



Alabama Quality STARS: Quality Rating and Improvement System (QRIS)

Guidelines

Alabama Quality STARS
Quality Rating and Improvement System

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OVERVIEW

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Alabama Quality STARS: Quality Rating and Improvement System

QRIS, or Quality Rating and Improvement System, is a systemic approach to assess, improve, and communicate the level of quality in early childhood education programs. QRIS will award STAR levels to early childhood education programs that meet a set of defined program standards. QRIS measures these standards of quality childcare by utilizing standardized, research-based criteria. By participating in Alabama Quality STARS, early care and education providers will embark on a path of continuous quality improvement.

Alabama Quality STARS is committed to recognizing a program's strength while providing support to develop a plan for improvement. These supports will include technical assistance, training, and financial incentives. The following guidelines will provide a road map for providers participating in the system.

ACKNOWLEDGEMENTS

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The development of the Alabama Quality STARS: Quality Rating and Improvement System (QRIS) is the result of the collaboration between the Alabama Department of Human Resources and stakeholders statewide. The Alabama Department of Human Resources would like to acknowledge all stakeholders who assisted in the 2021 update of these guidelines.

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1.00 REGULATORY AUTHORITY

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1.01 These guidelines are issued on the behalf of the Alabama Department of Human Resources, Child Care Services Division, Office of Childcare Subsidy and shall provide governance to the Alabama Quality STARS: Quality Rating and Improvement System.

1.02 Alabama Quality STARS is administered by the Alabama Department of Human Resources, Child Care Services Division.

2.00 PURPOSE

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Alabama Quality STARS: Quality Rating and Improvement System is intended to improve the quality of early and school-age care and education programs through the alignment and coordination of systemwide initiatives. Alabama Quality STARS will offer programs the opportunity to:

- Increase quality of early care and education services.
- Increase parents' understanding and demand for higher quality early care and education.
- Increase professional development opportunities, benchmarks, and rewards for a range of early care and education practitioners and providers.
- Create a cross-sector framework that can link standards, technical assistance, monitoring, finance, and consumer engagement for programs in a range of settings, including family childcare homes, childcare centers, school-based programs, Head Start programs, early intervention, and others.
- Develop a roadmap for aligning many pieces of the early care and education system, such as childcare licensing, prekindergarten and Head Start program oversight, national program accreditation, early learning guidelines, subsidy administration, technical assistance, training, quality initiatives, professional development systems, and others.

3.00 ACRONYMS

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ADECE	Alabama Department of Early Childhood Education
AELG	Alabama Early Learning Guidelines
CCEI	ChildCare Education Institute
CCP	Certified Childcare Professional
CDA	Child Development Associate Credential
CLASS	Classroom Assessment Scoring System
DHR	Department of Human Resources
MAECTE	Montessori Accreditation Council for Teacher Education
NAEYC	National Association for the Education of Young Children
NAFCC	National Association for Family Child Care

NPPS	National Program for Playground Safety
PITC	Program for Infant Toddler Care
QRIS	Quality Rating and Improvement System

4.00 DEFINITIONS

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In the context of these guidelines, the following definitions apply.

- 1. Aggregate.** Collect and tabulate results using a graphic organizer to see progress over time.
- 2. Assistant.** A person providing care and guidance of the children in a group daycare/nighttime home, under the supervision of the licensee.
- 3. Child Assessment.** Ongoing, intentional process including observation and documentation that provides information about a child’s development and learning over time.
- 4. Curriculum.** Guide for teachers and administrators to intentionally implement activities and approaches that include goals to maximize children’s development and learning with planned activities, daily schedules, routines, and materials linked to their goals.
- 5. Developmentally Appropriate.** Appropriate for the age span and developmental levels of the children; promoting each child’s optimal development and learning through a strengths-based, play based approach to joyful, engaged learning.
- 6. Family Child Care Home.** A childcare facility inside a family home that receives no more than 6 children for care during the day.
- 7. Family Home.** The dwelling in which the licensee resides.
- 8. Group Child Care Home.** A childcare facility which is a family home, and which receives at least seven (7), but no more than twelve (12) children for care during the part of the day where there are at least two (2) adults present and supervising the activities.
- 9. Parent/Family Engagement.** Parents/Families and staff working together to support and improve the development, learning and health of children, with parents/families actively participating in the program, feeling welcomed, valued, and connected to each other, to staff, and to the children.
- 10. Parent/Family Orientation.** Meeting with parents/families to provide information about program policies, introduce staff, tour the facility, and to give parents/families the opportunity to express their expectations and how they can support and be involved in the program.

11. Parent/Family Resource Area. Designated space in the program area containing information about children’s healthy development and learning, both at home and at the program, and identifying resources specific to the needs and interests of the program’s parents/families, such as having information provided in various languages.

5.00 AGENCY REPSONSIBILTY

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- 5.01 The Alabama Department of Human Resources, Child Care Services Division will coordinate and administer the Alabama Quality STARS: Quality Rating and Improvement System (QRIS).
- 5.02 The QRIS Team will be responsible for the process of rating programs who apply to participate in the Alabama Quality STARS: Quality Rating and Improvement System.
- 5.03 The QRIS Administrator will have final approval of applications for STAR ratings as reviewed and recommended by the Alabama Quality STARS staff.
- 5.04 By October 31st annually the Division Director will be responsible for providing verification to the Commissioner of the centers that received STAR ratings in the previous fiscal year.
- 5.05 The QRIS Team will provide technical assistance to programs desiring to participate in the enhancement model to support Alabama Quality STARS: Quality Rating and Improvement System.
- 5.06 The QRIS Team in collaboration with the Department of Human Resources, Child Care Services Division will be responsible for the process of calculating the STAR ratings to programs.
- 5.07 Programs in the assessment model of QRIS will be notified virtually within 30 days by the QRIS Administrator of their earned STAR rating. A QRIS Specialist will debrief with each program after STAR rating has been awarded.

6.00 ELIGIBILITY

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- 6.01 All licensed programs, including childcare centers, family day care homes, and group day care homes, are eligible to apply for a star rating. Programs that cannot be licensed by DHR according to the Code of Alabama 1975, Section 38-7-2, (4), (e.g. military, public schools, Alabama Community College System, university, Tribal, etc.) may also apply for a STAR rating. All applicants will be evaluated by the QRIS Team to calculate their STAR rating.
- 6.02 Programs with multiple center locations that each have a separate license number, must apply for a STAR rating for each center. Each center location will be evaluated by the QRIS Team to receive their STAR rating.
- 6.03 Programs must be in “good standing” with DHR. Centers and Family or Group Day Care Homes in “good standing” are those that are not currently under adverse action and meet all current Licensing Standards. Centers that cannot be licensed by DHR must have written policies and procedures for addressing parent and/or community complaints and documentation that there is follow through when complaints are received.
- 6.04 A STAR program that becomes the subject of an investigation may retain its current STAR rating until the investigation is concluded. The outcome of the investigation may be considered in the continuation of the STAR rating.

