



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

The Best Practice Rubric is designed to be cumulative, so that programs can choose only the indicators that fit their program structure. The Best Practice Rubric Verification Manual is utilized by Alabama Quality STARS Specialists during the Assessment visit, and it should be completed by programs as a self-evaluation to prepare for Assessment.

Instructions:

- For each indicator, select yes or no (Y/N) to indicate whether your program meets the criteria for the indicator.
- Gather documents needed to verify that your program meets the indicator and make note of your supporting evidence for later reference.
- Block out children's names/personally identifying information on all documents presented. Identify children by initials, number, symbol, etc.
- Documents should be organized, labeled, and gathered in one location (binder, file box) prior to an Assessment visit. Only the documents presented at the time of the Assessment will be considered. If no documentation is prepared at the time of the Assessment visit, no further review or observation(s) will be conducted, and the Assessment will result in an automatic denial (no new STAR rating awarded).

Indicators with special instructions are noted at the top of the domain. [Definitions](#) are noted at the end of the manual. For indicators that require a supporting document, those may be viewed at <https://alabamaqualitystars.org/assessment-criteria/>.

Disclaimers:

- All required documentation listed is a *minimum* requirement to fulfill the indicator. Additional documentation may be requested for verification while on-site.
- If contradictory evidence is observed during the Assessment visit for any indicator, credit will **not** be awarded.
- Any documentation that must be dated must include the full date (month, date, *and* year).

Domains:

- [1: Curriculum and Instruction](#)
- [2: Screening and Assessment](#)
- [3: Family Engagement](#)
- [4: Professional Credential](#)
- [5: Environment](#)
- [6: Program Design](#)

Domain 1: Curriculum and Instruction

	Description	Point Value	Y/N	Required Documentation	Resources/References	Recommendations/Examples
1.1A	A written plan for daily activities is in place and posted in the learning environment.	2		Copy of completed, developmentally appropriate lesson/activity plan with current dates, posted in the learning environment <ul style="list-style-type: none"> May be observed on-site, or for document upload, evidence must be presented that plan is posted in the learning environment 	<ul style="list-style-type: none"> HSPPS 1302.31 and 1302.32 NAFCC Standard 3.57 and 3.6 CFOC (4th Ed.) 2.1.1.1 	Quality early education curricula provide guidance on all practices addressed in the indicators of Domain 1. Recommended curricula include, but are not limited to: <ul style="list-style-type: none"> Creative Curriculum Frog Street Hightscope Learn Every Day Early Learning Matters (ELM) Mother Goose Time Red Leaf Press
Notes:						
1.1B	A written plan for individualized instructional activities for each child is in place.	2		Copy of current lesson/activity plan which includes section for individualized instructional/learning 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 	
Notes:						
1.1C	A written plan for serving children with additional/special needs (including diagnosed disability, challenging behavior, medical/health needs, developmental delays, social-emotional needs, trauma, etc.) is in place.	2		<ul style="list-style-type: none"> Written policy explaining how program provides (or plans to provide) services for children with additional/special needs, AND If applicable, for any 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 	
Notes:						

*For indicators 1.2A-C, select the one option that best fits.					
1.2A	Screen time is not planned or utilized in the program.	4		Written policy stating screen time is not used within the program	<ul style="list-style-type: none"> • CFOC (4th Ed.) 2.2.03
Notes:					
1.2B	When screen time is planned, it is educational and limited to 30 minutes daily for children over 2 years of age (children younger than 2 years are not allowed screen time); screen time is not utilized during mealtime.	2		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 younger than 2 years of age are not allowed screen time.) 	<ul style="list-style-type: none"> • CFOC (4th Ed.) 2.2.03
Notes:					
1.2C	Neither 1.2A or 1.2B apply.	0		<i>Select 1.2C only if the program does not meet 1.2A OR 1.2B</i>	
Notes:					

