay attention to semester hours vs. quarter hours

Environmental Checklist

Family and Group Home Environment Workbook (Best Practice Rubric 5.1 A-D)

This instrument aligns age groups with the CLASS tools.

Infants are Birth-18 months of age.

Toddlers are 15-35 months of age.

Preschoolers are 3-5 years old.

| Area | Justification | Yes= 1; No=0 |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Learning Environment | Protected floor space is provided for young infants; spaces are provided for older children to play actively without tripping over babies. | |
| | Learning environment is arranged so children have adequate space to move freely around interest areas. | |
| | There is space for large and small grouping. | |
| | Learning environment arrangement allows for staff to see all children at a glance. | |
| | All quiet and loud areas are separated. | |
| | Child-size furnishings are accessible to the children. | |
| Materials | Materials are sufficient, accessible, and in good condition. | |
| | Learning environment has labels for materials. | |

| | | |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Storage | Each child's individual cubby is labeled with name and picture of child and located inside the learning environment. | |
| | There are sufficient shelves to store all needed materials throughout the learning environment, without clutter or overcrowding | |
| | Shelves are clean, free of residue, varnish is in good condition, and shelves are in good condition. | |
| Interest Areas | At least three interest areas are identified and clearly defined. | |
| | There is a variety of materials for children to utilize in the interest areas. (Interest areas may include dramatic play, sensory play, library/book area, blocks, manipulatives, art, etc.) | |
| | There is adequate space for children to work and explore in the interest areas with peers and/or teacher | |
| Diversity | Diversity is represented throughout the learning environment in a positive way, including race, culture, age, and ability (at least one example of each). | |
| | Diversity is shown in displays, books, and accessible play materials. | |
| Art | Materials should be accessible and should include varying medians such as collage materials (glue, yarn, pom poms, pipe cleaners, etc.), playdough, and tools (scissors, hole punch, stencils, tape, etc.), paint, paintbrushes, crayons, and markers. | |
| | Children's artwork is displayed in the learning environment. | |

| | | |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Sensory | Interest areas offer a variety of sensory experiences related to sight, sound, and touch. | |
| | The learning environment has a sensory table/tub that includes sensory materials such as sand, water, textured materials. | |
| Dramatic Play | The learning environment has a variety of materials in good condition. | |
| | Items in the dramatic play are varied and allow for expanded use; items are accessible to the children. | |
| Language & Literacy | Books are accessible to children. | |
| | Books are developmentally appropriate and in good repair. Books support mixed-age groups (e.g. board books, cloth books, picture books, story books, etc.) | |
| | Examples of meaningful print are present in the learning environment and paired with pictures or objects at children's eye level (examples could include: dictation paired with children's art or photographs, labels in learning environment, environmental charts, materials labeled with pictures, etc.) | |
| | Printed names of children are used in multiple areas of the learning environment. | |
| | Dual language learners have access to books and/or environmental print representing their home language. (Mark yes if a child's home language is represented in books - if all children have English as a home language mark yes if all books are in English.) | |

| | | |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Fine Motor | There are a variety of materials accessible to children that encourage fine motor play. Materials may include grasping toys, nesting cups, busy boxes, puzzles, busy gears, large pop beads, pegboards, large beads and strings, squeeze toys, stacking tower, connecting blocks, shape sorters, play dough, matching games, drawing and painting implements, etc. | |
| | The materials support different developmental levels across all age groups. | |
| | The materials are complete and in good condition. | |
| Gross Motor (Indoor Accessibility) | Gross motor materials support different developmental levels across all age groups (e.g. activity mats, pull up bar, push/pull toys, stepping stones, parachute, etc.) | |
| | The indoor learning environment has an area that is large enough to encourage/accommodate gross motor movement. | |
| Math | There are a variety of accessible materials that encourage awareness of numbers, quantity, counting, shapes, or measurement accessible to the children. (Examples may include: sequencing toys, puzzles, sorting activities, cause-and-effect games, shape sorters, blocks, connecting blocks, linking toys, ball drop toys, magnetic toys, etc.) | |
| | The materials support different developmental levels across all age groups. | |
| Science | There are a variety of accessible materials in the learning environment for science exploration. (Examples may include: colored viewers; magnifying lenses; binoculars; flashlights; magnets; toy insects or reptiles; a simple body parts puzzle; nonfiction books about science/nature topics; sensory table (water, sand) with toys for scooping, pouring, measuring, using funnels; natural materials such as non-toxic plants or pets, etc.) | |
| | The materials support different developmental levels across all age groups for science exploration. (Simple materials for infants and toddlers to explore using their senses; items that reflect preschool-age children's interest, etc.) | |
| Natural Materials | Learning environment has at least 1 living item (e.g. a non-toxic plant, pet, etc.). | |

| | | |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Self-Regulation | There is at least one age-appropriate area that promotes children's self-regulation with soft pillows or furniture AND other materials such as: feelings books, soft toys or dolls, posters, etc. | |
| Blocks | There are enough blocks, space, and at least three different types of accessories for three or more children to build a sizeable structure. | |
| | | |
| SCORING | Total "Yes" | 0 |
| | Score is % Yes/Total | 0 |