7.00 STAR RATING CRITERIA

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- 7.01 Alabama Quality STAR Ratings are divided into two categories: Foundational and Advanced STAR levels.
- The Foundational Levels encompass 1 STAR and 2 STAR Ratings.
 - The Foundational Level of 1 STAR is awarded to all programs meeting Child Care Licensing and Performance Standards.
 - The 2 STAR Level builds upon Child Care Licensing and Performance Standards by incorporating the use of the Best Practice Rubric.
 - The Advanced STAR Levels encompass 3 STAR, 4 STAR, and 5 STAR Ratings. (See Section 8.00 Best Practice Rubric and Section 9.00 CLASS Scoring Model for further details.)
- 7.02 1 STAR Rating: This is earned through meeting all licensing standards in the updated Alabama Department of Human Resources Licensing Performance Standards. This is awarded to all programs successfully meeting and maintaining all required elements. Programs are assessed through childcare consultants hired by DHR.

7.03 2 STAR Rating: Programs earning a 2 STAR Rating have exceeded the licensing standards and are going above and beyond to put the foundational elements of quality in place. 2 STAR programs are taking steps to make quality a priority and are building a strong foundation which will benefit the children enrolled. Shifting the program's lens to quality increases the professional workplace environment as well. 2 STAR programs are looking to highlight what their program does well and challenge themselves to do more. A 2 STAR Rating is calculated with only the Best Practice Rubric score to measure foundations of quality implemented. **To earn a 2 STAR rating, the site needs a minimum of 40 points on the Best Practice Rubric.** CLASS observations are done informally to determine steps to higher levels of quality.

7.04 3 STAR Rating: Programs earning a 3 STAR Rating have embraced foundational levels and continued to strengthen that foundation. The focus on teacher-child interactions is indicative of how teachers are effectively supporting children's social and academic development. By having a strong foundation and then building on what research tells us grows the strongest brains, 3 STAR programs are taking quality to the next level. A 3 STAR Rating is calculated with the Best Practice Rubric and the aggregate score from CLASS observations. **To earn a 3 STAR rating, the site needs a minimum of 80 points on the Best Practice Rubric and a minimum of 30 CLASS points.**

7.05 4 STAR Rating: Programs earning the 4 STAR Rating have empowered their teams to achieve even higher levels of quality. The foundation is there, the interactions are getting stronger, and the whole program is moving as a team to implement program-wide quality initiatives. CLASS scores are proficient, and the Best Practice Rubric scores show consistency across the program. A 4 STAR Rating is calculated with the Best Practice Rubric and the aggregate score from CLASS observations. **To earn a 4 STAR rating, the site needs a minimum of 95 points on the Best Practice Rubric and a minimum of 40 CLASS points.**

7.06 5 STAR Rating: Programs earning the 5 STAR rating are building strong capacity in their teams through internal mentorship and in valuing quality foundations. Consistent levels of high quality are evident program-wide, and the administration has adopted solid business practices. A 5 STAR Rating is calculated with the Best Practice Rubric and the aggregate score from CLASS observations. **To earn a 5 STAR rating, the site needs a minimum of 110 points on the Best Practice Rubric and a minimum of 50 CLASS points.**

7.07 Scoring Calculator Model

[See Appendix 17.01](#)

A STAR Rating is assigned based on scoring requirements on the Best Practice Rubric and CLASS. To earn a STAR Rating, the minimum requirement must be met in both the Best Practice Rubric Points and CLASS Score Points. (CLASS Score Points are determined by taking the average of all dimension scores from each class observed and multiplying it by 10, with a total of 70 CLASS Score Points possible.)

STAR Rating Scoring Chart

	STAR 2	STAR 3	STAR 4	STAR 5
Total Minimum Best Practice Rubric Points (130 possible)	40 points	80 points	95 points	110 points
Total Minimum CLASS Score Points (70 possible)	N/A	30 points	40 points	50 points

For example, if a program scores 100 points on the Best Practice Rubric and 35 points on CLASS score points, the program would meet the minimum requirements for STAR 3.

8.00 BEST PRACTICE RUBRIC

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8.01 The domains and indicators of the Best Practice Rubric have been identified as markers of quality. They have been established by experts in the field of early childhood education, validated by research, and developed from recognized resources to provide incremental progressions of quality.

8.02 The domains of the Best Practice Rubric include:

- Curriculum and Instruction
- Screening and Assessment
- Family Engagement
- Professional Credential
- Environment
- Program Design

8.03 Each domain of the Best Practice Rubric includes a series of indicators, each of which have been assigned a point value. The rubric is designed to be cumulative so that programs can select only those indicators that fit the structure of their program.

8.04 Best Practice Rubric

[See Appendices 17.02](#)

9.00 CLASS SCORING MODEL

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9.01 CLASS Cycles and Length: CLASS scores will be calculated by a CLASS reliable observer.

- Informal assessment (Enhancement only) will consist of 2 cycles of 15-20 minutes of observation per cycle. Informal assessments will be conducted on all classes within two months of enrolling in Enhancement.
- Formal assessment (used to determine scores in Assessment) will consist of 4 cycles of 15-20 minutes of observation. Formal assessments will be conducted on at least 50% of classes per age group.

9.02 Informal Assessments will be used for programs enrolled in the Enhancement model and Formal Assessments will be used for programs enrolled in the Assessment model.

9.03 Mixed age group process:

- In mixed-age kindergarten/Pre-K classrooms, the Pre-K tool should be used if the classroom is a majority pre-K *or* if the classroom receives early childhood funding.
- In mixed-age Pre-K/toddler classrooms, the Pre-K tool should be used if the classroom is a majority (or at least half) Pre-K.
- In mixed-age toddler/infant classrooms, the Toddler tool should be used if the classroom is a majority (or at least half) toddler. The infant tool should only be used if the classroom is a majority infant.
- In classrooms that are a mix of infant, toddler, and Pre-K children, the classrooms will be observed using the tool appropriate for the majority of the class. **If there is a no clear majority among the three age groups, the Toddler tool will be used.**

9.04 Aggregate Process:

- The overall rating for each site is calculated by averaging all dimension scores (except for Negative Climate) for all observation cycles together. Dimension scores are first calculated by using the four cycles of raw scores to create an average dimension score.
- The dimension scores from every domain and every observation count equally in the overall rating. Domain scores are never averaged together to create an overall rating.
- CLASS scores are aggregated with a maximum of 7 points, then multiplied by 10, resulting in the final CLASS Score Points.

9.05 **Scoring Example:** ABC site has eight classrooms, four Pre-K and four toddler. 2 Pre-K observations and 2 toddler observations are included in this rating.

- Each Pre-K observation has 9 dimension scores (excluding Negative Climate) which equals 18 Pre-K dimension scores.
- Each toddler observation has 7 dimension scores (excluding Negative Climate), which equals 14 dimensions.
- There are 32 total dimensions that are averaged together for the overall site rating.