1.3A	A routine daily schedule with clip art or photographs is posted for children's use.	2		<p>Visual schedule utilizing clip art or photographs must be posted in program area at children's eye level</p> <ul style="list-style-type: none"> • May be observed on-site <i>or</i> for document upload, evidence must be presented that schedule is posted in each classroom (1 photo per age group) <p><i>For infants, visuals may be routine-based and posted in the related area(s) of the learning environment.</i></p>	<ul style="list-style-type: none"> • HSPPS 1302.31 • CSEFEL 	
Notes:						
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		Copy of current daily schedule that includes all required components and is developmentally appropriate to the age of the enrolled children	<ul style="list-style-type: none"> • NAFCC Standard 3.1 and 3.3 • Individualized Care and Daily Routines for Infants and Toddlers 	
Notes:						

1.4	A system is in place to share planned and/or completed activities with families at least weekly.	2		<p>Evidence must be presented for the program and may include any of the following:</p> <ul style="list-style-type: none"> • Family information board located where all families can visit to see posted current activities • Child take home folder including current planned activities • Program 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 	
Notes:						
1.5A	System is in place to rotate available materials in learning environment to sustain children's interest in items.	1		<ul style="list-style-type: none"> • Copy of policy stating how the program rotates materials, AND • Current, dated lesson/activity plan that includes when materials are rotated (rotating materials must involve the addition of materials that are not always present in the learning environment) 	<ul style="list-style-type: none"> • NAFCC Standard 2.27 	
Notes:						

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		<ul style="list-style-type: none"> • Copy of policy explaining how often and for what reasons program rotates materials, AND • Current, dated lesson plans that include materials to be rotated <u>and</u> how the rotation relates to planned activities 	<ul style="list-style-type: none"> • NAFCC Standard 2.27 	
Notes:						
1.6A	A positive discipline policy that promotes realistic, age-appropriate, positive behavioral expectations is in place.	2		<p>Copy of policy including specific explanation for how the program promotes positive discipline</p> <ul style="list-style-type: none"> • Policy must be distinct from a suspension/expulsion policy (may not use time out) 	<ul style="list-style-type: none"> • NAFCC Standard 1.7, 3.33, and 3.34 	
Notes:						
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		<p>Copy of written procedure explaining how the program responds to challenging behaviors and the steps that are taken, AND</p> <ul style="list-style-type: none"> • If applicable, evidence of implementation such as: <ul style="list-style-type: none"> ○ 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 	
Notes:						
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Domain 2: Screening and Assessment

	Description	Point Value	Y/N	Required Documentation	Resources/References	Recommendations/Examples
2.1A	<p>(FDCH) Provider collects anecdotal notes/observations as a basis for teaching each child.</p> <p>(GDCH) Provider <u>and</u> assistant collect anecdotal notes/observations as a basis for teaching each child.</p>	2		<p>Documentation of 5 current notes/observations must be provided for <u>half of enrolled children</u></p>	<ul style="list-style-type: none"> NAFCC Standard 1.5 Anecdotal Notes Summary 	
Notes:						
2.1B	<p>(FDCH) Provider shares anecdotal notes/observations with all families.</p> <p>(GDCH) Provider <u>and</u> assistant share anecdotal notes/observations with all families.</p>	2		<p>Current documentation of how the program shares notes/observations with families for <u>half of enrolled children</u></p> <ul style="list-style-type: none"> Documentation may include: Family-Teacher Conference, Home Visit forms, take-home folders, etc. Documentation must include dates and signatures/responses Information can be shared face-to-face, electronically, or via phone; remote communication methods must indicate acknowledgment with dates and signatures/responses 	<ul style="list-style-type: none"> HSPPS 1302.33 CFOC (4th Ed.) 2.1.1.4 	
Notes:						