10.00 APPLICATION *(in place until system is implemented)*

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10.01 To apply for a STAR Rating, programs will complete an application through AlaCEED. The applying programs will select from two program options: “Assessment” or “Enhancement”.

10.02 For Assessment applications, a program will be contacted by a QRIS Specialist to schedule an Assessment of the program. The program will be assessed using the Best Practice Rubric and the CLASS tool. Programs will present the documents for the Best Practice Rubric and the Quality Specialist will score the rubric. CLASS observations will be conducted on 50% of classrooms for each age group. (If the program only qualifies for the 2 STAR Rating, CLASS observations serve as a potential training tool for the program.) Scores will be used to assign the STAR Rating to the program within 7 days of the initial visit.

10.03 For Enhancement applications, a program will request 6 months of technical assistance to build their program quality before the Assessment process. This entails an initial, informal needs assessment with the Best Practice Rubric and CLASS Observation tools. From the data collected during the needs assessment, an action plan will be specifically created for each program based on need. The Enhancement model allows for dollars to be awarded so that a program’s basic needs can be met with environment and materials. These dollars are awarded based on the data collected by the QRIS Specialist during the informal needs assessment. After completion of the Enhancement model, a formal assessment is completed, and a STAR Rating is awarded.

11.00 MAINTAINING A STAR LEVEL

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- 11.01 Centers will receive the highest STAR Rating at which all standards are met as determined by a review of presented documentation and assessment scores, as applicable. The center's STAR Rating certificate must be posted in a conspicuous place in the center where it can be easily seen by parents/families and the public.
- 11.02 A STAR Rating is valid for 3 years if yearly updates are received and teacher turnover stays below 50%, unless the program becomes ineligible for a STAR Rating according to Section 5.00 Eligibility or Section 12.00 Changes in STAR Rating.
- 11.02 STAR Rated programs must apply to renew by the end of third year. Failure to apply for renewal can jeopardize STAR Rating status. A STAR Rating will be granted based on meeting STARS standards as defined in Section 7.00 Criteria.
- 11.03 STAR Rated programs that change location may retain the current STAR Rating for up to three (3) months. During this time, a new Alabama Quality STARS Application must be submitted. A STAR rating will be granted based on meeting STARS standards in accordance with Section 7.00 Criteria.
- 11.04 STAR Rated centers may receive random, unannounced visits throughout the 36-month rating period. STAR reviews based on these visits may result in a change in STAR rating and/or recommended professional development, technical assistance, etc.

12.00 CHANGES IN STAR RATING

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- 12.01 Changes in STAR Rating include denial, reduction, or invalidation of rating status. Changes may result from:
- Ineligibility to participate according to Section 5.00 Eligibility;
 - Application documentation that is incomplete;
 - Substantiation of complaints related to harm or death of a child; and/or
 - Falsification of any document or submission of false information.
- 12.02 Programs that have an Alabama Quality STARS rating denied, reduced, or invalidated are eligible to re-apply after six (6) months, unless otherwise notified.

13.00 APPEAL PROCESS

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- 13.01 Programs may request an appeal if the program has a STAR Rating reduced or invalidated or has a legitimate dispute concerning the Alabama Quality STARS Guidelines or program review procedures. A written request for appeal, asking that the rating status decision be reviewed, must be submitted to the Alabama Quality STARS Program Administrator within thirty (30) days of the notice of action.
- 13.02 Upon receipt of a request for appeal, the Division Director will conduct an internal review to ensure that the appropriate processes were followed and to determine the validity of the decision. The Alabama Quality STARS Program Administrator will review the findings with the Division Director and transmit the findings of the internal review to the program within thirty (30) days of receipt of the appeal request.
- 13.03 If the program finds the outcome of the internal review to be unsatisfactory, the program has ten (10) business days to request further review by the Alabama Quality STARS Appeal Review Committee, whose members are appointed by the Deputy Commissioner for Family Resources. The committee will schedule a hearing and notify the program director/administrator in writing of the date and time of the hearing. The decision of the Alabama Quality STARS Appeal Review Committee is the final DHR administrative decision.

14.00 INCENTIVE MODEL

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ChildCare Center Incentives:

Maximum Child Capacity	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
Up to 50	\$9,000	\$13,500	\$20,250	\$30,375	\$45,575
51-99	\$12,000	\$18,000	\$27,000	\$40,500	\$60,750
Over 100	\$16,000	\$24,000	\$36,000	\$54,000	\$81,000

Home Child Care Incentives:

Maximum Child Capacity	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
Group Child Care Home	\$3,000	\$5,500	\$7,750	\$11,000	\$14,300
Family Child Care Home	\$2,200	\$4,400	\$6,600	\$8,000	\$12,100

15.00 ENHANCEMENT MODEL

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- 15.01 Programs that choose to enroll in the Enhancement model will receive 6 months of enhancement to increase overall STAR Rating.
- 15.02 Programs will receive funding and technical assistance to meet their needs based on the components of the Best Practices Rubric. Priorities will be created based on immediate health/safety concerns, environmental improvements, and supporting quality activities.
- 15.03 Programs will receive technical assistance and support to improve teaching practices represented in the CLASS tool and to increase their overall CLASS Aggregate score.

16.00 TECHNICAL ASSISTANCE PROTOCOL

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- 16.01 Programs that employ a coach on staff or that receive coaching through another state program will receive indirect guidance from a Quality Specialist. The assigned Quality Specialist will work directly with the program's coach to provide informal assessment data, share resources, and make recommendations for goal setting.
- 16.02 Quality Specialists will conduct an initial, informal needs assessment using the Best Practice Rubric and CLASS Observation tools.
- 16.03 Quality Specialists will work with a program's Director/Administrator to review program-level STAR Rating criteria. Programs will be provided with the materials needed to organize their Best Practice Rubric evidence. Quality Specialists will share an overview of the Best Practice Rubric, review any prepared documentation, and provide guidance on remaining indicators. Quality Specialists will make recommendations for financial enhancement and provide guidance for enhancement funds. Quality Specialists will meet with Directors/Administrators on an on-going basis throughout the Enhancement period.
- 16.04 Quality Specialists will use observation data from the CLASS tool to determine goals for each classroom. Goals will be in place for one month before progress is reviewed. Quality Specialists will make recommendations, provide strategies, and

share resources that are designed to make targeted improvements to teaching practices as defined by the CLASS tool.

16.05 On-going visits will be conducted based on a tiered schedule. CLASS domain scores determine the frequency and duration of Enhancement interactions.

- Tier A – Intensive Enhancement:
 - Tier A classrooms receive a minimum of 4 hours per month, consisting of two 2-hour face-to-face classroom visits.
 - Classrooms with the following CLASS Domain/Dimension scores receive Intensive Enhancement:
 - Negative Climate – 3.00-7.00
 - Responsive Caregiving (Infant), Emotional and Behavioral Support (Toddler), Emotional Support (Pre-K) – 1.00-2.99
- Tier B – Responsive Enhancement
 - Tier B classrooms receive a minimum of 2 hours per month, consisting of one 2-hour face-to-face classroom visit.
 - Classrooms with the following CLASS Domain scores receive Responsive Enhancement:
 - Responsive Caregiving (Infant), Emotional and Behavioral Support (Toddler), Emotional Support *or* Classroom Organization (Pre-K) – 3.00-3.99
- Tier C – Guided Enhancement
 - Tier C classrooms receive a minimum of 1 hour per month, consisting of one 1-hour face-to-face classroom visit.
 - Classrooms with the following CLASS Domain scores receive Guided Enhancement:
 - Responsive Caregiving (Infant), Emotional and Behavioral Support (Toddler), Emotional Support *or* Classroom Organization (Pre-K) – 4.00-4.99
- Tier D – Supportive and/or Peer Enhancement
 - Tier D classrooms receive on-going remote support from a Quality Specialist. Specialists will be available to answer questions, share resources, and may interact with classrooms through a virtual platform as needed.
 - Classrooms with the following CLASS Domain scores receive Supportive Enhancement:
 - Responsive Caregiving (Infant), Emotional and Behavioral Support (Toddler), Emotional Support *or* Classroom Organization (Pre-K) – 5.00-7.00

17.00 APPENDICES

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17.01 Scoring Calculator Model Example

(Click on title of this appendix portion to return to the section it belongs with.)

A STAR Rating is assigned based on scoring requirements on the Best Practice Rubric and CLASS. To earn a STAR Rating, the minimum requirement must be met in both the Best Practice Rubric Points and CLASS Score Points. (CLASS Score Points are determined by taking the average of all dimension scores from each class observed and multiplying it by 10, with a total of 70 CLASS Score Points possible.)

STAR Rating Scoring Chart

	STAR 2	STAR 3	STAR 4	STAR 5
Total Minimum Best Practice Rubric Points (130 possible)	40 points	80 points	95 points	110 points
Total Minimum CLASS Score Points (70 possible)	N/A	30 points	40 points	50 points

For example, if a program scores 100 points on the Best Practice Rubric and 35 points on CLASS score points, the program would meet the minimum requirements for STAR 3.

17.02 Best Practice Rubric

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, select only 1 option that best fits.											
Day Care Centers	Point Value	Indicator Met? Y/N	Points value met	Family Day Care Home	Point Value	Indicator Met? Y/N	Points value met	Group Day Care Home	Point Value	Indicator Met? Y/N	Points value met
1.1A A written plan for daily activities is in place and posted in the classroom	2		0	1.1A A written plan for daily activities is in place and posted in the learning environment	2		0	1.1A A written plan for daily activities is in place and posted in the learning environment	2		0
1.1B A written plan for individualized activities for each child is in place	2		0	1.1B A written plan for individualized activities for each child is in place	2		0	1.1B A written plan for individualized activities for each child is in place	2		0

1.1C A written plan for serving each child with additional/special needs (including diagnosed disability, challenging behavior, medical/health needs, developmental delays, social-emotional needs, trauma, etc.) is in place	2		0	1.1C A written plan for serving each child with additional/special needs (including diagnosed disability, challenging behavior, medical/health needs, developmental delays, social-emotional needs, trauma, etc.) is in place	2		0	1.1C A written plan for serving each child with additional/special needs (including diagnosed disability, challenging behavior, medical/health needs, developmental delays, social-emotional needs, trauma, etc.) is in place	2		0
1.1 Section Total:			0 Out of 6	1.1 Section Total:			0 Out of 6	1.1 Section Total:			0 Out of 6
For 1.2A-C, select the 1 option that best fits.											
1.2A Screen time* is not planned or utilized in the program *(1.2A-C- Select only one option that best fits)	4		0	1.2A Screen time* is not planned or utilized in the teaching curriculum. *(1.2A-C- Select only one option that best fits)	4		0	1.2A Screen time* is not planned or utilized in the teaching curriculum. *(1.2A-C- Select only one option that best fits)	4		0
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. *(1.2A-C- Select only one option that best fits)	2		0	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. *(1.2A-C- Select only one option that best fits)	2		0	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. *(1.2A-C- Select only one option that best fits)	2		0
1.2C None of the Above *(1.2A-C- Select only one option that best fits)	0		0	1.2C None of the Above *(1.2A-C- Select only one option that best fits)	0		0	1.2C None of the Above *(1.2A-C- Select only one option that best fits)	0		0
1.2 Section Total:			0 Out of 4	1.2 Section Total:			0 Out of 4	1.2 Section Total:			0 Out of 4
1.3A A routine daily schedule with clip art or photographs is posted in each age group for children's use	2		0	1.3A A routine daily schedule with clip art or photographs is posted in each age group for children's use	2		0	1.3A A routine daily schedule with clip art or photographs is posted in each age group for children's use	2		0

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	2		0	1.3B The daily schedule includes a combination of provider- and child-led activities, structured and unstructured time, and includes opportunities for free play and exploration	2		0	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	2		0
1.3 Section Total:			<u>0</u> Out of 4	1.3 Section Total:			<u>0</u> Out of 4	1.3 Section Total:			<u>0</u> Out of 4
1.4 A system is in place to share planned and/or completed activities with families at least weekly	2		0	1.4 A system is in place to share planned and/or completed activities with families	2		0	1.4 A system is in place to share planned and/or completed activities with families	2		0
1.4 Section Total:			<u>0</u> Out of 2	1.4 Section Total:			<u>0</u> Out of 2	1.4 Section Total:			<u>0</u> Out of 2
1.5A System is in place to rotate available materials in classroom to sustain children's interest in items	1		0	1.5A System is in place to rotate available materials in the learning environment to sustain children's interest in items	1		0	1.5A System is in place to rotate available materials in classroom to sustain children's interest in items	1		0
1.5B System is in place to routinely (at least once per month) rotate materials in classroom to enhance planned learning activities	1		0	1.5B System is in place to routinely (at least once per month) rotate materials in learning environment to enhance planned learning activities	1		0	1.5B System is in place to routinely (at least once per month) rotate materials in classroom to enhance planned learning activities	1		0
1.5 Section Total:			<u>0</u> Out of 2	1.5 Section Total:			<u>0</u> Out of 2	1.5 Section Total:			<u>0</u> Out of 2
1.6A A positive discipline policy that promotes realistic, age-appropriate, positive behavioral expectations is in place.	2		0	1.6A A positive discipline policy that promotes realistic, age-appropriate, positive behavioral expectations is in place.	2		0	1.6A A positive discipline policy that promotes realistic, age-appropriate, positive behavioral expectations is in place.	2		0
1.6B A procedure to respond to challenging behaviors is in place and includes tools/strategies to be used when behaviors do arise	2		0	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		0	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		0
1.6 Section Total:			<u>0</u> Out of 4	1.6 Section Total:			<u>0</u> Out of 4	1.6 Section Total:			<u>0</u> Out of 4
			<u>0</u>				<u>0</u>				<u>0</u>