2.2A	Complete developmental screening annually on each child.	2		<ul style="list-style-type: none"> • Copy of policy/procedures for developmental screenings that state what screenings are used, when screenings are completed, and that all children are screened, <u>AND</u> • Copies of dated, completed screening tool for <u>half of enrolled children</u> 	<ul style="list-style-type: none"> • NAFCC Standard 3.4 • CFOC (4th Ed.) 2.1.1.4 	<ul style="list-style-type: none"> • Pathways Milestones Checklist
Notes:						
2.2B	Complete the ASQ-3 developmental screening annually on each child.	2		<ul style="list-style-type: none"> • Copy of policy/procedures that state that the ASQ-3 screening tool is used, detail when screening is completed and that all children are screened, <u>AND</u> • Copies of dated, completed ASQ-3 for <u>half of enrolled children</u> 	<ul style="list-style-type: none"> • NAFCC Standard 3.4 	<ul style="list-style-type: none"> • Help Me Grow Alabama • Ages and Stages Questionnaire • Sample ASQ-3
Notes:						
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		<ul style="list-style-type: none"> • Copy of policy/procedures for following up with services/supports for children, <u>AND</u> • Provide documentation that individualized instruction is adapted from screening results, <u>AND/OR</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 	
Notes:						

2.3A	Use an assessment tool aligned with the Alabama Early Learning Guidelines (AELG) to assess children’s learning and development.	2		<ul style="list-style-type: none"> • Copy of policy/procedures for assessing children’s learning and development, AND • Copies of dated, completed assessments for <u>half of enrolled children</u> (must be completed within the last year) • Assessment tool must assess children on a <u>minimum of 3 developmental domains</u>; developmental domains must align with the AELG 	<ul style="list-style-type: none"> • NAFCC Standard 3.4 • Alabama Early Learning Guidelines 	<ul style="list-style-type: none"> • AELG Developmental Checklist • ChildFolio Assessment
Notes:						
2.3B	Use a valid, reliable assessment tool at least two times per year.	4		<ul style="list-style-type: none"> • If the assessment tool used is not listed in the Recommendations/ Examples column, provide documentation that the tool is research-proven to be valid and reliable, AND • Copies of dated, completed assessments for <u>half of enrolled children</u> (must be completed within the last year) <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 	<ul style="list-style-type: none"> • Teaching Strategies GOLD • AIM Observational Assessment • Child Observation Record (COR) • LAP B-K
Notes:						

2.3C	Use assessment results to inform lesson or activity planning.	2	<p>Evidence of how assessment results are used to inform planning must be provided <u>for half of enrolled children</u> and may include the following:</p> <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 	
Notes:					
Points Earned: _____ of 18					

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Domain 3: Family Engagement

	Description	Point Value	Y/N	Required Documentation	Resources/References	Recommendations/Examples
3.1	Holds a family orientation that includes program mission, goals, and policies/expectations; provides families with an explanation of program curriculum.	2		<ul style="list-style-type: none"> Copy of orientation plan/packet (examples may include: family handbook, presentation, agenda, etc.) that includes all required components, AND Signed document to verify that families have received information (examples may include: signed family handbook or acknowledgement page, sign-in/-out form from orientation, etc.) Plan and signed documents must include <u>all families</u> 	<ul style="list-style-type: none"> CFOC (4th Ed.) 2.3.1.1 	<ul style="list-style-type: none"> Program philosophy example Program goals and objectives example
Notes:						
3.2	Holds two family conferences per child annually to include family on each child's plan to meet goals in the classroom and at home.	4		<ul style="list-style-type: none"> Copy of policy and/or Family Handbook stating that the program conducts at least two parent/family conferences each calendar year, AND Documentation of signed and dated conference form for <u>half of enrolled children</u> <ul style="list-style-type: none"> Two conference forms from the last calendar year may be presented, <u>or</u> If all children in a classroom are newly enrolled in the program 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 	