Total Curriculum and Instruction Points			Out of 22	Total Curriculum and Instruction Points			Out of 22	Total Curriculum and Instruction Points			Out of 22
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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. Documentation is requested for 3 children per classroom. Additional records/documentation may be requested on site.				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.							
Day Care Centers	Point Value	Indicator Met? Y/N	Points value met	Family Day Care Home	Point Value	Indicator Met? Y/N	Points value met	Group Day Care Home	Point Value	Indicator Met? Y/N	Points value met
2.1A Provider collects anecdotal notes/observations as a basis for teaching each child	2		0	2.1A Provider collects anecdotal notes/observations as a basis for teaching each child	2		0	2.1A Provider and assistant collect anecdotal notes/observations as a basis for teaching each child	2		0
2.1B Provider shares anecdotal notes/observations with all families	2		0	2.1B Provider shares anecdotal notes/observations with families	2		0	2.1B Provider and assistant share anecdotal notes/observations with families	2		0
2.1 Section Total:			0 Out of 4	2.1 Section Total:			0 Out of 4	2.1 Section Total:			0 Out of 4
2.2A Complete developmental screening annually on each child	2		0	2.2A Complete developmental screening annually on each child	2		0	2.2A Complete developmental screening annually on each child	2		0
2.2B Complete the ASQ-3 developmental screening annually on each child	2		0	2.2B Complete the ASQ-3 developmental screening annually on each child	2		0	2.2B Complete the ASQ-3 developmental screening annually on each child	2		0
2.2C Provider uses results from screening tool to provide individualized instruction and provide community resources and/or referral information if concerns are identified	2		0	2.2C Provider uses results from screening tool to provide individualized instruction and provide community resources and/or referral information if concerns are identified	2		0	2.2C Provider uses results from screening tool to provide individualized instruction and provide community resources and/or referral information if concerns are identified	2		0
2.2 Section Total:			0 Out of 6	2.2 Section Total:			0 Out of 6	2.2 Section Total:			0 Out of 6

2.3A Use an assessment tool aligned with the Alabama Early Learning Guidelines (AELG) to assess children's learning and development			0	2.3A Use an assessment tool aligned with the Alabama Early Learning Guidelines (AELG) to assess children's learning and development	2		0	2.3A Use an assessment tool aligned with the Alabama Early Learning Guidelines (AELG) to assess children's learning and development	2		0
2.3B Use a valid, reliable assessment tool at least two times per year with anecdotal notes as the foundation for the assessment	4		0	2.3B Use a valid, reliable assessment tool at least two times per year with anecdotal notes as the foundation for the assessment	4		0	2.3B Use a valid, reliable assessment tool at least two times per year with anecdotal notes as the foundation for the assessment	4		0
2.3C Use assessment results to inform lesson or activity planning	2		0	2.3C Use assessment results to inform lesson or activity planning	2		0	2.3C Use assessment results to inform lesson or activity planning	2		0
2.3 Section Total:			<u>0</u> Out of 8	2.3 Section Total:			<u>0</u> Out of 8	2.3 Section Total:			<u>0</u> Out of 8
Total Screening and Assessment Points			<u>0</u> Out of 18	Total Screening and Assessment Points			<u>0</u> Out of 18	Total Screening and Assessment Points			<u>0</u> Out of 18

3. Family Engagement											
Day Care Centers	Point Value	Indicator Met? Y/N	Points value met	Family Day Care Home	Point Value	Indicator Met? Y/N	Points value met	Group Day Care Home	Point Value	Indicator Met? Y/N	Points value met
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		0	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		0	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		0
3.1 Section Total:			<u>0</u> Out of 2	3.1 Section Total:			<u>0</u> Out of 2	3.1 Section Total:			<u>0</u> Out of 2
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		0	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		0	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		0
3.2 Section Total:			<u>0</u> Out of 4	3.2 Section Total:			<u>0</u> Out of 4	3.2 Section Total:			<u>0</u> Out of 4

3.3A Has a resource area that meets the needs and interests of the families served and has a parent lending library; resources are centered on health and well-being of the family	2		0	3.3A Has family resource available to families (resources could be digital) that meets the needs and interests of the families served	2		0	3.3A Has family resource available to families (resources could be digital) that meets the needs and interests of the families served	2		0
3.3B Family resource area provides parents with allotted times to use necessary technology	1		0	3.3B Family resource area provides parents with allotted times to use necessary technology	1		0	3.3B Family resource area provides parents with allotted times to use necessary technology	1		0
3.3 Section Total:			0 Out of 3	3.3 Section Total:			0 Out of 3	3.3 Section Total:			0 Out of 3
3.4 Provides and/or connects families to training opportunities related to topics that address family needs	3		0	3.4 Providers connect families to training opportunities related to topics that address family needs	3		0	3.4 Providers connect families to training opportunities related to topics that address family needs	3		0
3.4 Section Total:			0 Out of 3	3.4 Section Total:			0 Out of 3	3.4 Section Total:			0 Out of 3
3.5 Family communication board per classroom with specific classroom information for families	2		0	3.5 Family communication board visible with program information	2		0	3.5 Family communication board visible with program information	2		0
3.5 Section Total:			0 Out of 2	3.5 Section Total:			0 Out of 2	3.5 Section Total:			0 Out of 2
Total Family Engagement Points			0 Out of 14	Total Family Engagement Points			0 Out of 14	Total Family Engagement Points			0 Out of 14

4. Professional Credential											
*For Indicators 4.1A-4.1F and 4.2D-4.2F, 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.				*For Indicators 4.1A-4.1H programs may select only the 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.							
Day Care Centers	Point Value	Indicator Met? Y/N	Points value met	Family Day Care Home	Point Value	Indicator Met? Y/N	Points value met	Group Day Care Home	Point Value	Indicator Met? Y/N	Points value met
For 4.1 A-F, select the 1 option that best fits				For 4.1 A-H, Select the 1 option that best fits							
4.1A At least one teacher per classroom* has a minimum of the AELG credential *(4.1A-4.1F- Select only one option that best fits)	4		0	4.1A The provider has a minimum of the AELG credential* *(4.1A-4.1H- Select only one option that best fits)	4		0	4.1A Provider or assistant has a minimum of the AELG credential*	4		0

4.1B At least 50% of classrooms* have teachers that meet level 2 or higher on the Alabama Pathways Professional Lattice *(4.1A-4.1F- Select only one option that best fits)	6		0	4.1B The Provider meets Level 2 of the Alabama Pathways Professional Lattice *(4.1A-4.1H- Select only one option that best fits)	6		0	4.1B Provider or assistant meets Level 2 of the Alabama Pathways Professional Lattice *(4.1A-4.1H- Select only one option that best fits)	6		0
4.1C 50% of classrooms* have a teacher assigned with level 3 or higher of the Alabama Pathways Professional Lattice *(4.1A-4.1F- Select only one option that best fits)	8		0	4.1C Provider has achieved a Level 3 or higher on the Alabama Pathways Professional Lattice *(4.1A-4.1H- Select only one option that best fits)	8		0	4.1C Provider or assistant has achieved a Level 3 or higher on the Alabama Pathways Professional Lattice *(4.1A-4.1H- Select only one option that best fits)	8		0
4.1D 50% of classrooms* have a teacher assigned with level 4 or higher of the Alabama Pathways Professional Lattice *(4.1A-4.1F- Select only one option that best fits)	10		0	4.1D Provider has achieved a Level 4 or higher on the Alabama Pathways Professional Lattice *(4.1A-4.1H- Select only one option that best fits)	10		0	4.1D Provider or assistant has achieved a Level 4 or higher on the Alabama Pathways Professional Lattice *(4.1A-4.1H- Select only one option that best fits)	10		0
4.1E 50% of classrooms* have a teacher assigned with level 5 or higher of the Alabama Pathways Professional Lattice *(4.1A-4.1F- Select only one option that best fits)	12		0	4.1E Provider has achieved a Level 5 or higher on the Alabama Pathways Professional Lattice *(4.1A-4.1H- Select only one option that best fits)	12		0	4.1E Provider or assistant has achieved a Level 5 or higher on the Alabama Pathways Professional Lattice	12		0
4.F None of the Above* *(4.1A-4.1F- Select only one option that best fits)	0		0	4.1F Provider has achieved a level 6 or higher of the Alabama Pathways Professional Lattice *(4.1A-4.1H- Select only one option that best fits)	14		0	4.1F Provider or assistant has achieved level 6 or higher of the Alabama Pathways Professional Lattice *(4.1A-4.1H- Select only one option that best fits)	14		0
4.1G Staff/Director have an advanced credential including CDA PD Specialist, PITC, IECMH, Montessori, NPPS,CCEI, and/or CCP (only 1 credential per staff credited)	Up to 3			4.1G Provider meets level 7 or higher of the Alabama Pathways Professional Lattice *(4.1A-4.1H- Select only one option that best fits)	16		0	4.1G Provider or assistant has achieved level 7 or higher of the Alabama Pathways Professional Lattice *(4.1A-4.1H- Select only one option that best fits)	16		0

Unique Credential 1	1		0	4.1H None of the Above *(4.1A-4.1H- Select only one option that best fits)	0		0	4.1H None of the Above* *(4.1A-4.1H- Select only one option that best fits)	0		0
Unique Credential 2	1		0	4.1I Provider 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)	Up to 3			4.1I Provider or assistant have an advanced credential including CDA PD Specialist, PITC, IECMH, Montessori, NPPS, CCEI, and/or CCP (only 1 staff per credential credited)	Up to 3		
Unique Credential 3	1		0	Unique Credential 1	1		0	Unique Credential 1	1		0
4.1 Section Total:			0	Unique Credential 2	1		0	Unique Credential 2	1		0
			Out of 15	Unique Credential 3	1		0	Unique Credential 3	1		0
4.2A Director has completed 3 modules of the Aim for Excellence Credential	1		0	4.1J Provider has completed 3 modules of the Aim for Excellence Credential	1		0	4.1J Provider has completed 3 modules of the Aim for Excellence Credential	1		0
4.2B Director has completed 6 modules of the Aim for Excellence Credential	1		0	4.1K Provider has completed 6 modules of the Aim for Excellence Credential	1		0	4.1K Provider has completed 6 modules of the Aim for Excellence Credential	1		0
4.2C Director has completed 9 modules of the Aim for Excellence Credential	1		0	4.1L Provider has completed 9 modules of the Aim for Excellence Credential	1		0	4.1L Provider has completed 9 modules of the Aim for Excellence Credential	1		0
For 4.1 D-F, select the 1 option that best fits				4.1 Section Total:			0	4.1 Section Total:			0
4.2D Director meets level 6 or higher* of the Alabama Pathways Professional Lattice *(4.2D-4.2F- Select only one option that best fits)	2		0				Out of 22				Out of 22
4.2E Director meets level 7 or higher* of the Alabama Pathways Professional Lattice *(4.2D-4.2F- Select only one option that best fits)	4		0	Total Professional Credential Points			0	Total Professional Credential Points			0
4.2F None of the Above* *(4.2D-4.2F- Select only one option that best fits)	0		0				Out of 22				

4.2 Section Total:			0 Out of 7
Total Professional Credential Points			0 Out of 22

5. Environment											
*For Indicators 5.1A-5.1E, select the 1 option that best fits. The Environment Checklist(See Appendix 17.03) should be used to determine the appropriate choice.											
Day Care Centers	Point Value	Indicator Met? Y/N	Points value met	Family Day Care Home	Point Value	Indicator Met? Y/N	Points value met	Group Day Care Home	Point Value	Indicator Met? Y/N	Points value met
For 5.1A-E, select the 1 option that best fits.											
5.1A Each classroom scores at least 25% on Environment checklist. *(5.1A-5.1E – Select only one option that best fits)	4		0	5.1A Learning environment scores at least 25% on Environment checklist. *(5.1A-5.1E – Select only one option that best fits)	4		0	5.1A Learning environment scores at least 25% on Environment checklist. *(5.1A-5.1E – Select only one option that best fits)	4		0
5.1B Each classroom scores at least 50% on Environment checklist *(5.1A-5.1E – Select only one option that best fits)	6		0	5.1B Learning environment at least 50% on Environment checklist *(5.1A-5.1E – Select only one option that best fits)	6		0	5.1B Learning environment scores at least 50% on Environment checklist *(5.1A-5.1E – Select only one option that best fits)	6		0
5.1C Each classroom scores at least 75% on Environment checklist *(5.1A-5.1E – Select only one option that best fits)	8		0	5.1C Learning environment scores at least 75% on Environment checklist *(5.1A-5.1E – Select only one option that best fits)	8		0	5.1C Learning environment scores at least 75% on Environment checklist *(5.1A-5.1E – Select only one option that best fits)	8		0
5.1D Each classroom scores at least 100% on Environment checklist *(5.1A-5.1E – Select only one option that best fits)	10		0	5.1D Learning environment scores at least 100% on Environment checklist *(5.1A-5.1E – Select only one option that best fits)	10		0	5.1D Learning environment scores at least 100% on Environment checklist *(5.1A-5.1E – Select only one option that best fits)	10		0
5.1E None of the Above* *(5.1A-5.1E – Select only one option that best fits)	0		0	5.1E None of the Above *(5.1A-5.1E – Select only one option that best fits)	0		0	5.1E None of the Above* *(5.1A-5.1E – Select only one option that best fits)	0		0
5.1 Section Total:			0 Out of 10	5.1 Section Total:			0 Out of 10	5.1 Section Total:			0 Out of 10