Notes:						
3.3A	Has family resources (may be digital) available to families that meets the needs and interests of the families served; resources are centered on health and well-being of the family.	2		<p>If physical resource area is provided, the area may be observed on-site <i>or</i> for document upload, photo documentation of the area must be included; documentation of digital resources must also be included.</p> <ul style="list-style-type: none"> Resource area <u>must</u> include resources related to: health & development, child development, and/or community resources (i.e. flyers, handouts, booklets, etc.) <p><i>Supplemental documentation may also include surveys of family interests/needs, family handbook with information about the resource area, etc.</i></p>	<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 	
Notes:						
3.3B	Family resource area provides parents with allotted times to use necessary technology.	1		<p>Documentation may include any of the following:</p> <ul style="list-style-type: none"> Policy in family handbook explaining how and when families can access the program's technology resources Sign-up sheet for family members to sign up for time slots 		
Notes:						

3.4	Provider(s) connect families to training opportunities related to topics that address family needs.	3	<p>Documentation may include any of the following (within the last year):</p> <ul style="list-style-type: none"> • Flyers with training opportunities available for families • Announcements (written or electronic) provided to families about current trainings • Sign-up sheet, with date and title of trainings provided, that families attended • Completed family needs survey/assessment and planned training(s) from results 	<ul style="list-style-type: none"> • HSPPS 1302.50 • CFOC (4th Ed.) 2.3.1.1 • BAS (2nd Ed.) Item 8 	
Notes:					
3.5	Family communication board is visible and includes specific program information for families.	2	<p>Documentation should include a photo/screenshot of the family communication board</p> <ul style="list-style-type: none"> • Physical boards may be located inside the learning environment, in an adjoining hallway, or in a communal/entrance area where families have access • Electronic communication boards may include apps (Remind, Class Tag, etc.) or social media pages <p>Examples of information shared must include <u>more than 1</u> of the following: lesson plans, schedule, menus, classroom news/announcements, etc.</p>	<ul style="list-style-type: none"> • BAS (2nd Ed.) Item 7 	
Notes:					
Points Earned: _____ of 14					

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Domain 4: Professional Credential

	Description	Point Value	Y/N	Required Documentation	Resources/References	Recommendations/Examples
*For indicators 4.1A-H, select the one option that best fits.						
4.1A	<p>(FDCH) The provider has a minimum of the AELG Credential.</p> <p>(GDCH) At least one caregiver has a minimum of the AELG Credential.</p>	4		Verified through audit of staff files (certificates, degrees, and/or transcripts) <ul style="list-style-type: none"> Copy of AELG Credential certificate(s) of completion 	<ul style="list-style-type: none"> CFOC (4th Ed.) 1.3.2-3 BAS (2nd Ed.) Item 1 Alabama Pathways (page 9) 	
Notes:						
4.1B	<p>(FDCH) The provider has at least Alabama Pathways Professional Lattice Level 2 <u>or</u> a CDA in childcare/early care and education.</p> <p>(GDCH) At least one caregiver has at least Alabama Pathways Professional Lattice Level 2 <u>or</u> a CDA in childcare/early care and education.</p>	6		Verified through audit of staff files (certificates, degrees, and/or transcripts) <ul style="list-style-type: none"> Copy of Alabama Pathways Lattice letter <u>or</u> current CDA(s) 	<ul style="list-style-type: none"> CFOC (4th Ed.) 1.3.2-3 BAS (2nd Ed.) Item 1 Alabama Pathways (page 9) 	
Notes:						

4.1C	<p>(FDCH) The provider has at least Alabama Pathways Professional Lattice Level 3 <u>or</u> a short certificate in Child Development/Early Care & Education or related field.</p> <p>(GDCH) The provider or assistant has at least Alabama Pathways Professional Lattice Level 3 <u>or</u> a short certificate in Child Development/Early Care & Education or related field.</p>	8		<p>Verified through audit of staff files (certificates, degrees, and/or transcripts)</p> <ul style="list-style-type: none"> • Alabama Pathways Lattice letter <u>or</u> • Transcript must include a total of at least 18 hours of CD/ECE credits 	<ul style="list-style-type: none"> • CFOC (4th Ed.) 1.3.2-3 • BAS (2nd Ed.) Item 1 • Alabama Pathways (page 9) 	
Notes:						
4.1D	<p>(FDCH) The provider has at least Alabama Pathways Professional Lattice Level 4 <u>or</u> an Associate Degree in Child Development/Early Childhood Education or related field.</p> <p>(GDCH) The provider or assistant has at least Alabama Pathways Professional Lattice Level 4 <u>or</u> an Associate Degree in Child Development/Early Childhood Education or related field.</p>	10		<p>Verified through audit of staff files (certificates, degrees, and/or transcripts)</p> <ul style="list-style-type: none"> • Alabama Pathways Lattice letter <u>or</u> • Transcript must include a total of at least 18 hours of CD/ECE credits 	<ul style="list-style-type: none"> • CFOC (4th Ed.) 1.3.2-3 • BAS (2nd Ed.) Item 1 • Alabama Pathways (page 9) 	
Notes:						

4.1E	<p>(FDCH) The provider has at least Alabama Pathways Professional Lattice Level 5 <u>or</u> a bachelor's degree in Child Development/Early Childhood Education or related field.</p> <p>(GDCH) The provider or assistant has at least Alabama Pathways Professional Lattice Level 5 <u>or</u> a bachelor's degree in Child Development/Early Childhood Education or related field.</p>	12		<p>Verified through audit of staff files (certificates, degrees, and/or transcripts)</p> <ul style="list-style-type: none"> Alabama Pathways Lattice letter <u>or</u> Transcript must include a total of at least 30 hours of CD/ECE credits 	<ul style="list-style-type: none"> CFOC (4th Ed.) 1.3.2-3 BAS (2nd Ed.) Item 1 Alabama Pathways (page 9) 	
Notes:						
4.1F	<p>(FDCH) The provider has at least Alabama Pathways Professional Lattice Level 6 <u>or</u> a master's degree in Child Development/Early Childhood Education or related field.</p> <p>(GDCH) The provider or assistant has at least Alabama Pathways Professional Lattice Level 6 <u>or</u> a master's degree in Child Development/Early Childhood Education or related field.</p>	14		<p>Verified through audit of staff files (certificates, degrees, and/or transcripts)</p> <ul style="list-style-type: none"> Alabama Pathways Lattice letter <u>or</u> Transcript must include a total of at least 15 hours of CD/ECE credits 		
Notes:						

4.1G	<p>(FDCH) The provider has at least Alabama Pathways Professional Lattice Level 7 <u>or</u> an Education Specialist (Ed.S.) Degree in Child Development/Early Childhood Education or related field.</p> <p>(GDCH) The provider or assistant has at least Alabama Pathways Professional Lattice Level 7 <u>or</u> an Education Specialist (Ed.S.) Degree in Child Development/Early Childhood Education or related field.</p>	16		<p>Verified through audit of staff files (certificates, degrees, and/or transcripts)</p> <ul style="list-style-type: none"> • Alabama Pathways Lattice letter <u>or</u> • Transcript must include a total of at least 15 hours of CD/ECE credits 		
<p>Notes:</p>						
4.1H	Indicators 4.1A-4.1G do not apply.	0		<i>Select 4.1F only if none of the above requirements (4.1A-4.1G) are met.</i>		
<p>Notes:</p>						

4.1I	<p>(FDCH) The provider has an advanced credential, including: CLASS certified observer, CDA PD Specialist, PITC, IECMH, Montessori, NPPS, CCEI, or CCP. <i>(1 point per unique credential, up to 3 points.)</i></p> <p>(GDCH) The provider or assistant has an advanced credential, including: CDA PD Specialist, PITC, IECMH, Montessori, NPPS, CCEI, or CCP. <i>(1 point per unique credential, up to 3 points.)</i></p>	3		<p>Current certificate(s) of credential to include any of the following:</p> <ul style="list-style-type: none"> • CLASS: Classroom Assessment Scoring System • 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 • CCEI: ChildCare Education Institute • CCP: Certified Childcare Professional 	<ul style="list-style-type: none"> • CFOC (4th Ed.) 1.3.2-3 • BAS (2nd Ed.) Item 1 	
Notes:						
4.1J	Provider has completed 3 modules of the Aim4Excellence Credential.	1		Certificate(s) of completion	<ul style="list-style-type: none"> • CFOC (4th Ed.) 1.3.1.1 • BAS (2nd Ed.) Item 1 	<ul style="list-style-type: none"> • McCormick Center for Early Childhood Leadership
Notes:						
4.1K	Provider has completed 6 modules of the Aim4Excellence Credential.	2		Certificate(s) of completion	<ul style="list-style-type: none"> • CFOC (4th Ed.) 1.3.1.1 • BAS (2nd Ed.) Item 1 	<ul style="list-style-type: none"> • McCormick Center for Early Childhood Leadership
Notes:						