5.2 Outside playground has a completed playground assessment report by a certified NPPS (National Program for Playground Safety) or a CPSI (Certified Playground Safety Inspector)	4		0	5.2 Outside playground has a completed playground assessment report by a certified NPPS (National Program for Playground Safety) or a CPSI (Certified Playground Safety Inspector)	4		0	5.2 Outside playground has a completed playground assessment report by a certified NPPS (National Program for Playground Safety) or a CPSI (Certified Playground Safety Inspector)	4		0
5.2 Section Total:			0 Out of 4	5.2 Section Total:			0 Out of 4	5.2 Section Total:			0 Out of 4
Total Environment Points			0 Out of 14	Total Environment Points			0 Out of 14	Total Environment Points			0 Out of 14

6. Program Design											
Day Care Centers	Point Value	Indicator Met? Y/N	Points value met	Family Day Care Home	Point Value	Indicator Met? Y/N	Points value met	Group Day Care Home	Point Value	Indicator Met? Y/N	Points value met
6.1 Program Director serves as facilitator and mentor for Aim for Excellence	2		0	6.1 Provider serves as facilitator and mentor for Aim for Excellence	2		0	6.1 Provider serves as facilitator and mentor for Aim for Excellence	2		0
6.1 Section Total:			0 Out of 2	6.1 Section Total:			0 Out of 2	6.1 Section Total:			0 Out of 2
6.2A Programs builds in time in the teacher's daily work schedule to have planning time of a minimum of 1 hour a week to complete paperwork associated with classroom and children.	2		0	6.2A Provider has scheduled time to plan and complete paperwork/tasks related to the business a minimum of 1 hour per week	1		0	6.2A Provider has scheduled time to plan and complete paperwork/tasks related to the business	1		0
6.2B Program has a plan in place to address teacher turnover	2		0	6.2B Provider has scheduled time to plan and complete paperwork related to educational services a minimum of 1 hour per week	1		0	6.2B Provider has scheduled time to plan and complete paperwork related to educational services (1 point)	1		0
6.2C Program has a plan in place to achieve continuity of care (children have consistent caregivers)	2		0	6.2C Provider can document ability to provide continuity of care (children have consistent caregiver)	2		0	6.2C Provider can document ability to provide continuity of care (children have consistent caregivers)	2		0
6.2D Program provides benefits to staff (i.e. insurance, paid time off, paid holidays, retirement,	2		0	6.2D Provider allows for paid time off for self	2		0	6.2D Provider allows for paid time off for self and assistant	2		0

tuition benefits, wellness programs, etc.)											
6.2E Program offers an orientation process for onboarding new staff	2		0	6.2E Provider has a program handbook	2		0	6.2E Provider has a program handbook and/or orientation process for assistant	2		0
6.2 Section Total:			0 Out of 10	6.2 Section Total:			0 Out of 8	6.2 Section Total:			0 Out of 8
6.3A Program has a routine maintenance checklist for indoors	1		0	6.3A Provider has a routine maintenance checklist for indoors	2		0	6.3A Provider has a routine maintenance checklist for indoors	2		0
6.3B Program has a routine maintenance checklist for outdoors	1		0	6.3B Provider has a routine maintenance checklist for outdoors	2		0	6.3B Provider has a routine maintenance checklist for outdoors	2		0
6.3 Section Total:			0 Out of 2	6.3 Section Total:			0 Out of 4	6.3 Section Total:			0 Out of 4
6.4 Program has a means to evaluate impact of program (i.e. staff survey, family survey)	2		0	6.4 Provider has a means to evaluate impact of program (i.e. family survey)	2		0	6.4 Provider has a means to evaluate impact of program (i.e. staff survey, family survey)	2		0
6.4 Section Total:			0 Out of 2	6.4 Section Total:			0 Out of 2	6.4 Section Total:			0 Out of 2
6.5 Program has an operating budget that includes income and expenses	2		0	6.5 Provider has an operating budget that includes business-related income and expenses	2		0	6.5 Program has an operating budget that includes business-related income and expenses	2		0
6.5 Section Total:			0 Out of 2	6.5 Section Total:			0 Out of 2	6.5 Section Total:			0 Out of 2
6.6A Program has a policy describing staff's acceptable use of technology during work hours	1		0	6.6A Provider has guidelines in place describing acceptable use of technology during work hours	2		0	6.6A Provider has guidelines in place describing acceptable use of technology during work hours	2		0
6.6B Program has a policy in place describing staff's acceptable use of social media	1		0	6.6B Provider has guidelines in place describing staff's acceptable use of social media	2		0	6.6B Provider has guidelines in place describing staff's acceptable use of social media	2		0
6.6 Section Total:			0 Out of 2	6.6 Section Total:			0 Out of 4	6.6 Section Total:			0 Out of 4

6.7A Program establishes partnerships with local community service agencies to connect families to services	2		0	6.7A Provider establishes partnerships with local community service agencies to connect families to services	2		0	6.7A Provider establishes partnerships with local community service agencies to connect families to services	2		0
6.7B Program has a transition to school plan and partnerships with feeder schools in which children will transition	1		0	6.7B Provider has a transition to school plan and partnerships with feeder schools in which children will transition	2		0	6.7B Provider has a transition to school plan and partnerships with feeder schools in which children will transition	2		0
6.7C Program director participates in community and state level committees	1		0	6.7C Provider participates in community and state level committees	2		0	6.7C Provider participates in community and state level committees	2		0
6.7 Section Total:			<u>0</u> Out of 4	6.7 Section Total:			<u>0</u> Out of 6	6.7 Section Total:			<u>0</u> Out of 6
6.8A Program has a structure in place to actively recruit children and families with diverse demographics and/or needs	1		0	6.8A Provider has a structure in place to actively recruit children and families with diverse demographics and/or needs	2		0	6.8A Provider has a structure in place to actively recruit children and families with diverse demographics and/or needs	2		0
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	1		0	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		0	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		0
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		0	6.8C Provider is connected to training opportunities to equip them to meet the (social-emotional, cognitive, developmental, physical) needs of all children	2		0	6.8C Provider and assistant are connected to training opportunities to equip them to meet the (social-emotional, cognitive, developmental, physical) needs of all children	2		0
6.8 Section Total:			<u>0</u> Out of 4	6.8 Section Total:			<u>0</u> Out of 6	6.8 Section Total:			<u>0</u> Out of 6
6.9A Program maintains staff to child ratios accordingly: 0-18 months: 1:4 18 months-2.5 years: 1:6 24-36 months: 1:7 2.5-4 years: 1:10 4 years-school age: 1:16	3		0	6.9A N/A				6.9A N/A			
				6.9B N/A				6.9B N/A			
				6.9 Section Total:			<u>0</u>	6.9 Section Total:			<u>0</u>
6.10 Program has earned a national early childhood education accreditation				6.10 Provider has earned a national early childhood education accreditation (6		0	6.10 Provider has earned a national early childhood accreditation (6		0

School Age- 8 years: 1:20 8 years and older: 1:20			(such as NAFCC) and is active				(such as NAFCC) and is active			
			6.10 Section Total:			<u>0</u> Out of 6	6.10 Section Total:			<u>0</u> Out of 6
			Total Program Design Points			<u>0</u> Out of 40	Total Program Design Points			<u>0</u> Out of 40
6.9B Program maintains appropriate group size accordingly: 0-18 months: 8 18 months-2.5 years: 12 24-36 months: 14 2.5-4 years: 20 4 years-school age: 32 School Age- 8 years: 40 8 years and older: 40	3		0	Best Practice Rubric TOTAL POINTS		<u>0</u> Out of 130	Best Practice Rubric TOTAL POINTS			<u>0</u> Out of 130
6.9 Section Total:			<u>0</u> Out of 6							
6.10 Program has earned a national early childhood accreditation (such as NAEYC) and is active	6		0							
6.10 Section Total:			<u>0</u> Out of 6							
Total Program Design Points			<u>0</u> Out of 40							
Best Practice Rubric TOTAL POINTS			<u>0</u> Out of 130							

[17.03 Environment Checklists \(Used with Domain 5.1 of Best Practice Rubric\)](#)

Infant Classroom 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.