4.1L	Provider has completed 9 modules of the Aim4Excellence Credential.	2		Certificate(s) of completion	<ul style="list-style-type: none"> • CFOC (4th Ed.) 1.3.1.1 • BAS (2nd Ed.) Item 1 	<ul style="list-style-type: none"> • McCormick Center for Early Childhood Leadership
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Domain 5: Environment

	Description	Point Value	Y/N	Required Documentation	Resources/References	Recommendations/Examples
*For indicators 5.1A-E, select the one option that best fits.						
5.1A	Learning environment scores at least 30% on the Environment Checklist.	4		Environment Checklist (completed by Alabama Quality STARS Specialist)	<ul style="list-style-type: none"> FCCERS-R 	
Notes:						
5.1B	Learning environment scores at least 50% on the Environment Checklist.	6		Environment Checklist (completed by Alabama Quality STARS Specialist)	<ul style="list-style-type: none"> FCCERS-R 	
Notes:						
5.1C	Learning environment scores at least 70% on the Environment Checklist.	8		Environment Checklist (completed by Alabama Quality STARS Specialist)	<ul style="list-style-type: none"> FCCERS-R 	
Notes:						
5.1D	Learning environment scores at least 90% on the Environment Checklist.	10		Environment Checklist (completed by Alabama Quality STARS Specialist)	<ul style="list-style-type: none"> FCCERS-R 	
Notes:						
5.1E	Indicators 5.1A-5.1D do not apply.	0		<i>Select 5.1E only if none of the above requirements (5.1A-5.1D) are met.</i>		
Notes:						

5.2	Outside environment/ playground has a completed playground assessment report by a certified National Program for Playground Safety (NPPS) Playground Inspector or Certified Playground Safety Inspector (CPSI).	4		Copy of playground assessment report completed by certified NPPS or CPSI playground inspector <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 	<ul style="list-style-type: none"> National Program for Playground Safety Certified Playground Safety Inspector
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Notes:

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Domain 6: Program Design

	Description	Point Value	Y/N	Required Documentation	Resources/References	Recommendations/Examples
6.1A	Provider has scheduled time to plan and complete paperwork/tasks related to the business, a minimum of 1 hour per week.	1		<ul style="list-style-type: none"> Provider must have a <u>minimum of 1 hour per week</u> of planning time for <u>specific to business tasks</u> 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 	
Notes:						
6.1B	Provider has scheduled time to plan and complete paperwork/tasks related to educational services, a minimum of 1 hour per week.	1		<ul style="list-style-type: none"> Provider must have a <u>minimum of 1 hour per week</u> of planning time for <u>specific to educational services</u> 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 	
Notes:						

6.1C	Provider can document the ability to provide continuity of care (children have consistent caregivers).	2		<ul style="list-style-type: none"> • Copy of policy about how staffing/scheduling 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 	
Notes:						
6.1D	<p>(FDCH) Provider allows for paid time off for self.</p> <p>(GDCH) Provider allows for paid time off for self <u>and</u> assistant.</p>	2		<p>Copy of policy/statement listing paid time off benefit, noting which staff are provided the benefit</p> <ul style="list-style-type: none"> • Paid time off benefit must begin at the time of employment 	<ul style="list-style-type: none"> • CFOC (4th Ed.) 1.8.1.1 and 9.3.0.1 • BAS (2nd Ed.) Item 2 	
Notes:						
6.1E	<p>(FDCH) Provider has a program handbook.</p> <p>(GDCH) Provider has a program handbook <u>and/or</u> orientation process for assistant.</p>	2		<ul style="list-style-type: none"> • Policy explaining the orientation process (if applicable), AND • 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 	

Notes:						
6.2A	Program has a routine maintenance checklist for indoors.	2		Copy of completed checklist (must include specific tasks) with date completed	<ul style="list-style-type: none"> • CFOC (4th Ed.) 3.3.0.1 and 5.7.0 	
Notes:						
6.2B	Program has a routine maintenance checklist for outdoors.	2		Copy of completed checklist (must include specific tasks) with date completed	<ul style="list-style-type: none"> • CFOC (4th Ed.) 5.7.0 	
Notes:						
6.3	<p>(FDCH) Program has a means to evaluate impact of program (i.e. family survey).</p> <p>(GDCH) Program has a means to evaluate impact of program (i.e. family survey, staff survey).</p>	2		Copy of completed survey by family and/or staff (within the last year)	<ul style="list-style-type: none"> • BAS (2nd Ed.) Item 7 	
Notes:						
6.4	Provider has an operating budget that includes business-related income and expenses.	2		Copy of current budget showing business-related income and expenses	<ul style="list-style-type: none"> • NAFCC Standard 5.29 • BAS (2nd Ed.) Item 4 and 5 	
Notes:						
6.5A	Provider has guidelines in place describing acceptable use of technology during work hours.	2		<p>Copy of policy/guidelines with details on how the program handles staff use of technology during working hours</p> <ul style="list-style-type: none"> • Must include signatures 	<ul style="list-style-type: none"> • BAS (2nd Ed.) Item 10 	
Notes:						

6.5B	Provider has guidelines in place describing acceptable use (professional and/or personal) of social media.	2	<p>Copy of policy/guidelines with details on how the program handles staff use of social media (personal or business use)</p> <ul style="list-style-type: none"> • Must include signatures 	<ul style="list-style-type: none"> • BAS (2nd Ed.) Item 10 	
Notes:					
6.6A	Program establishes partnerships with local community service agencies to connect families to services.	2	<p>Documentation of current partnerships with listed services provided</p> <ul style="list-style-type: none"> • May include a list of partnerships <u>and/or</u> evidence of implementation (i.e. signed agreement, memorandum of understanding, 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 and 19 	Alabama Family Central
Notes:					

6.6B	Program has a transition plan and partnerships with feeder schools/programs into which children will transition.	2	<ul style="list-style-type: none"> • Copy of policy/statement in family and/or staff handbook of how the program handles transitions (internal or external) and/or partnerships to schools, AND • 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 	<ul style="list-style-type: none"> • CFOC (4th Ed.) 9.2.2.1 	Alabama Transition to Kindergarten Toolkit Transition Tips for Early Head Start
Notes:					
6.6C	Provider participates in community <u>and/or</u> state level committees.	2	<p>Committees may be focused on early care and education <u>or</u> a business, civic, or faith-based organization</p> <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. <p>Must document provider’s attendance and participation (minutes, notes, agenda, sign-in sheet) from meetings with dates of attendance</p>	<ul style="list-style-type: none"> • NAFCC Standard 1.26 • BAS (2nd Ed.) Item 9 	
Notes:					

6.7A	Program has a structure in place to actively recruit children and families with diverse demographics and/or needs.	2		<ul style="list-style-type: none"> • Copy of policy/plan that details the steps taken to recruit children and families with diverse demographics/needs into the program, and/or • Evidence of recruitment efforts (may include: flyers, partnerships with community resources, offering scholarships, advertising, etc.) 	<ul style="list-style-type: none"> • CFOC (4th Ed.) 2.1.1.8 	
Notes:						
6.7B	The demographics and/or diverse needs of children do not exclude them from acceptance into the program if reasonable accommodations can be made.	2		<ul style="list-style-type: none"> • Copy of policy of acceptance that states that children will not be excluded if reasonable accommodations can be made, AND • Plan for how the program will accommodate the diverse needs of children and families 	<ul style="list-style-type: none"> • NAFCC Standard 1.28, 2.12, 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 	
Notes:						
6.7C	Program provides or connects staff to training opportunities to equip them to meet the (social-emotional, cognitive, developmental, physical) needs of all children.	2		<p>Documentation may include:</p> <ul style="list-style-type: none"> • Current 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 	
Notes:						