If a classroom includes both infants and toddlers, rate all infant and toddler items.

Area	Justification	Yes= 1; No=0
Learning Environment Arrangement	Learning environment is organized so children have adequate space to move freely (e.g. roll over and/or crawl).	
	Comfortable furniture for adults is available for caregivers and infants to relax in together.	
	Quiet (rest/sleeping) and loud (active play) areas are separated.	
Materials	Toys are stored on low shelves or in bins or baskets accessible to infants	
	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 is sufficient storage (example: bins, baskets, low shelves) to contain all needed materials throughout the learning environment, without clutter or overcrowding	
	Shelves are clean, free of residue, varnish is in excellent condition, and shelves appear like-new.	
Interest Areas	Materials for at least three "interest areas" are stored together and accessible. (Interest areas may include dramatic play, sensory play, library/book area, blocks, manipulatives, art, etc.)	
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	Art display is inside the learning environment, at children's eye level.	
	Majority of children's artwork demonstrates creativity/free choice. Artwork should be visibly different, demonstrating that children have not been asked to complete the artwork in a pre-determined way.	
Sensory	Play areas offer a variety of sensory experiences related to sight, sound, and touch.	
Dramatic Play	Learning environment has materials related to dramatic play, including soft washable baby dolls, phones, and toys.	
Stories and Books	Books are accessible to children and teachers with age-appropriate books (e.g. washable, sturdy, chewable books made of cloth, plastic or vinyl; board books; books with real life pictures; books with songs and/or rhymes; family picture book).	
	Learning environment has comfortable area for story sharing with space for all children in the class (e.g. soft furniture, soft carpet).	
Fine Motor	There are enough toys that each child in the room can have a toy that encourages problem solving and/or fine motor skills.	
Gross Motor	Materials (at least one item per child) are available for mobile infants to encourage them to test gross motor skills and coordination. (e.g. balls, push/pull toys, wagons, safe, right-sized climbing structures, ramps, steps)	
Natural Materials	Learning environment has at least 1 living item (e.g. a non-toxic plant, pet, etc.)	
Family Representation	Learning environment has pictures of the children and of the children's families on eye level.	
SCORING	Total "Yes"	0
	Score is % Yes/Total	0

Toddler Classroom Environment Workbook (Best Practice Rubric 5.1 A-D)

This instrument aligns age groups with the CLASS tools.

Toddlers are 15-35 months of age.

If a classroom includes both infants and toddlers, rate all infant and toddler items.

Area	Justification	Yes= 1; No=0
Learning Environment Arrangement	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.	
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 excellent condition, and shelves appear like-new.	
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.)	
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	Art display is inside the learning environment, at children's eye level.	

	Majority of children's artwork demonstrates creativity/free choice. Artwork should be visibly different, demonstrating that children have not been asked to complete the artwork in a pre-determined way.	
	There is a defined interest area in the learning environment for art that includes a variety of materials such as paper, crayons, and markers.	
Sensory	Play 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 organized into an interest area for dramatic play.	
Language & Literacy	Book area is clearly defined and accessible to children.	
	Examples of meaningful print are present in the classroom and paired with pictures or objects at children's eye level (examples could include: dictation paired with children's art or photographs, labels in classroom, environmental charts, materials labeled with pictures, etc.)	
	Books are developmentally appropriate and in good repair.	
Fine Motor	There are a variety of materials accessible to children that encourage fine motor play. Materials may include 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.	
	At least 5 different types of materials present in the learning environment	
	The materials are complete and in good condition.	
Gross Motor	There are at least 2 different types of gross motor materials accessible to children. (Examples may include: 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.)	
	At least 5 different types of materials are present, unique to math and number skills.	
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.)	
	At least 5 different types of materials present, unique to scientific exploration.	
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.	
SCORING	Total "Yes"	0
	Score is % Yes/Total	0

PreSchool Classroom Environment Workbook (Best Practice Rubric 5.1 A-D)

This instrument aligns age groups with the CLASS tools.

Preschoolers are 3-5 years old.

Area	Justification	Yes= 1; No=0
Learning Environment Arrangement	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.	
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 excellent condition, and shelves appear like-new.	
Interest Areas	At least five 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	Art is a clearly defined interest area that consists of a variety of materias including collage materials (glue, yarn, pom poms, pipe cleaners, etc.), playdough, and tools (scissors, hole punch,	

	stencils, tape, etc.), paint, paint brushes, crayons, and markers.	
	Majority of children's artwork demonstrates creativity/free choice. Artwork should be visibly different, demonstrating that children have not been asked to complete the artwork in a pre-determined way.	
	Children's artwork is displayed in the learning environment at children's eye level	
	Children's displayed art should include 3D or sculptural artwork	
Sensory	At least three 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 organized into an interest area for dramatic play.	
	Items in the dramatic play are varied and allow for expanded use; items are accessible to the children.	
Language & Literacy	Book area is clearly defined and accessible to children.	
	Books are accessible in multiple interest areas.	
	Books are developmentally appropriate and in good repair.	
	Examples of meaningful print are present in the classroom and paired with pictures or objects at children's eye level (examples could include: dictation paired with children's art or photographs, labels in classroom, environmental charts, materials labeled with pictures, etc.)	
	Printed names of children are used in multiple areas of the learning environment.	
	All of the children's home language is represented in print and accessible to children (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 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.	
	At least 5 different types of materials present in the learning environment.	
	The materials are complete and in good condition.	
Gross Motor (Indoor Accessibility)	There are at least 2 different types of gross motor materials accessible to children. (Examples may include: 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.)	
	At least 5 different types of materials are present, unique to math and number skills.	
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.)	
	At least 5 different types of materials present, unique to scientific exploration.	
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.	

	This area must be distinct from other areas of the classroom.	
Blocks	There are enough blocks, space, and at least three different types of accessories for three or more children to build a sizeable structure.	
	Space is designed as a stand-alone center.	
SCORING	Total "Yes"	0
	Score is % Yes/Total	0

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