6.8A	<i>Not applicable to Family and Group Day Care Homes.</i>					
6.8B	<i>Not applicable to Family and Group Day Care Homes.</i>					
6.9	Program has earned national early childhood accreditation and is active.	6		Copy of accreditation/certificate with current date		NAFCC Accreditation National accreditation organizations
Notes:						
Points Earned: _____ of 38						

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Definitions

- **Anecdotal notes** – Written observations of children’s actions and behaviors that document their ability and progress in a developmental area; anecdotal notes may include pictures or videos, quotations, and/or written descriptions of children’s actions, gestures, facial expressions, etc.
- **Assessment (*assessment tool*)** – On-going process of gathering information about children’s developmental progress, interests, strengths, and needs; includes on-going observation and provides information about development over time
- **Child-led** – Play and/or learning that is initiated by children and follows their lead; children create their own play scenarios, explore, and try their own ideas
- **Current** – Unless otherwise specified, dated within the last six (6) months
- **Developmentally appropriate** – Practice of designing instruction, strategies, and teaching practice based on what children are developmentally able to do cognitively, physically, and emotionally
- **Free play** – Unstructured, child-initiated play in which children select and control the use of materials, create their own play scenarios, and try their own ideas
- **Individualized** – Tailored to a specific child; based on developmental, physical, social-emotional, or environmental need, unique interests, and abilities
- **Learning environment** – The area(s) that children regularly utilize, are allowed to actively explore for the majority of the day, and have access to at all times
- **Policy** – System of rules or guidelines that govern how a program operates
- **Positive discipline** – Method of guiding children’s behavior by explicitly teaching the social and emotional-regulation skills needed to meet behavioral expectations; teaches children what to do and employs logical consequences rather than punishment
- **Procedure** – The sequence of steps or actions detailing when and how a policy should be done and who is responsible
- **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/or DVD
- **Screening (*developmental screening, screening tool*)** – Method of gathering information about children’s developmental progress and provides information about whether a child’s development is on track compared to widely-held expectations of typically developing peers
- **Structured** – *See Teacher-led*; time that it directed by the teacher
- **System** – A set of procedures and/or organized framework according to which something is done
- **Teacher-led** – Play and/or learning that is initiated by the teacher; time spent in direct instruction that is guided by the teacher
- **Time out** – Method of punishing child behavior, typically by removing the child from their current environment and isolating them from interaction with caregiver(s) and peers
- **Unstructured** – *See Child-led*; time that is directed by the child
- **Valid and reliable** – Research-proven to measure accurately and consistently what the tool is intended to measure
 - **Reliability** – The extent to which a tool can be utilized accurately and consistently across users
 - **Validity** – The extent to which a tool measures what it is intended to measure

Referenced Documents and Links

- [Alabama Early Learning Guidelines](#)
- [Caring For Our Children \(CFOC\), 4th Edition](#)
- [Center on the Social and Emotional Foundations for Early Learning \(CSEFEL\)](#)
- [Centers for Disease Control and Prevention Milestones Checklist](#)
- [NAFCC Benchmarks to Quality](#)
- Harms, T., Cryer, D., & Clifford, R. M. (2007). *Family Child Care Environment Rating Scale: Revised Edition*. Teachers College Press. <https://www.ersi.info/iters.html>
- [Head Start Program Performance Standards \(HSPPS\)](#)
- Talan, T.N. & Bloom, P.J. (2018). *Business Administration Scale (BAS) for Family Child Care 2nd Edition*. Teachers College Press.